

# DILEMMA AND REFORM STRATEGY OF CONTINUING HIGHER EDUCATION DEVELOPMENT

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## Abstract

Under the impact of the spring tide of market economy, the development of continuing education in colleges and universities also appeared a lot of misunderstanding, even off the education of beginner's mind, and therefore to redefine the value of continuing education, reshape the university to continue the mission of education, in order to in the construction of socialism with Chinese characteristics in the process of new era, for our country from human resources powers to human resources powers to shoulder responsibilities for history. The purpose of this study is to study the dilemma and reform strategy of the development of higher education. This study collected data from 200 graduates of Shaoxing Radio and Television University through semi-structured questionnaire. Statistical analysis methods such as descriptive analysis and correlation analysis were used to test data variables and test hypotheses. This study results show that exist in the development of higher education to continue education results of heavy light social benefit, economic benefit evaluation process management, etc, in the future should be paid attention to during the process of the marketization of cooperation mechanism, standardize the teaching process, close to the actual social development, with personalized service as the basis, to meet the demand of lifelong learning.

**Keywords:** continuing education, high education

## Introduction

### Statement of the Research problem

#### Status quo of continuing education for higher education

In 2016, the Ministry of Education issued the "Administrative Measures for the Establishment of Higher Diploma Continuing Education Majors" (2016) No.7, which refers to the adult higher diploma education and higher education self-study examination held by ordinary colleges and universities, open universities (radio and television universities) and independent adult colleges and universities as higher diploma continuing education. Therefore, the higher education refers to the education activities for adults who have left the formal school education to obtain higher education qualifications. The objects of higher education continuing education include the members of society who obtain higher education diploma through adult higher education, self-study examination, network education, open education and so on.

The types and levels of higher education continuing education generally include adult education, network education and open education (radio and television university). After years of development, the scale of continuing education for higher education in China has been expanding, with more than 600 majors covering all disciplines and fields of higher education. The schools basically cover three levels, namely junior college, junior college and undergraduate level, to meet the learning needs of different people.

## **History of the development of higher education continuing education**

It is a special type of higher education in China. After decades of development, it has formed a large scale, relatively stable and unique type of education, and is an important part of higher education. According to the data released by the Ministry of Education, since 2010, the number of fresh graduates of higher education continuing education in China has been increasing year by year, and about 40% of the total number of higher education graduates each year are graduates of higher education continuing education. Under the background of education informatization and lifelong education concept, China's higher education continuing education will continue to maintain a good development momentum

## **Research objectives**

### **Analysis of the misconceptions in the development of continuing education of higher education**

The strong development of higher education in China is mainly driven by the demand of society for talent cultivation and the need to improve personal academic level, and to a certain extent, there is a utilitarian demand from society: on the one hand, learners have to receive higher education to obtain academic diploma in order to facilitate employment, promotion and salary increase and other external factors; on the other hand, it is driven by the market economy and has become an important means for many higher education institutions and even social institutions to generate income. On the other hand, it has become an important means to generate income for many higher education institutions and even social institutions. However, the quality of higher education institutions has not been improved while the scale of development is increasing, and it has been plagued by the problems of large scale but weak institutional strength, good development momentum but poor support, wide social influence but low recognition.

In recent years, there is the problem of unclear orientation of school running in the specific school running process. Firstly, some colleges and universities marginalize higher education, treat higher education as a marginal form of full-time general higher education, and do not pay much attention to the operation of higher education, and the level of system construction, teacher team and student management needs to be improved. Thirdly, individual colleges and universities have "generalized" and "vocalized" higher education, copying the mode of full-time general higher education and vocational education, lacking the uniqueness and characteristics of higher education.

Secondly, the characteristics of education are not clear. The target of continuing education of higher education is mainly social workers, who learn on demand and pay attention to effectiveness. Some colleges and universities have not closely combined the characteristics of continuing education with talent training programs, professional construction and curriculum setting, ignored the learning characteristics of adult students and cut off the learning contents from the working practice of adults, which affects the enthusiasm of adult higher education continuing education.

