

VOCATIONAL SCHOOL TEACHERS' PARTICIPATION IN SCHOOL MANAGEMENT

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Abstract

This study attempts to discuss the related problems of teachers' participation in school management from two levels of theory and practice, so as to provide a feasible idea to enhance the management efficiency of teachers' participation in vocational education management. As the stakeholders of vocational education, vocational education teachers are particularly important to participate in school management. On the one hand, it is conducive to vocational colleges to promote the democratization of school management, so as to promote the scientific management, and on the other hand, it is conducive to the self-development of teachers. This study takes a vocational school as a sample, analyzes the results through investigation and interview, and puts forward the following suggestions: The principal should have a sense of democracy and a broad mind, and strive to create a small environment with strong democratic atmosphere. Middle managers should be the liaison and lubricant between the principal and teachers. Teachers should establish the sense of ownership and overall concept, and have the corresponding ability to participate in management, so as to give the school real autonomy in running the school. To ensure that teachers participate in school management by means of institutionalization and legalization.

Keywords: vocational teacher, participation school management, improvement strategy

Introduction

Statement of the Problems

Interviews with teachers at a vocational college provided me with a fundamental understanding of "democratic management" prior to the study. "Do you participate in school administration?" Almost all of the teachers I interviewed stated, "Don't want to get involved." Why don't you participate? The teachers explained, "Generally, the work pressure is too great; there is no extra time and energy; the salary is too low; there is no need to participate; my own abilities are insufficient; I am insufficient to participate." "Do you believe your participation in the process of school administration is effective?" I questioned a second teacher involved in the process. The majority of the time, raising our hands is ineffective, the teacher explained. I believe that this vocational school's democratic management, particularly teacher participation, may be problematic. This motivates me to investigate teacher participation in school administration.

I've been actively encouraging teachers to participate in school management for a considerable amount of time. I want teachers to be involved in school administration. I have witnessed both the benefits and complications of teacher participation in school administration. Some teachers are unwilling to participate in management, while others are oblivious to the fact that they are, and their participation can affect work efficiency. I believe there are two common scenarios for teachers' participation in school administration, based on the results of this preliminary survey: "unwilling to participate" and "unable to participate." So, what's going on here? What must educators do? Which educators will achieve success? How does teacher participation impact management decisions? How can teacher participation in management be increased? How can a small, democratic environment be created that encourages teachers to actively participate in school administration? I conducted research based on the aforementioned questions, etc.

Research objectives

This research mainly through the questionnaire investigation of a vocational college teachers participate in school management of the actual state and expectation participation are compared, and the actual participation in and expect to participate in the content of the comparison, analysis of the system of social environment, school environment, such as gender, teaching age, educational background, professional title, position the influence of factors on the teachers' participation in school management, according to the analysis of the influence factors, Make corresponding suggestions.

Research hypotheses

(1) The degree of participation of vocational school teachers in school management is not high.

(2) The reasons leading to the low level of teachers' participation in school management include the external reasons of the social environment and the internal reasons of the school.

(3) The above internal and external reasons have formed a bottleneck that directly hinders teachers' participation in school management.

This study mainly discusses the following issues

(1) Investigate and understand the current situation of teachers' participation in school management in a vocational school.

(2) In-depth analysis of the deep reasons why teachers' participation in management is difficult to implement in practice.

(3) Discuss the improvement strategies to fundamentally change the current situation of teachers' participation in school management.

Research scope and limitations

For the convenience of the research, the research scope is determined to study the participation of vocational school teachers in school management. On the basis of previous studies at home and abroad, this study will understand the current situation of vocational college teachers' participation in school management through investigation and analyze and discuss the countermeasures of vocational college teachers' participation in school management.

