

The Proposed Model for Student's Employability Enhancement in Clothing Design of Guangzhou Vocational Schools under Guangdong Province

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ABSTRACT

The objectives of this research were to propose a model for students' employability enhancement in clothing design of Guangzhou vocational schools under Guangdong province, the People's Republic of China. The study adopted mixed methods research design. Population was faculty members of five public vocational schools in Guangdong Province. The key informants included three groups obtained by purposive sampling: 21 of administrators and teachers; 20 of current students and alumni; 5 of owner of companies hiring graduate students. The experts of 9 people were invited to a focus group discussion for comments, suggestions and confirmation of the model. The instruments used for collecting data from in-depth interview were interview questions and the collected data were analyzed by content analysis with frequency. The research results found: 1) Clothing design of Guangzhou vocational schools under Guangdong province under the current situation of students' employability both skills and the ability based on competencies were to be improved including knowledge, skills, attitude, characteristics and personal qualities; 2) The proposed model for students' employability enhancement in clothing design of Guangzhou vocational schools is to focus on the policy reform in student development, cultivate smart strategy, create trust and harmonious learning environment between teachers and students.

KEYWORDS: Students' employability enhancement, Clothing design, Guangzhou Vocational School, Guangdong province

Introduction

The National People's Congress: NPC (2021) pointed in the 14th Five-Year Plan for National Economic and Social Development of the People Republic of China and the Prospective Goals for 2035 provided in-depth implementation of the strategy of manufacturing a strong country, development, and expansion of strategic emerging industries, promoting the service industry.

Prosperity and development, building a modern infrastructure system and other aspects to accelerate the development of a modern industrial system and consolidate and strengthen the foundation of the real economy. Vocational education, as the type of education most closely related to economic and social development, plays an immeasurable role in promoting the transformation and development of society, so it has received

much attention from countries around the world. In recent years, all sectors of society have generally increased their emphasis on vocational education, which has led to a fundamental change in the quality of vocational education. Pan Qiong (2021). from the initial emphasis on the scale development of vocational education to the emphasis on the connotation of vocational education today This development change also reflects the final determination of the quality concept of vocational education in my country in the new era, which is not only an emphasis on improving the quality of vocational education itself, but also an emphasis on enhancing the ability of vocational education to serve economic and social development (Zhou, B and Yang Xiaoxuan, 2019).

Vocational education, as the type of education most closely related to economic and social development, plays an immeasurable role in promoting the transformation and development of society, so it has received much attention from countries around the world. In recent years, all sectors of society have generally increased their emphasis on vocational education, which has led to a fundamental change in the quality of vocational education. From the initial emphasis on the scale development of vocational education to the emphasis on the connotation of vocational education (Jens-Henning, 2022). This development change also reflects the final determination of the quality concept of vocational education in my country in the new era, which is not only an emphasis on improving the quality of vocational education itself, but also an emphasis on enhancing the ability of vocational education to serve economic and social development (Chen Ruopu, 2019). At present, China's economy has bid farewell to the high-speed growth rate of about 10% in the past and entered a different quality

improvement and quality improvement than in the past 30 years. The new normal refer from Hong Ling. (2017) proposed development stage has abandoned the traditional old economic normal development model characterized by high growth, low efficiency, and extensive development, and the ultra-normal development characterized by ignoring economic laws and relying on investment to drive economic growth. mode, and gradually transition to a medium and low-speed growth development mode supported by high efficiency and high quality. (Wang Di.,2020). The end point of Xiaorong (2016) to finally establish the "good way" of vocational education teaching quality under the guidance of public rationality to seek in both of importance of good governance with co-governance in effective management that mean resource management work this concept of co-governance the same of Jame Strange. (2022) to according to co-governance is currently a topic of discussion, as policies such as three of party as a partnership model to support for decision-making between education institute and other groups such as central government, with a particular focus on areas relating to natural resources. Some co-governance arrangements are mandated in law through take a variety of forms including statutory bodies or trusts between the third party include organization or community in this study that mean vocational education, central government to create the new and/or policy reform to support the local government and organization or community to success the goal, and 3) local government, and/or local groups to implementing the policy from the central government to achieve effective management of an environmental or conservation resource to organization or community in this study that mean vocational education., The role that co-governance plays in modern systems to work together for