### **The causes of misconceptions in the development of continuing education of higher education**

An important reason for the misunderstanding of the development of higher academic continuing education is that the colleges and universities do not pay enough attention to it and have a weak sense of quality. In the face of increasing social competition, some colleges and universities have the education concept of "emphasizing income generation but not management, scale but not education, ignoring high-quality talents cultivation and focusing on economic income", and do not pay enough attention to continuing education, resulting in

unclear orientation. Some colleges and universities do not implement the main responsibility of running higher education in place, do not really include higher education into the overall planning and reform field, do not include the quality of higher education personnel training into the guarantee system and supervision, copy the talent training program from the full-time general undergraduate program, set up professional programs blindly and laggingly, and do not invest enough in curriculum construction and open enough, which leads to the low quality of education.

In the survey, it is found that some colleges and universities give priority to economic interests in higher academic continuing education, do not pay attention to teaching management and school quality, and the enrollment propaganda is not standardized. The enrollment personnel of correspondence stations and teaching points set up by colleges and universities exaggerate propaganda, confuse concepts and violate promises in the propaganda process. In teaching management, individual colleges and universities manage students loosely, do not strictly implement relevant teaching standards, and have blind spots in supervision of teaching management of the stations. For example, in online education, they do not supervise students' learning enough and overly rely on the technical means of the platform to manage students' learning; in correspondence education, they do not implement corresponding face-to-face tutorial hours according to the training program, only carry out single online teaching, and lack management and service for students' usual self-study.

### **Preliminary Analysis of Countermeasures for the Development of Continuing Education in Higher Education**

After preliminary understanding, the development of higher academic continuing education needs to break through the current dilemma, first of all, we need to strengthen the construction of internal mechanism. First, to establish a sound management organization for continuing education. Rationalize the whole process of continuing education, clarify the division of responsibilities, strengthen the construction of full-time staff of continuing education, fully standardize the management of continuing education, and strictly control the work links. Second, revise and improve the management system of continuing education. From the aspects of professional declaration, correspondence station setting, enrollment promotion, admission, registration management, student management, teaching process management, graduation degree audit and work inspection and evaluation mechanism, we establish a perfect management system, build a set of management system to adapt to the higher education continuing education, strictly implement quality control throughout the whole process, and change from emphasis on scale and quality to both quality and scale.

Secondly, the development of higher academic continuing education should pay attention to the revision and improvement of talent training program, one is to adapt to the social needs, combine the requirements of industry and enterprises, set up curriculum with professional orientation, clarify the practical contribution of each course to achieve the goal of talent training, and establish a job-competency oriented applied talent training system; the second is to pay attention to the curriculum connection, the revision of talent training program for college education should pay attention to the articulation of undergraduate and specialist courses. Thirdly, we should take into account the characteristics of combined engineering of adult students, make full use of the online school, and fully implement the online and offline hybrid teaching, which is mainly based on online course learning and supplemented by offline tutorials and Q&A; Fourthly, we should serve career development, teach the frontier theoretical knowledge of the discipline and professional field, and design practical teaching links with strong applicability and practicality to meet the career development of adult students. The teaching links are designed to meet the needs of adult students' career development.

## **Research Hypothesis**

### **The existence pattern and running mode of higher education**

The existence of higher education Continuing education and the mode of running schools in our country should be commensurate with the level of development of a certain level of productive forces and the development of political, economic and cultural conditions, the Continuing education of higher education has been driven by supply and demand.

### **The integrity of the Continuing education transition to higher education**

The Continuing education of higher education in our country has the characteristics of natural system, such as hierarchy, structure, function, relative stability, variability and integrity, with the characteristics of sociality, changeability, openness and purpose of the social system, the transformation of higher education Continuing education can be discussed as a whole of the artificial education ecosystem.

### **Limitation and Scope of the study**

The author summarizes her years of experience in Continuing education education, and tries to make use of a large number of materials to collect and integrate, first-line practical experience, and academic research results as a basis, this paper tries to make a preliminary study on the transformation of higher education Continuing education in our country, and tries to explain why, how and where the Continuing education of higher education in our country comes from. However, due to the author's limited research ability and level, the research has not been able to provide a panoramic view of the many links in the transformation of our country's higher education Continuing education, and it is inevitable that there are omissions in the writing process. In addition, this paper studies the transformation of our higher education Continuing education. It should have carried out in-depth research, analysis and reference on the development of foreign higher education Continuing education and excellent experiences, there are few books and papers on the transformation of higher education.