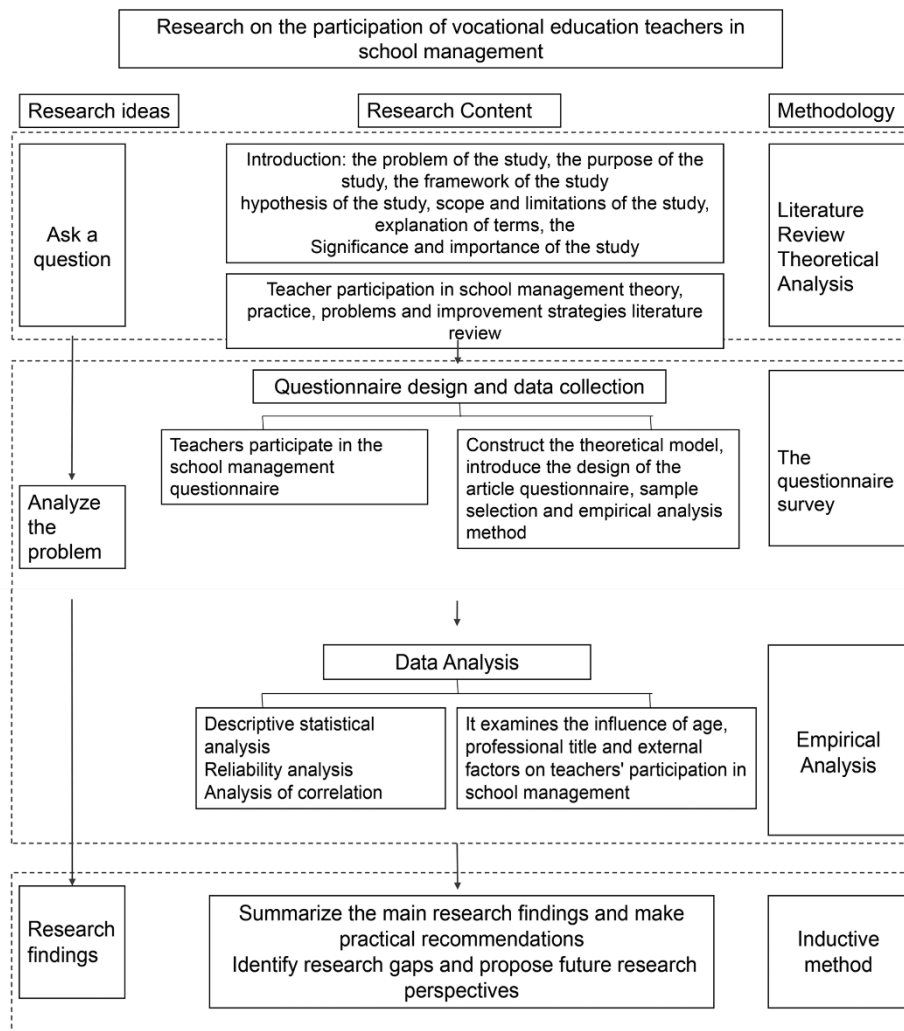
Research significance

In-depth vocational college teachers to participate in the school management is proved by many studies as a to improve school management efficiency, for teacher development, for the principal authority of the deep reason why method is difficult to implement in practice, fundamentally changes are put forward based on the deep level reason to improve the present situation of vocational college teachers to participate in school management strategy.

Through this study, I will further improve the initiative and consciousness of actively guiding teachers to participate in school management, and further improve my school management level. This study also leads to the local administrative department of education, school principals and teachers for teachers' participation in school management with more attention, and to promote the vocational college teachers to participate in school management, promote the generation of system construction and promote the democratization process of our country's vocational education teachers to participate in school management has a certain reference value.

Process and Conceptual framework

Research on the participation of vocational education teachers in school management as following.



Literature review

According to the purpose of this study, the following mainly reviews the existing literature from two aspects: theory and practice research on teachers' participation in school management.

Theoretical research on teachers' participation in school management

The theoretical basis of teachers' participation in school management is the theory of participation in management. At the beginning of the 20th century, Columbia University and others in the United States started the investigation and research on decision-making, and then L.och and J.F.French and others in Harwood Company conducted relevant experimental research. These studies show that involving teachers in the management of schools can help improve teachers' morale, enthusiasm for their work and satisfaction with their profession; At the same time, teachers are more appreciative of administrators who allow them to participate in decision-making.

Practical research on teachers' participation in school management

The content of teachers participating in school management is the most important aspect of teachers participating in school management. Although Teachers Law in China clearly states that teachers have the right to participate in school management democratically, there are no specific provisions on the content of teachers' participation in school management. In literature research, some investigative articles put forward the content of teachers' participation in school management.

Research on teachers' participation in school management improvement strategies

Wang Jianyan and Wu Qiaorong, based on the investigation of 102 teachers' participation in school management in Beijing, pointed out that all kinds of schools should further improve the degree of teachers' participation in school management according to their own situations, especially in the aspects of finance and personnel appointment; Schools should collect teachers' opinions and suggestions from the two interest points of teachers' participation in management: curriculum, teaching work and teachers' own professional development, so that teachers can participate in corresponding management activities.

According to the 39 articles on teachers' participation in management research collected, they basically adopt the methods of speculative and empirical research. Most of these empirical studies use questionnaire survey, and few studies combine questionnaire survey with qualitative research methods such as case study. In addition, the existing literature mainly combs the theoretical basis of teacher participation management and the positive significance of teacher participation management, introduces the school-based management reform movement in American schools and the practices of teachers' empowerment and empowerment, and points out the constraints of teachers' participation in school management in our country, as well as the existing problems and suggestions for improvement.

