



## Guidelines for Improving Teaching Academic Ability of Higher Vocational Colleges in Guangxi

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### KEYWORDS

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### ABSTRACT:

Present teaching academic teachers to put forward guideline to improve teaching academic teachers to evaluate guidelines teaching academic teachers. The sample were 380 include.

Show that teaching academic ability higher vocational teachers six aspects is at a high level. According to the results of this study, the aspects are ranked follows: teaching academic concept, in order, teaching academic concept, professional knowledge ability, communication activity ability, reflection and inquiry ability, innovation and application ability, the qualities of both engineering and teaching. In this paper, the guidelines teaching academic teachers made up of 23 measures from two dimensions, school organization level and 11 aspects. The feasibility of the teaching academic ability guideline for highest.

## 1. INTRODUCTION

### High requirements for teaching and academic.

Council calling correcting chronic problem of "only grades and enrollment". "Only diplomas, only papers and only hats" play an important guiding role in educational evaluation; Reform teacher evaluation mission teaching; It pointed out that we should resolutely overcome the phenomenon of valuing scientific research over teaching and teaching over educating people.

### Teaching academic ability is an important index to evaluate teachers' academic level and competence.

Zhou Ping (2015, p.94) studied the theories of foreign experts and combined them with the actual situation in China. She argued that if the evaluation of teachers only recognizes academic level and does not include the quality of teaching work, it does not fundamentally address the important issues of teachers not taking teaching seriously and students not being satisfied with the quality of teaching. Teachers' ability to teach academically is primarily reflected in their ability to develop and design curricula, which directly affects the

quality of classroom instruction and student satisfaction. Therefore, teaching academic ability is an important metric to assess a teacher's academic level and ability. To sum up, this study is based on three reasons: the country's high requirements in higher academic as an important index to evaluate level urgent teaching academic ability of teachers in higher vocational colleges in Guangxi. In view of the current research gaps academic ability teachers Guangxi, research questions and research objectives are formulated.

## 2. RESEARCH QUESTIONS

1. Teaching academic teachers?
2. Guidelines improving teaching academic teachers?
3. The guidelines the improvement of teaching academic teachers?



### 3. LITERATURE REVIEW

#### 3.1 Schulman's academic theory of teaching

Shulman (1999, p.10) comprehensively expounded his teaching academic theory. In the development of academic research.

Shulman (2011, p.30) also argues that for teaching to gain more recognition and appreciation, it must change its status " from a private good to a social asset".

#### 3.2 Concepts and theories of teaching academic ability

Xu Ping (2016, p.18) believes academic "subject professional level, teaching practice ability, student learning""

Wanglan, Wang Yonghui, Jiran (2018, p.95) believe that teaching academic ability includes the ability to generate and disseminate teaching content knowledge

Liyue (2017, p.9) believes that teaching academic ability refers to the academic ability of teachers to reflect on the teaching process, openly communicate teaching research results, and innovate and develop teaching during teaching;

Yangqing (2018, p.18) believes that teaching academic ability is a kind of academic research under the premise of professional knowledge, skills.

Gu muyong (2018, p.65) believes that teaching academic ability is a kind of practical wisdom generated by teachers using theory to reflect on teaching practice.

Li Zhihe, Liu Zhixiu, Nie Jianwen (2020, P81) believe that teaching academic ability is guided by teaching academic ideas, based on subject knowledge and teaching knowledge.

Liu Zhe (2022, p.54) believes that teaching academic ability not only includes specialized academic knowledge and academic ability, but also covers subject teaching ability integrated and transformed.

Liu Xuemei (2017, p.83) believes that teaching academic ability includes innovation, The qualities of both engineering and teaching, communication, open sharing and other abilities.