### **Research Benefit and Significant**

This study systematically combed the research results of the development of higher education Continuing education at home and abroad, a detailed analysis of the current difficulties, educational Continuing education, evolution, educational space, development trends and reform paths of our higher education Continuing education will help to broaden the theoretical perspective of the study of higher education, to enrich and perfect the theory of higher Continuing education. This study can better explain the changes in the Continuing education level of higher education in our country and the slow progress of the overall reform. It can also provide a scientific perspective on the space for running schools and the development trend in the future.

The New Age craves a new education. In recent years, it innovations such as cloud computing, big data, and artificial intelligence (AI) are rewriting the way people live, work, and learn in Sina. In addition, our country at the national level stressed that our economic society has entered a new era, social transformation has become the common field of vision of social research. Education, as an important medium and means of cultivating human beings, adjusts the training objectives according to the social needs, transporting human resources is of great practical significance to promote the integration of information technology and all walks of life, and to promote the steady development of China's economy and society.

## **Theory and Literature Reviews**

At present, the reform of China's higher academic continuing education has entered a critical period, and the development of which needs appropriate theoretical guidance. It plays an important role in the process of economic and social development and dynamically exchanges materials, information and energy with the external social environment. The demand and dependence of the external social environment on human resources influence the next development direction of the higher education system. To this end, this chapter examines the literature on continuing higher education at home and abroad, constructs a theoretical analysis framework of continuing higher education, and studies the evolution of continuing higher education in China, the space of school operation, the development trend and the reform path.

### **Components of the higher education continuing education system**

At present, the Ministry of Education of China has "unified" and "merged" the forms of evening college education, correspondence education, modern distance education, open education and self-study examinations for higher education into continuing education for higher education, and promoted the comprehensive integration of various types of continuing education for higher education. Integration. Obviously, the higher continuing education in China meets the definition of general system and can be studied as a higher continuing education system. According to the annual statistical data classification standard of the Ministry of Education, China's higher continuing education system is divided into three subsystems at the undergraduate level: adult undergraduate education subsystem, self-study undergraduate education subsystem and online undergraduate education subsystem.

## **Literature Reviews**

### **Study sample and methods**

The research related to academic continuing education included in CNKI was searched by "Title 'higher academic continuing education' does not contain 'non-academic continuing education'" or "keywords 'higher academic continuing education' does not contain 'non-academic continuing education'" for exact match search. There were 169 documents in total, and after excluding non-academic papers such as newspapers, conference announcements, repetitive literature, and technical promotion, 150 valid research sample documents could be obtained, including 148 journal papers and 2 master's theses.

The article uses a combination of literature analysis and content analysis. Firstly, we analyze the time, quantity, source and type of literature published, and secondly, we classify the contents of existing researches into ten categories: basic issues, professional and curriculum settings, teaching quality, development status and trends, strategic thinking, reform research, learning support service system, learners' needs and learning conditions, specific objects, other researches, etc. Finally, we expect to have a clear understanding of the higher education The research focus of continuing education as well as the key issues faced.

### **Summary of Research Results**

Combining the specific contents of research on higher academic continuing education in China, the analysis of research contents is divided into 10 themes: basic issues, specialties and curriculum, teaching quality, development status and trend, strategic thinking, reform research, learning support service system, learners' needs and learning conditions, specific targets, and other researches. The research on the basic issues of higher academic continuing education is mainly about the research on the positioning and connotation of higher academic continuing education, the research on characteristics, the research on functional positioning, etc. First of all, the research on the positioning and connotation of higher academic continuing education

is a process of dynamic development with the development of society. At the beginning, it was generally believed in the academic circles that the purpose of higher academic continuing education was to enhance the comprehensive national power of the country.

## **Research Methodology**

### **Methods of study**

The study was conducted by literature research method, questionnaire survey method and interview survey method, in order to obtain real and reliable data and information, and to understand the current situation of higher education continuing education in all aspects.

### **Literature Research Method**

At the early stage of the research, we used various search engines online and books offline to collect comprehensive literature on the topic of "continuing education for higher education", compiled key contents on the basis of extensive reading, analyzed key links, summarized core points, and sorted out the key points of each aspect of continuing education for higher education. To determine the theoretical basis of the study, write a literature review related to the whole study, understand the current research hotspots and research priorities, so as to lay the foundation for the subsequent study.

