

INNOVATION OF TEACHING MANAGEMENT MODE IN HIGHER VOCATIONAL COLLEGES

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Abstract

This study analyzes the current situation of teaching management mode in higher education institutions, the problems as well as relevant foreign experiences and some domestic measures worthy of reference, and puts forward requirements and countermeasures. The study is conducted by questionnaire, literature method and interview method. This paper understands and structures on the theoretical basis of constructivism and dialectical unity, and explains the characteristics, principles and tasks that should be followed in the current teaching management mode of higher education institutions. It is pointed out that the teaching management mode of higher vocational institutions has problems such as school expansion affecting student education management, improper logic of discipline-oriented organization structure, poor basic conditions restricting the development of management mode, and teaching objectives and curriculum deviating from students' psychology. Of course, on the basis of affirming the teaching management mode of China's higher vocational institutions, corresponding countermeasures are also proposed, mainly establishing a student education management mechanism, giving full play to the function of ideological and political education, and hoping to establish a teaching management team with rich educational theoretical knowledge and professional knowledge, the ability to solve problems, analyze and propose problems, and the ability to self-control, regulate and make decisions.

Keywords: Innovation of teaching, higher vocational colleges, development of management.

Introduction

Statement of the research problem

With constructivism and dialectical unity as the theoretical basis of understanding and structure, this study elaborates the characteristics, principles and tasks that should be followed by the current teaching management model of higher education institutions. It is pointed out that the teaching management mode of higher vocational institutions has problems such as school expansion affecting students' education management, improper discipline oriented organization logic, poor basic conditions restricting the development of management mode, and teaching objectives and curriculum deviating from students' psychology.

Research Objectives

It is hoped to establish a teaching management team with rich knowledge of educational theories and expertise, in addition to the ability to solve problems, analyze and present problems, as well as the ability to self-control, regulate and make decisions. Of course, the new instructional managers should also be aware of modern information technology and have researched or developed instructional management models to improve instructional management.

Conceptual framework

Educational management is a systematic process, and the management of people is more important than the management of people, so from the dimension of the management of people, educational management can be divided into the following models. The first one is authoritarian management. The second is excessive democratic management. The third is "saber-rattling" type of management. Fourth, excessive institutional management. Fifth, archival management.

Research Hypothesis

Today, higher education management in China is still based on the traditional teaching management model, and we should be brave enough to change this model and gradually implement teaching management with subjectivity. Today, higher education is no longer about teachers simply imparting knowledge, but about students as the main body of teaching and learning, so that students can develop in many aspects, holistically and comprehensively. The participation of student subjects in teaching and learning in schools has an important role in promoting the development of higher education in China. At present, the important content of China's education is to strengthen the research of higher education management theory and gradually build a new and new model suitable for the development of China's education, so as to better adapt to the development of higher education in China.

Significance of the research

Higher vocational education is a special kind of vocational education to cultivate application-oriented talents to meet the rapid development of economic construction. It aims to cultivate higher technical and application-oriented talents at the front line of production, construction, management and service, which is different from ordinary higher education. This requires students to have certain theoretical foundation and ability to work in modern production technology positions after finishing higher vocational education. Therefore, higher vocational education should have its own unique concept and talent cultivation program, while practical teaching is the main way to realize the goal of higher vocational education talent cultivation, and practical teaching management mode is an important means to effectively implement practical teaching and ensure its teaching quality.

Literature Review

Definition of higher vocational education

Higher vocational education is based on the traditional general education, which mainly helps students to master the requirements of certain occupations and educates them deliberately on work ethics, skills and knowledge, so that the students who receive such education can become the vocational skills needed by the country [1]. Therefore, higher vocational education will not leave the figure of higher vocational education either in the history or in the current or future socio-economic development.

Definition of instructional management

Teaching management usually refers to the management of teaching managers to make the teaching activities formulated by the school to be carried out properly so as to achieve the purpose of cultivating talents. Generally speaking, teaching management includes teaching quality evaluation, teaching operation management and teaching plan management. In addition, it may also involve teaching system, teaching team, academic style, practical teaching base, laboratory, teaching materials, curriculum, professional construction management, etc. Even teaching reform and research also belong to the scope of teaching management [2]. Different management methods will also produce different effects.

Problems of the current education management mode in China's higher vocational institutions

1. school expansion affects the education management of students
2. illogical theme-based organizational structure
3. Poor basic conditions restrict the development of management mode
4. Teaching objectives and curriculum deviate from students' psychology

Research Methodology

Population/sampling method/variables

The survey was conducted using a self-administered questionnaire, supplemented by interviews, with the aim of identifying the extent to which teachers and students recognise the teaching management model, combining it with the literature to identify problems and suggest countermeasures.

Data collection

The respondents were divided into students (freshmen and sophomores); full-time teachers, of whom those who had been in the profession for less than three years were called new teachers and those who had been in the profession for three years or more were called senior teachers; and teaching managers, who were divided into college teaching managers and school teaching managers.

