

FACTORS INFLUENCING THE CONSTRUCTION OF "DUAL-TEACHER" IN HIGHER VOCATIONAL SCHOOLS

Siqi Li¹, Smithirak Jantarak²

^{1,2} Graduate School, Southeast Asia University, Bangkok, Thailand

E-mail: S6446B10011@live.sau.ac.th

Abstract

The purpose of this study was to analyse the current situation and factors influencing the construction of "dual-teacher" teachers in higher vocational institutions, analyse the problems, and propose requirements and countermeasures. The study is based on constructivism and dialectical unity as the theoretical basis of understanding and structure. It is pointed out that the overall quality of teachers is not high, the foundation of teachers is not firm, the training mechanism of teachers is not sound, the system of teachers is not perfect, the evaluation mechanism of teachers is not perfect and the motivation of teachers is not strong. The macro, meso and micro analyses may be influenced by national policies, school-enterprise collaboration and teachers' internal needs. On the basis of affirming the construction of "dual-teacher" teachers in China's higher vocational colleges and universities, the corresponding countermeasures are proposed, mainly for the innovation of the recruitment and selection mode of "dual-teacher" talents, the establishment of the incentive mechanism of "dual-teacher" teachers, and the development of "dual-teacher" teachers. The main measures are to innovate the recruitment and selection mode of "dual-teacher" talents, establish the incentive mechanism of "dual-teacher" teachers, build a policy guarantee system, and establish a common platform for "dual-teacher" teachers in cooperation with schools and enterprises.

Keywords: Higher Education Schools, "Dual-teacher" teachers, Building a team of dual-teacher teachers

Introduction

Statement of the Research Problem

The core element and the first resource of education is the teacher. As the saying goes, whether a country is strong depends on its education level, and whether a country's education level is strong or not depends on whether the teaching force is strong. The level and capacity of a school is largely determined by the high quality of its teaching staff. If a school is to have a high level of education, then a highly qualified and competent teaching staff is the key.

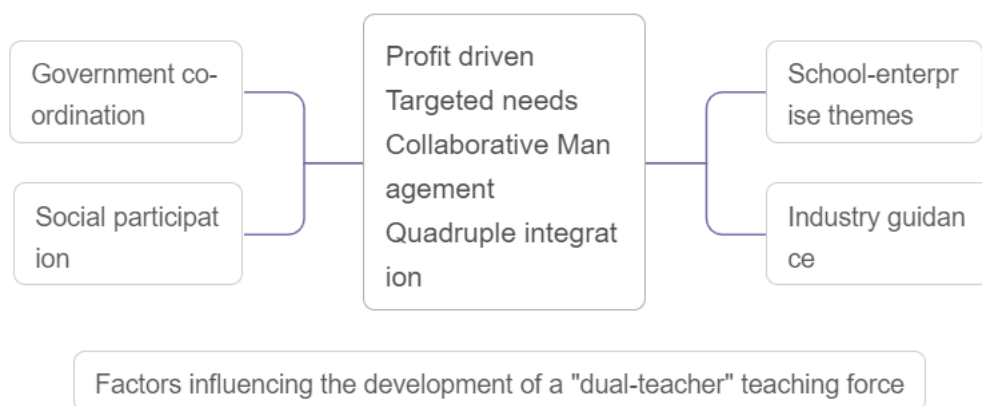
The number of "double-teacher" teachers is increasing, but China's higher vocational education is also developing rapidly, so only higher education institutions need more and higher level "double-teacher" teachers, so the construction of a "double-teacher" teacher team is urgent. Experts and leaders in education and society have called for higher vocational institutions to respond to national policies, improve teacher training programmes, develop teacher training systems, and establish a team of "dual-teacher" teachers who are both practical and theoretical, in order to improve teacher qualifications and teaching standards in higher vocational institutions. The programme also states that by 2022, the number of "dual-teacher" teachers should account for more than 50% of all teachers in higher vocational institutions in China. In

this paper, we focus on some of the factors that influence the development of a 'dual-teacher' teaching force in higher vocational institutions and the views of teachers or 'dual-teacher' teachers on the current policy, taking into account our own learning experiences. At the same time, we reviewed the relevant literature on the construction of "dual-teacher" teachers, designed questionnaires and interviewed teachers to analyse the current problems in the construction of "dual-teacher" teachers in some higher vocational institutions, analyse the causes and influencing factors, and put forward some feasible suggestions or countermeasures. The aim of this study is to make some feasible suggestions or countermeasures in order to improve the reference for the construction of "double-teacher" teachers in higher vocational colleges and make due contribution.