### **Questionnaire method**

Based on the previous literature research, we designed a questionnaire related to higher education continuing education, investigated the current situation of higher education continuing education construction, obtained survey data and then conducted problem generalization and reason analysis. During this period, due to the epidemic, the higher education continuing education in China still adopts the online teaching method, so the field survey cannot be carried out effectively. Therefore, I compiled the questionnaire through "Questionnaire Star" and took the form of distributing the questionnaire online, and selected students from Shaoxing College of Arts and Sciences and Shao xing Radio and Television University as the survey subjects.

### **Interview survey method**

I designed relevant interview questions, selected students enrolled in higher education continuing education, teachers (full-time and part-time teachers) and education administrators to conduct individual interviews, to gain an in-depth understanding of the current practice and construction dilemmas of higher education continuing education, to obtain opinions and suggestions on higher education continuing education from different perspectives, to record first-hand interview data objectively, and to categorize and organize them from different perspectives for later in-depth analysis. In the interview and survey, I conducted interview and survey with students through online voice, and interview and survey with teachers and education administrators through face-to-face individual interviews.

## **Results**

### **Summary of research results**

The above analysis can be summarized as the following three points: Firstly For the large scale and rapid development of higher academic continuing education, the The administrative management level needs to be improved, and the rights and responsibilities of the main school are unclear. Secondly, it is difficult for the relevant management departments to adopt a multi-pronged approach to "improve the quality of education" for a while. Secondly, it is difficult for the relevant management departments to take multi-pronged management measures to correct

Secondly, it is difficult for the relevant management departments to take multi-pronged management measures. Secondly, it is difficult for the relevant management departments to take "corrective" management measures. Thirdly, the quality of higher education institutions can be improved. Thirdly, the development of professional teaching standards for higher education is aimed at unifying the teaching behavior of higher education institutions and improving the quality of higher education. Thirdly, the basic direction of the development of higher education standards is to unify the forms of higher education, improve the credit mechanism and improve the quality of higher education.

### **Recommendations**

The transformation of continuing education is a signal and determination of universities to run a good continuing education, but in the process of transformation, it is inevitable to encounter transformation difficulties. By analyzing the dilemmas faced in the transformation of higher education, we can summarize the directions to be grasped and the "minefields" to be avoided in the transformation of higher education, which can help us deepen our knowledge of the transformation of higher education. Only through the innovation of the guarantee system, management system, school mode and faculty team can we effectively realize the transformation of higher education. The higher academic continuing education should pay attention to its social value and establish the scientific schooling concept; change the schooling mode oriented by market demand.

### **Legal mechanism to guarantee the transformation of higher academic continuing education**

At present, legislation on the transformation of continuing education has been gradually carried out and implemented in many countries. Since the promulgation of the Charter of Adult Education in England in 1924, the transformation of continuing education has been embodied in the laws of various states in each country in a direct or indirect way, but the legal system on the transformation of continuing education has not been fully formed, and most of it is implied in other education policies. In order to improve the legal mechanism for the transformation of continuing education, first, the state and education-related departments should explore the legal system to promote the transformation of continuing education, form a perfect mechanism to support and guarantee the transformation of continuing education in terms of policies, and implement programmatic guidance for the transformation of continuing education from the macro level, while local governments should also take into account the actual development of local continuing education, learn from the advanced experience, and be guided by the national education policy and continuing education policy. At the same time, local governments should take into account the actual development of local continuing education, learn from advanced experiences, and promulgate regulations for the transformation of continuing education appropriate to their regions under the guidance of national education policies and continuing education policies. In order to improve the legal mechanism of continuing education transformation, the legal system of adult education and continuing education must be improved at the same time, and the state should introduce the "continuing education law" and "adult education law" at the macro level, so that the continuing education law and adult education law can become a single law. In order to improve the legal mechanism for the transformation of continuing education. Secondly, relevant government departments should also supervise the transformation of continuing education, improve the legislative supervision mechanism of the transformation of continuing education, guide the transformation of continuing education from various aspects, establish the concept of "fair and standardized" operation, seek the mechanism of example, improve the quality of the transformation of continuing education, and bring the

corresponding guarantee for the development of the transformation of continuing education through laws. The law should be used to guarantee the development of continuing education transformation.