Selection of samples

The sample sizes are 869 samples. The survey targets mainly students, teachers and teaching managers, and a random sample was taken to issue questionnaires. A total of 869 questionnaires were distributed and 828 questionnaires were collected on site, with a recovery rate of 95%, of which 808 were valid, with an efficiency rate of 93%. 808 valid questionnaires were distributed, of which 508 were answered by students, accounting for 62.87%, including 265 freshmen and 243 sophomores; 212 questionnaires were answered by teachers, accounting for 26.24%, including 92 new teachers and 120 senior teachers; and 120 questionnaires were answered by teaching managers. A total of 212 questionnaires were received from teachers, accounting for 26.24%, including 92 from new teachers and 120 from senior teachers; 88 from teaching managers, accounting for 10.89%, including 69 from college teaching managers and 19 from university teaching managers.

Instrument/study design

Data were analysed using SPSS 22.0 software, with measures expressed as $\bar{x} \pm s$ and t-tests. The percentage of count data was expressed as n (%) and a chi-square test was performed. $p < 0.05$ was considered a statistically significant difference.

Results

Students' recognition of the teaching management system

The mean age of freshmen and sophomores was (18.25 ± 2.25) and (20.05 ± 2.97) , respectively, with the mean age of sophomores being slightly higher than that of freshmen because they enrolled earlier. Further comparison revealed no statistically significant difference between the gender composition of freshman and sophomore students ($p > 0.05$). In terms of satisfaction with the instructional management system, there were no statistically significant differences between first-year and second-year students in terms of satisfaction with the selection of teaching materials, satisfaction with the teaching environment, and satisfaction with faculty teaching ($p > 0.05$). However, the satisfaction scores showed that students were more satisfied with the teachers' teaching and less satisfied with the teaching environment, so the teaching environment of the school needs further improvement. The differences between freshman and sophomore students' satisfaction with practical teaching and satisfaction with teaching content were statistically significant ($P < 0.05$). Among them, sophomore students were slightly more satisfied with the practical teaching than freshmen students, which may have a strong relationship with the curriculum, because freshmen students are mostly in basic courses, with few specialized courses and not much practical teaching. As a whole, the satisfaction score is around 3.5, which indicates that students are not very satisfied with the teaching management system and there is still room for further improvement.

Teachers' recognition of the teaching management system

The average ages of new teachers and senior teachers were (28.15 ± 4.20) and (42.51 ± 5.07) years old, respectively, and the average age of senior teachers was slightly higher than that of new teachers because they joined the profession earlier. Further comparison revealed that there was no statistically significant difference in gender composition between new and veteran teachers ($p > 0.05$). In terms of satisfaction with the teaching management system, the perceived differences between new and veteran teachers were greater; in terms of satisfaction with teaching equipment and instruments, new teachers were slightly more satisfied than veteran teachers, and the differences were statistically significant ($P < 0.05$). However, in terms of satisfaction with teaching content, satisfaction with enterprise practice, and satisfaction with further education and training, they were significantly lower than senior teachers, and the differences were statistically significant ($P < 0.05$). In addition, there was no statistically significant difference between new teachers and senior teachers in terms of satisfaction with the construction of curriculum system and satisfaction with talent cultivation program ($P > 0.05$). In general, the satisfaction scores of the above factors were not very high, indicating that new and senior teachers were not very satisfied with the teaching management system and there was room for further improvement.

Recognition of the teaching management system by teaching managers

The mean age of teaching managers in the college and teaching managers in the school were (35.05 ± 5.33) and (36.01 ± 5.12) years old, respectively, and the age difference was not statistically significant ($P > 0.05$). Further comparison revealed that there was no statistically significant difference in the gender composition between the teaching managers of the college and the teaching managers of the school ($P > 0.05$). In terms of satisfaction with the teaching management system, there was no statistically significant difference between the teaching managers of the college and the teaching managers of the school in terms of satisfaction with the management system and satisfaction with teacher training ($P > 0.05$). However, in terms of satisfaction with school-enterprise cooperation and satisfaction with professional construction, school teaching managers were significantly higher than college teaching managers, and the differences were statistically significant ($P < 0.05$). Further comparison revealed that in terms of satisfaction with the practical training base and satisfaction with the monitoring system, the college teaching management was significantly higher than the school teaching management, and the difference was statistically significant ($P < 0.05$). Taken together, the satisfaction scores of the above factors are not very high, indicating that the satisfaction of teaching management personnel of the college and teaching management personnel of the school with the teaching management system is not very high, and there is still room for further improvement.

Conclusion and Discussion

By investigating teachers and students, reviewing and analyzing relevant literature, higher vocational institutions have achieved some results in teaching management, such as more standardized and scientific teaching management and significantly improved teaching efficiency. In addition, the process of establishing management systems in higher education institutions may be cumbersome and inefficient, the new system is difficult to be integrated with the inherent system of the school, and many higher education institutions are superficial and focus only on the form, which is difficult to solve the problems in the process of teaching management. The research in this paper is helpful to establish a student-centered teaching supervision and management system and to innovate the concept of education and teaching. By implementing teaching quality management, standardizing teaching links and improving teaching system; establishing quality evaluation system, establishing quality monitoring system and involving both teachers and students in the management system of teaching quality assurance, in order to achieve the purpose of ensuring the teaching process and education effect.

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