The Research Objectives

This paper takes non-teaching staff and teaching staff of higher vocational colleges as the subjects of investigation, and reviews the relevant literature on the construction of "two-teacher" teaching team to find out the shortcomings of the construction of "two-teacher" teaching team in higher vocational colleges, analyze the problems, causes and influencing factors, and put forward suggestions or countermeasures in order to make positive contributions to the construction of "two-teacher" teaching team.

Conceptual Framework



The Research Hypotheses

This paper adopts the comparative research method to explore the relevant research framework and strategies for the construction of "dual-teacher" higher vocational education teachers in China.

The construction of a "dual-teacher" teacher team in higher education institutions is a systematic project that requires the joint efforts of all parties in the society to complete. The basic strategic theoretical assumptions (models) are

National policy is the macro factor

Co-operative education between schools and enterprises is the meso factor

The internal demand of teachers is the micro factor

The Scope and Limitation of the Research

The main object of this article is to study all teachers who teach in higher vocational institutions. The qualified "dual-teacher" teachers are roughly summarized as follows: they have obtained professional and technical titles related to their specialties; they have obtained professional qualifications recognized or issued by the state (ministries).

The Benefits of the Research

The construction of a "two-teacher" teaching force has always been an issue of close concern to the State Council and the Central Committee of the Communist Party of China. Firstly, by reviewing the relevant literature on the construction of "dual-teacher" teachers, this paper collects information and raises questions to draw the attention and concern of higher education institutions. Secondly, we conduct a study on non-teacher teachers and teacher teachers to discuss the problems of the 'dual-teacher' system and the demands of teachers. This paper proposes strategies for the construction of 'dual-teacher', which we hope will provide reference for higher education institutions.

Chapter 2 Theory and Literature Reviews

Concept and Theories

Vocational education is a specific form of education based on the mastery of production technology and theoretical knowledge of relevant professions and practical application of science, which determines the uniqueness of the quality of vocational education teachers. They must not only have the dedication and professional ethics to engage in vocational education, but also have a high level of theoretical and technical knowledge of vocational education, as well as a high level of professional skills, the ability to operate in production and the ability to solve practical problems that arise in production. Since the term 'dual-teacher' was first proposed by researchers in the field of vocational education in the 1990s, the focus of attention on 'dual-teacher' teachers has been on practical skills outside the classroom, while the focus on teaching skills has been The focus has been on practical skills outside the classroom, but not on teaching skills. The vocational education sector does not yet have a complete definition of how to assess the competencies of 'dual-teacher' teachers, and is still at the stage where education departments and schools in different regions are working on their own. The establishment of competency standards for "dual-teacher" teachers in vocational schools is a top priority for teacher competency building.

Literature Reviews

In 1995, the concept of "dual-teacher" teachers was first explicitly mentioned in the document "Notice of the State Education Commission on the Construction of Model Vocational Universities". The document "Opinions on Strengthening the Cultivation of Talents in Higher Vocational High School Education" issued by the Ministry of Education stated that "'double-teacher' is both a teacher and an engineer, accountant, etc.". The concept of "double-teacher" teachers was first used in the Notice on the Research Work on the Teacher Training Team in Higher Vocational High School Education issued by the Ministry of Education. The Evaluation Programme for the Level of Talent Cultivation Work of Higher Vocational High School Institutions (for trial implementation) set specific criteria for defining double-qualified teachers,

providing a policy basis for higher vocational schools to build a double-qualified teacher team. Article 10 of the Decision of the State Council on Vigorously Promoting the Reform and Development of Vocational Education and Article 16 of the Decision of the State Council on Vigorously Developing Vocational Education put forward the requirements of strengthening the construction of teachers, establishing a high-level teacher team and enhancing the training of "double-teacher" teachers. Chapter 17 of the National Medium- and Long-term Education Reform and Development Plan proposes to "strengthen the construction of teachers in vocational schools, with emphasis on 'dual-teacher' teachers." Article 7 of the "Opinions of the Ministry of Education on Comprehensively Improving the Quality of Teaching in Higher Vocational Education" proposes to gradually establish a qualification certification system for "two-teacher" teachers, and to study the development of standards and admission systems for teachers in higher vocational institutions.

The current situation of "dual-teacher" teacher team construction in higher vocational institutions

1. The overall quality of the "dual-teacher" teaching team is not high

The characteristics of higher education institutions should be innovative, comprehensive, scientific and practical, so the full-time teachers of higher education institutions are required to have practical and theoretical teaching abilities, which is also the most important requirement for the teaching team of such institutions.