### **Building service-oriented school management**

Schools need to constantly chase the ball for better quality to gain trust and a basis for their own survival, and cannot rely on the government as a backing to continue to serve iron rice bowls and eat potluck. Service school management needs to break the rigidity and closed nature of school management under the planning system, activating all kinds of educational factors inside and outside the school, sources of students, teachers, financial resources and information sources, so that the school and society can achieve a full exchange of energy between them and fully mobilize the enthusiasm of teachers and students. As Tao Xingzhi said: education that does not make full use of social forces is incompetent education, education that does not meet the needs of society is blind education. The logical basis for using service as the standard of school management is that education is service. The state or the student (parent) is the investor and consumer of the school, and the school provides the appropriate services to the student. Everything the school does, including school management, logistical services, educational activities, classroom teaching and reform, serves these investors and consumers and is responsible for the development of the students. Therefore, the school should serve the students, respect their basic rights, and meet their needs for growth and development by providing services for teachers or teaching to serve their growth and development.

### **Implementing a separate educational management system for management and administration**

In terms of management, the management system of continuing education should be gradually separated from the management system of adult education, improve the management capacity of continuing education, divorce the management power of continuing education from the management power of adult education, take up their respective administrative functions, enhance the administrative autonomy of continuing education, establish a special department of continuing education in schools, such as the establishment of a training division in higher education institutions for the training of teachers and students within the school and the training of personnel outside the school. On the one hand, it integrates the limited educational resources within the university and maximizes the use of internal educational resources; on the other hand, it effectively absorbs external resources through training, enhances the exchange between inside and outside the university, broadens the service scope of continuing education, and helps to promote the transformation of continuing education. Based on the transformation of this management mode, the school's continuing education is transformed from a management mode in which administrative functions and school functions are combined into one to a management mode in which management is separated and each has its own duties.

### **Establishing the characteristic brand of continuing education of higher education**

All along, China's continuing education has been developing continuously, but in order to make a strong higher education continuing education, it is necessary to establish a high-quality continuing education brand and explore a long-term effective business strategy. Beida Youth Bird and New Oriental have been widely noticed in China, and an in-depth analysis of the social significance of these two training brands can reveal that quality continuing education brands can generate great economic benefits, but also promote the construction of continuing education alliances and the expansion and development of continuing education with quality brands as the leader. Therefore, the establishment of quality program brands has far-reaching



significance for China's developing continuing education, which not only represents a mere increase in the number of values or benefits, but also implies an effective innovation of the continuing education model in the current specific stage of development. To establish a quality continuing education branding program, the following awareness must be established efficiently: First, establish a business awareness. Continuing education for higher education should formulate a long-term development strategy, build a characteristic brand based on market demand, and build an excellent faculty, introduce and develop sophisticated experimental facilities around the core value of the characteristic brand, and develop a number of continuing education institutions with remarkable brand characteristics and high-end value chains. Second, establish market awareness. Continuing education of higher education is an important supplement to higher general education and can meet the demand of many educators for higher education. Therefore, higher academic continuing education must be market-oriented, training institutions should be set up according to market demand and improve the market-oriented dynamic development mechanism of higher academic continuing education. Thirdly, establish the awareness of efficiency.

### **Enriching the content of continuing education courses for higher education**

When formulating the corresponding curriculum system in response to market demand, colleges and universities must closely follow the individual learning needs of students and differentiate the content of the continuing education courses supplied by the university according to different ages, industries and positions. Continuing education for higher education

The trainees' independent choice of which university to receive continuing education training is mainly based on the selection of continuing education courses provided by the university. The course design is targeted, the course content is closely related to the needs of the college, and the students' learning "pain points" are grasped; the course system is complete, and there are widely recognized evaluation standards for the study courses, etc. These factors will affect the choice of the college by the continuing education students. In order to compete in the market of continuing education, colleges and universities must develop courses that can meet students' learning needs based on in-depth research on students' learning needs, so that they can hold a trump card to compete in the market of continuing education, occupy a place in the fierce market competition and stand the test of the market. In addition, the faculty should focus on the research and development of continuing education course content to improve the competitiveness of our continuing education services.

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