#### 3.3 Requirements academic China's education

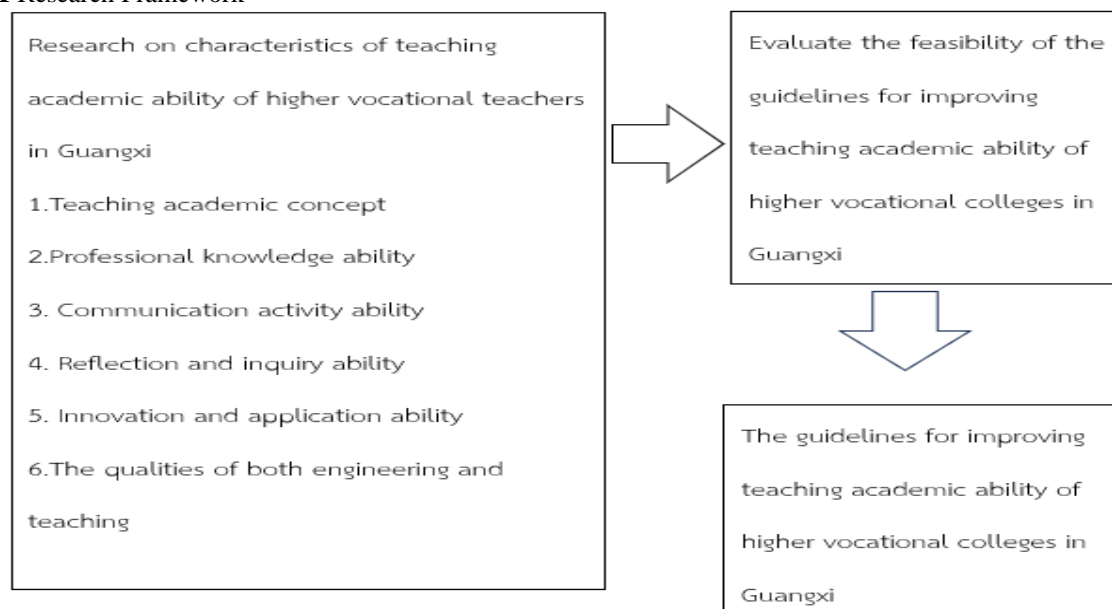
Overview in 1985, higher was formally incorporated into China's national education system.

#### 3.4 Related research

Shi Jinghuan, Xu Tian, and Li Yifei (2011, p.52) composition existing Chinese universities by sending out questionnaires to teachers in 44 universities.

### 4. RESEARCH CONCEPTUAL FRAMEWORK

**Figure 1** Research Framework





## 5. OBJECTIVES

1. Present teaching academic teachers.
2. To put forward guideline to improve teaching academic teachers.
3. To evaluate the guidelines teaching academic teachers.

## 6. RESEARCH METHODOLOGY

### 6.1 Population/Sample

#### 6.1.1 Population

These 33938 teachers from higher vocational colleges in Guangxi.

#### 6.1.2 Sample

##### The sample groups

According to the Krejcie and Morgan sampling table, the sample group of this study is 380 teachers from four. The four include Guangxi Performing Arts Industrial Engineering Guangxi Logistics Engineering. By using the methods of systematic random sampling and sample random sampling, samples were collected from teachers in Guangxi vocational colleges.

### Research Instruments

#### Questionnaire

The instrument to collect the data for objective teaching academic teachers was a questionnaire.

#### Structured interview

This tool is used objective. Conducted structured interviews with teaching administrators, human resource managers and professional teachers at Guangxi Higher Vocational College.

## 7. RESULTS

**Table1** value the the teaching academic teachers six.

(n=380)

No	Teaching academic ability of teachers in higher vocational colleges in Guangxi	$\bar{X}$	S.D.	Level	Rank
1	teaching academic concept	4.36	0.77	high	1
2	Professional knowledge ability	4.13	0.77	high	2
3	Communication activity ability	3.76	0.91	high	4
4	Reflection and inquiry ability	3.98	0.86	high	3
5	Innovation and application ability	3.52	0.79	high	5
6	The qualities of both engineering and teaching	3.25	1.33	middle	6
	Total	3.88	0.74	high	

According to **Table1**, found that teachers are a high of teaching academic ability in six aspects ( $\bar{x} = 3.88$ ). According to the results of this research, the rankings from high to low in all aspects are as follows: the highest

level is teaching academic concept ( $\bar{x} = 4.36$ ), followed by professional knowledge ability ( $\bar{x} = 4.13$ ), and the lowest quality ability of double teachers ( $\bar{x} = 3.25$ ).

**Table2** the mean current teaching academic teachers in Innovation

(n=380)					
NO	Innovation and application ability	$\bar{x}$	S.D.	level	rank
1	I constantly absorb and understand new concepts, update and develop old educational concepts, combine the needs of the times, and innovate my own teaching methods and evaluation methods.	3.00	0.83	middle	2
2	My ability to evolve with the times, master new technologies, and apply them to my teaching.	4.05	0.86	high	1
Total		3.52	0.84	high	

According to **Table2**, it is found that the teaching academic teachers is a relatively high ( $\bar{x}=3.52$ ) in terms of innovative application ability. According to study, level are follows: "my ability to develop with the times, master new technologies, and apply them to teaching." ( $\bar{x}=4.05$ ), And "I continue to absorb and understand new concepts, update and develop old educational concepts, combine the needs of the times, and innovate my own teaching methods and evaluation methods." is the lowest level ( $\bar{x}=3.00$ ).