Research results

In the survey, most vocational education teachers have a correct understanding of the significance of participating in school management and believe that teachers' participation in school management is not only conducive to the development of schools, but also conducive to the improvement of the prestige of the principal and the development of teachers themselves. In the interview, both teachers and school administrators hope that teachers can participate in school management as masters. Both teachers and school administrators can realize that if teachers can participate in school management as masters, it is not only conducive to the improvement of school management efficiency, but also conducive to the common growth of teachers and administrators in school management.

The survey confirms that the vast majority of vocational education teachers are willing to participate in school management for the development of the school. Teachers hope to participate in the management closely related to their own interests, and most hope to participate in the management such as staff welfare, evaluation of awards and excellence, professional title evaluation and so on. Teachers are not required to participate in school management. The main purpose is to hope that their suggestions will be adopted.

The survey results show that the degree of participation of vocational education teachers in school management is not high, and the average of actual participation of teachers in a vocational school is 3.15. Moreover, there is a big difference between the content of teachers' actual participation in management and the content of their hope to participate in management, and the contrast between this hope and reality is bound to affect the enthusiasm and initiative of teachers to participate in school management. The interview further confirmed that teachers' enthusiasm and degree of participation in school management practice were not high.

In addition, the interview conducted in-depth research and exploration on some results of the survey. For example, most teachers are willing to participate in school management for the development of the school, and both managers and teachers are willing to participate in school management as masters. Why is the degree of teachers' participation in school management not high in reality? Why do teachers never feel a sense of ownership when they participate in school management? In order to solve the riddle that teachers are willing to participate in school management, but their actual participation is very low, the interview focuses on discussing and finding the reasons why teachers' actual participation is not high in school management practice. It is found in the interview that there are two main reasons for the low level of teachers' participation in school management practice: on the one hand, teachers want to be taken seriously; on the other hand, school managers also have difficulties.

Conclusion and Discussion

Principals should have a sense of democracy and a broad mind, and strive to create a small environment with strong democratic atmosphere.

Because the principal has the legal power in the school management, the principal's democratic thought directly determines the principal's attitude to the teacher's participation in the school management, affects the democratic atmosphere of the small school environment, and thus has the promotion or restriction effect on the teacher's participation in the school management, so the establishment of the teacher's participation in the management system must have the support of the principal. In order to promote the participation of teachers in school management, principals should really establish democratic thoughts and consciousness, establish the thought of serving teachers, and truly treat teachers as masters of the school.

Middle management should be the liaison and lubricant between the principal and teachers

In the process of teachers' participation in school management, middle managers in schools are a special group: they are school managers compared to teachers and participants in school management compared to principals. The particularity of the middle level in school requires them to be the liaison and lubricant between the principal and the teachers when teachers participate in school management, so as to make special contributions to the teachers' participation in school management.

Teachers should establish a sense of ownership and overall concept

Schools should stimulate teachers' sense of ownership by creating opportunities for teachers to experience it and establishing incentives in addition to principals' genuine respect for teachers' sense of ownership. As a teacher take turns to do the assistant principal or director assistant system, or arrange the teacher take administrative duty, handling telephone visiting or reception of foreigners, give teacher standing in the perspective of school administrators and deal with the problems of experience, make teachers put personal interests closely linked with

the school development, teachers at the same time of gain a sense of accomplishment, It also adds a sense of belonging and responsibility to the school. For enthusiastic participation in school management, and put forward good suggestions of teachers to give spiritual encouragement and material rewards, to create encouraging participation, participation glorious atmosphere.

Teachers shall have the corresponding ability to participate in management

We can apply the two models from the perspective of the participator standard advocated by the government, in which the people are the masters of the country. Teachers are encouraged to enrich the knowledge they need to participate in school management for the development of the school, and improve their ability to participate in school management, so as to improve the effect of participation. The ability of teachers to participate in school management not only refers to the ability of teachers to participate in politics and discuss politics, but also includes some specific management and business abilities.

Give schools real autonomy in running schools and ensure teachers' participation in school management by institutionalized and legal means.

Teachers' participation in school management should be the unification of procedural and substantive content participation. Only in this way can teachers' participation in school management really be implemented. In fact, Strengthening the participation of these procedural contents is also an important way to overcome the Arbitrariness in the operation of teachers' participation in management, and is the basic condition for teachers' participation in management to embark on the track of institutionalization and standardization. Therefore, the competent departments of education should urge schools to establish and gradually improve the norms and systems of teachers' participation in school management. Education authorities should clearly stipulate which matters in schools must be submitted to the education Congress for discussion or public consultation before making decisions. Schools can attract and facilitate teachers' participation in school management by holding symposiums, setting up suggestion boxes and campus online direct trains.

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