2. The foundation of "dual-teacher" teacher team construction is not firm

When recruiting teachers, higher vocational institutions often refer to the standards of high titles and high academic qualifications, and due to the restrictions of recruitment mechanism or policies, the talents entering universities are mostly teaching or research-oriented. What is more noteworthy is that new university teachers are often fresh graduates who have just completed the transition from student to teacher role from one campus to another and lack practical experience and skills in the industry[4].

2.1 Incomplete cultivation mechanism of "two-teacher" teachers

In the long run, short-term industry training organised by vocational institutions does not allow teachers to fully grasp the latest frontiers of development and the latest technologies in the industry, so it is difficult to achieve results.

2.2 The system for building a "dual-teacher" teaching force is not perfect

Although there are documents issued by the state for reference in the construction of "dual-teacher" teachers, and higher vocational institutions are actively establishing their own systems, the construction of "dual-teacher" systems does not meet expectations on the whole, and some higher vocational institutions are only superficial in establishing the systems.

2.3 Imperfect evaluation mechanism for 'dual-teacher' teachers

Higher education institutions usually use scientific research results, students' comments, colleagues' evaluations and experts' lectures to assess teachers' theoretical teaching ability, but there is still no unified evaluation method to assess the operational ability and practical experience of "dual-teacher" teachers, which to a certain extent limits the ability of "dual-teacher" teachers. The development and construction of "dual-teacher" teachers is to a certain extent restricted[7].

2.4 "Dual-teacher" teachers are not well motivated

At present, there is a lack of systematic and long-term incentive measures and plans for the development of a "dual-teacher" teaching force. In general, higher education institutions have set up promotion channels for teachers who are both teaching and research-oriented, research-oriented and teaching-oriented, but few have established a promotion system for "double-teacher" teachers[8].

Research Methodology

Population/Sampling Methods/Variables

The survey was conducted using a self-administered questionnaire, supplemented by interviews, with the aim of identifying the extent of teachers' recognition of a 'dual-teacher' teaching force, combining this with the literature, identifying problems and proposing countermeasures.

Data Collection

The survey was conducted by a random sample of full-time teachers, and the questionnaires were filled out on the spot to ensure their authenticity and validity. A total of 256 questionnaires were distributed and 240 questionnaires were collected on site, with a recovery rate of 94%, of which 232 were valid questionnaires, with an efficiency rate of 91%. 127 of the 232 valid questionnaires were answered by non-teaching staff, accounting for 54.74%, while 105 were answered by teaching staff, accounting for 45.26%.

Instruments/Research Design

This thesis was analysed using SPSS, which contains many techniques that make data preparation very easy. It can open multiple datasets at the same time, facilitating comparative analysis and database conversion processing across different databases during the research process. More powerful data management features are available to help users use other applications and databases through SPSS. Support for data files in Excel, text, Dbase, Access, SAS and other formats. SPSS is very comprehensive in covering the entire process of data analysis and provides a complete data analysis process such as data collection, data management and preparation, data analysis and reporting of results. It is particularly suitable for designing survey projects, performing statistical analysis of data and producing relevant graphs in research reports.

Statistics and Data Analysis

Data entry and analysis of data was carried out in this study using SPSS 22.0 software. measures were expressed as $\bar{x} \pm s$ and t-tests were performed. The percentages of count data were expressed as n (%) and a chi-square test was performed. $p < 0.05$ was considered a statistically significant difference. The data were analysed in three ways: a comparison of general information of non-dual and dual-teacher teachers, a survey of non-dual and dual-teacher teachers' perceptions of "dual-teacher", and a survey of non-dual and dual-teacher teachers' recognition of the "dual-teacher" system. The data were analysed to examine the factors affecting the development of a "dual-teacher" teaching force.

Results

The general information of dual-teacher and non-dual-teacher teachers is detailed in Table 1. According to Table 1, it can be seen that there were 105 full-time teachers dual-teacher teachers in this survey, of whom 60 were male and 45 were female; there were 127 non-dual-teacher teachers, of whom 69 were male and 58 were female; the difference in gender composition between dual-teacher and non-dual-teacher teachers was not statistically significant ($p>0.05$). Comparing the age of the two teachers, the average age of the dual-teacher teachers was (40.05 ± 3.90) years, while the average age of the non-dual-teacher teachers was (38.24 ± 3.27) years, and the average age of the dual-teacher teachers was significantly higher than the average age of the non-dual-teacher teachers, with a statistically significant difference ($P<0.05$). Further the working years of the two were found to be (6.41 ± 0.37) and (6.21 ± 0.49) years for the dual-teacher and non-dual-teacher teachers respectively, with the mean working years of the dual-teacher teachers being slightly higher than the mean working years of the non-dual-teacher teachers, with a statistically significant difference ($p<0.05$). An analysis of the age and years of work of the two shows that a higher proportion of the teachers who had worked longer were dual-teacher teachers.