## 8. CONCLUSION

### 8.1 Conclusion

Improving teaching academic ability teachers' higher vocational colleges researchers summarized into three parts.

The teaching academic teachers.

Guidelines improving teaching academic teachers.

Teaching academic ability teachers Higher Vocational Colleges.

### Teaching academic teachers.

Teaching academic higher vocational teachers in six aspects is at a high level. According to this study, all aspects are ranked from high to low level as follows: The highest level is teaching academic concept, in order, teaching academic concept, Professional knowledge ability, Communication activity ability, Reflection and inquiry ability, Innovation and application ability, with the qualities of both engineering and teaching at the lowest level.

The teaching academic concept is at a high level. According to study, the ranking level is follows: I can establish the concept of people-oriented and all-round development in teaching, take students as the center, learning; In order, I realize that teaching in higher vocational colleges is characterized by outstanding practicality, and I establish teaching concepts consistent with training goals and attach importance to the status of practical teaching; The lowest level is that I realize that teaching in higher vocational colleges is characterized by outstanding practice, and I establish teaching concepts consistent with training objectives and attach importance to the status of practical teaching.

I have a high level of professional knowledge ability. According to study, the ranking level to the is as follows:



is the formation of subject teaching knowledge that conforms to the learning characteristics of students and has personal characteristics, and it is constantly improved and developed in teaching practice; In order, I have a solid professional practice knowledge; I basic the main pedagogy knowledge, including the basic theory of pedagogy, teaching methods, student psychology and frontier teaching ideas; The minimum level is that basic of the theoretical applied knowledge of the subject, and in addition, I have dabbled in the knowledge, new processes methods the professional field.

My Communication activity ability is at a high level ( $\bar{x} = 3.76$ ). According to study, the ranking level the is follows: I participate in the open class among fellow teachers, listen to each other, evaluate the class and other teaching discussions; In order, I participated in the open class among teachers, listening to each other, evaluating the class and other teaching discussions; I participate in informal communication such as lectures and conversations among teachers, as well as communication with the help of modern and developed information technology means, such as Weibo, Wechat, QQ group, etc. I participate in organized teaching communities with regular communication frequency and in-depth content. I participate in regional, national and even international teaching and achievement exchanges; at the lowest level, I participate in formal forms of communication, such as seminars, conference presentations, outcome reports, and published journal articles.

Reflection and inquiry ability are at a high level ( $\bar{x} = 3.98$ ), ranked from highest to lowest according to the results of this study: The highest level is my reflection on course design (lesson preparation process), on teaching content and teaching method (teaching process), and on teaching effect (self-evaluation process). Through a series of reflection activities, teachers can find and solve problems in teaching practice and realize the improvement of self-teaching ability; at the lowest level, I improved the content of reflection from simple self-reflection to generating effective and valuable research results, including various forms of teaching results and teaching academic results.

Innovation and application ability is at a high level ( $\bar{x} = 3.52$ ), and according to the results of this study, it is ranked level the follows: is my to master new technologies and apply them to teaching as I evolve with The Times; The lowest level is my ability to develop with

The Times, master new technologies, and apply them to teaching.

The qualities of both engineering and teaching are average ( $\bar{x} = 3.25$ ). According to study, the ranking level the is follows: I both teacher qualification certificate and a vocational skill qualification certificate; The lowest level is that I have a high theoretical knowledge and teaching level, but also have a strong professional practice ability and rich practical experience.

## 8.2 Discussion

Improving teaching academic ability teachers' higher vocational colleges.

The teaching academic teachers.

Guidelines improving teaching academic teachers.

Teaching academic ability teachers Higher Vocational Colleges.

### The teaching academic teachers.

Overall level teaching academic higher vocational colleges Guangxi is high, but the implementation level of each dimension is uneven; the teaching academic concept level is the highest; double teacher quality ability is the lowest.