Hypothetical Test Results

The results of the above SPSS data analysis show that the factors influencing the construction of a "dual-teacher" teaching force mainly revolve around the following points.

4.3.1 National policy is a macro factor

For example, in 1995, the State Education Commission put forward the concept of "dual-teacher" teachers for the first time, suggesting that "dual-teacher" teachers have become a national education policy. For example, in 1995, the State Education Commission first introduced the concept of "two-teacher" teachers, suggesting that "two-teacher" teachers had become a national education policy. Later, in 2008, the Assessment Programme for the Training of Talents in Higher Vocational Institutions was promulgated, giving more authoritative recognition to 'dual-teacher' teachers. Two years later, the National Medium and Long-term Education Reform and Development Plan (2010-2020) pointed out the need to strengthen the construction of practical training bases and "dual-teacher" teachers, and ultimately improve the level of vocational education.

4.3.2 Co-operative education between schools and enterprises is a meso factor

In 2015, the International Labour Organization proposed that the education system for VET teachers should have the following four levels, including lifelong learning and continuing education, pedagogy and pedagogical learning, enterprise work or non-academic industrial experience, and higher professional education. However, in our system of training vocational education teachers, teachers are not planned to have the opportunity to practice in enterprises. It is clear that in order to train a qualified teacher in a vocational institution, it is necessary to focus on practical skills development and professional education. However, in China's "dual-teacher" teacher training system, school-enterprise collaboration and co-education are ineffective, and the sharing of risks, results, management, construction, organisation and planning are mostly formal, thus limiting the construction of "dual-teacher" teachers[10].

4.3.3 Teachers' intrinsic knowledge

4.3.3 The intrinsic needs of teachers are a micro factor

Higher vocational institutions are tasked with the mission of training technical talents for society, and the quality of the teaching force is the key to ensuring their mission. Whether the teacher team can meet the development trend of the industry and enterprises, and whether they can master new materials, new equipment, new technology and new techniques directly affects whether the teacher team can gain a foothold in the education field. Therefore, higher education institutions need not only policy support to build a "dual-teacher" teaching force, but also the intrinsic needs of teachers themselves [11].

Conclusions and Discussion

Conclusions and Discussion

Through research and study, it can be found that the main problems in the construction of "dual-teacher" teachers are: greed for more and more, blindly raising the requirements and expanding the scope for no reason; putting the cart before the horse - skill quality instead of professionalism; rushing for success, equating certificates with competence; lack of support and The problems of an inadequate system to support the growth of teachers.

The reasons for these problems are, firstly, incomprehensive understanding, as China's higher vocational education started late, and in the face of increasingly fierce competition, some institutions have failed to recognize the importance, necessity, urgency and long-term nature of the construction of a "dual-teacher" teaching force for the development of higher vocational education. The social status and remuneration of teachers in higher vocational institutions are in reality different, resulting in a lack of motivation for the growth of "dual-teacher" teachers and a lack of teachers with "dual-teacher" qualities. "Thirdly, the mechanism is not perfect, and the planning, implementation, management and assessment of teachers' skills training are lagging behind. At the same time, the mechanism of "going out" in the process of training "double-teacher" talents and the mode of cooperation is not sound, thus weakening the enthusiasm of teachers' growth.

References

- Xu Dekang, Xie Feiyan, & Liu Guocong, et al. Countermeasures for the construction of "double-teacher and double-competent" faculty in colleges and universities: Huizhou College as an example[J]. *Education Observation*, 2020, 9(21),3.
- Nie Weijin. Reviewing and reflecting on the policy of building a "dual-teacher" teaching force in higher education institutions--an analysis of 36 policy texts released from 2010 to 2020[J]. *Jiangsu Higher Education*, 2022(3),6.
- Yang Feiyun. The construction of a new high-level "dual-teacher" teacher team: Meaning, problems and paths[J]. 2021(2019-6),10-16.
- Wang Ruihong. On the construction of "dual-teacher" teacher team in higher vocational education[J]. 2021(2013-4),137-138.
- Dong Xueshu, Shi Yayong. Research on the cultivation mechanism of creative dual-teacher teachers in higher education in the context of double-creation[J]. *Journal of Hebei Energy Vocational Technology*