First, the teaching academic teachers. Higher, but uneven levels of execution across all dimensions. On the one hand, because higher, it has formulated many preferential policies to improve the high-quality. such as Opinions on Promoting. It has formulated "Notice on carrying out actions to Improve the ability of vocational education Teachers (2022)", "Notice on Implementing the Plan for Improving the Quality of Vocational College Teachers (2021-2025)", "Notice on Further Strengthening the construction of National Vocational College teachers' Teaching Innovation Team", "Notice on doing a good job in the identification of" Double-qualified "teachers in vocational Education". , the Notice on Implementing and Double Qualified" to improve the quality and ability of teachers in higher vocational colleges. On the other hand, Guangxi training of teachers in higher vocational colleges. The Party Committee and government of Guangxi Autonomous Region formulated and issued Several Measures on Further Strengthening the Construction of Teachers in the New Era to consolidate the policy system of teachers in vocational colleges and universities. The Fourteenth for Guangxi was issued, and five key projects including the "Three Education" reform





research and training project, the cultivation project of famous teachers and Principals, the school-enterprise two-way exchange project, the "Teaching and Research Competition" ability improvement project, and the basic development ability improvement project were set up in combination with the actual situation, so as to continuously improve the pertinacity and scientificity in vocational. However, there is also an imbalance in the development of various dimensions. As some surveyors and interviewers have said, many favorable policies have been implemented in different schools to different degrees, and because of the gender, age, professional title and other related factors of vocational teachers, there are different perceptions of the teaching and academic.

Secondly, ranking of the six dimensions of teaching academic ability, the surveyors all agree that Guangxi have highest teaching academic concept. It emphasizes reform teacher promoting the implementation of the requirements in the mission highlighting actual performance education, emphasizing the earnest performance of education and teaching responsibilities as the basic requirements for evaluating teachers, guiding teachers to perform each lesson well and caring for each student; It emphasizes improving the evaluation standards for the identification, employment and assessment emphasizes level practical skills and teaching ability. The Program for Professional Talents require to lay teaching basic cultivating professional ability, strengthen accumulation of professional skills, and integrate professionalism, professionalism and craftsman spirit into the whole process of personnel. In order to train qualified vocational students, vocational teachers must follow the concept of higher vocational education required by teaching concept required by the characteristics.

Third, in terms six dimensions academic ability of higher vocational teachers, surveyors have always believed that the level of dual higher colleges in Guangxi is the lowest. Since Wang Yicheng put forward "double qualified" 1991, the State Commission first expressed "double qualified" teachers in a document in 1995, and until The State Council put forward "double qualified" in 2019, concept "double qualified" has been 20 years. Although the academic circle has repeatedly emphasized "double teacher" quality and ability secondary higher vocational teachers are still low in practice. First, the of "double-qualified" lacks measurement standards. stipulated in the "enterprise work experience", "academic background", "full rotation training system", "recruitment method",

"two-way flow", "practical training method" and "performance salary" "double qualified" this only belongs admission criteria for becoming "double qualified" teachers. However, professional standards for "double qualified" formulated, so as to provide assessment basis for what professional standards "double qualified before service, what professional standards lecturers, associate professors and professors should meet. Second, there is a lack of guarantee system for "double teachers" a lack of "double teachers" qualification certification system, "double teachers" assessment and "double teachers" cooperative training. Third, "double-qualified" lacks cooperative mechanism of "double-qualified" lacking. Fourthly, lack matching environment quality "double-qualified" makes teachers carry out full-time training because of their heavy teaching tasks.

## 9. RECOMMENDATIONS

### Implication

Teaching academic ability teachers higher vocational colleges. The requirements for each department in the Guide are as follows:

**All higher vocational colleges** should of attach importance teaching academic value, create a teaching academic atmosphere; Formulate the corresponding teaching and academic to teaching and academic.

**General human resources:** improve the teacher evaluation system and establish a diversified teaching quality system suitable for teaching and academic study; establish the standard system of "double-qualified" teachers; Develop training system and teacher development files.

**Publicity Department.** The Publicity department exploring and deeds advanced teachers with typical teaching and academic ability, change the traditional academic concepts of teachers, and strengthen the academic awareness of teaching.

**The teaching administration department** shall design projects to promote teachers' academic ability in teaching; establish a fair, just, reasonable and transparent teaching and academic evaluation mechanism, build a teaching and academic platform, and support the creation of more opportunities for teaching and academic exchange.

**Higher vocational teachers** should know how to change the traditional academic concepts; strengthen school-



enterprise cooperation to improve professional level; devote oneself to teaching practice and deepen teaching reflection; establish the concept of sharing and actively participate in exchanges; combine the position, seek innovation; deepen and improve practical ability.

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