improve the quality of vocational education teaching. Xiaorong, (2016) Comparison between good governance with co-governance, The public rational logic of vocational education teaching quality governance. The demands of the practical dilemma: the practical need to improve the quality of vocational education and teaching. Why the co-governance so importance to drive the policy reform, by 2020 mention from Li Xiaoli (2020) and Li Dan. (2021) pointed a modern vocational education system that meets the requirements of the transformation of the mode of economic development and the adjustment of the industrial structure, The pointed include 1) Embodies the concept of lifelong education and coordinates the development of secondary and higher vocational education will be formed, 2) Establishing the actual demands of external adaptability, internal coordination, Promote lifelong development of the development of the modern vocational education system. 4) The perspective of the external adaptability of the modern vocational education system, the development of vocational education needs to adapt to the transformation of economic development mode, and the construction of the modern vocational education system relates to the development of the modern industrial system. 5) The role of vocational education in promoting social and economic development is mainly manifested in the fact that vocational education enables the transformation of population resources and then plays a role in economic and social development through the processing and transformation of population resources. 6) Vocational education first transforms population resources into laborers with certain knowledge and skills through the primary processing of population resources and realizes the transformation of population resources into human resources., and 7) Vocational education through the in-depth processing of human resources and the

development of advantages, enhance the accumulation of human resources themselves in the form of knowledge, skills, and values, and constantly promote the efficiency of human resources in economic development. Wang Dun. (2018) to realize the transformation of human resources into human capital. The true that vocational education is precisely through the processing of human resources and the output of human capital, to achieve the investment in economic and social soft capital (human capital), to inject fresh blood into economic development, so as to promote economic and social development. Nowadays, China's economic and social development has entered a period of deep transformation and development and will gradually form a new industrial development system, but because the development of vocational education itself is lagging behind, vocational education is still insufficient in the pace of docking industrial adjustment and economic development, resulting in vocational education is still at a shallow level in the processing of population resources, and the root cause of this problem is concentrated in the problem of vocational education and teaching, so the in-depth processing of professional talents is carried out from the level of vocational education and teaching. Connecting with the needs of economic and social development is a problem that vocational education and teaching needs to face squarely and focus on solving.

From the perspective of the research level of vocational education quality, the research on the quality of vocational education, many studies mainly focus on the quality management of vocational education from the overall level (Liu Shen, et.al.,2019). However, the research on the issue of quality management from the micro-level vocational education teaching level is slightly insufficient. Not only that, from the methodological level of improving the quality of vocational education,

many studies mainly focus on vocational schools as the core in the student development of vocational education for students' employability enhancement, and jointly establish a vocational education quality assurance system to improve the quality of vocational education. In fact, research on the quality of vocational education with the participation of multiple forces has not been discussed much, while the co-governance of the quality of vocational education and teaching has not been discussed so far. Undoubtedly, as an important branch of vocational education governance and vocational education quality governance, in-depth research on vocational education teaching quality governance is also conducive to the enrichment and improvement of the theory of education governance itself, so the research on vocational education teaching quality governance should also be valued that vocational education to focus to develop the model for students' employability enhancement in clothing design of Guangzhou vocational under Guangdong province.

Purposes

To propose a model for students' employability enhancement in clothing design of Guangzhou vocational schools under Guangdong province, the People's Republic of China.

Benefit of Research

Through research, a model for the institution to enhance student employability is developed to help schools and students improve instructional design and instructional outcomes.

Research Process

Step1: Research the policy and current situation of student employability development through literature review and content analysis of relevant research.

Step2: Design research questions for in-depth interview with informants and content analysis of collected data.

Step3: In-depth interview the informants sampled by purposive sampling, including administrators and teachers, students and alumni, employers.

Step4: The experts were 9 people to focus group discussion for comments and confirmation of a model.

Population and Sample

Population was faculty members of five public vocational school in Guangdong province in the academic year 2022. Sample for in-depth interviews with administrators and faculty, current students and alumni, and owners of corporations, totaling 46 people. The experts were 9 people to focus group discussion.

Instruments

1. Content analysis form from literature reviews and related research.
2. In-depth interviews questions to survey the opinions of the informants, and develop a managerial guidelines model for students' employability enhancement
3. Focus group for guidance and confirm a model.

Data analysis

1. Content analysis was performed on the data from in depth-interviews with frequencies.
2. From the interview with managers, the students' employability improvement ability in vocational schools was analyzed. Then researchers summarized the content obtained from the interviews in the order of the first 3 frequencies and drew conclusions
3. A draft of a model was presented to the 9 experts in the focus group as a model for education and teaching suggestions for the

development of employability enhancement of fashion design students in Guangdong vocational schools. A draft of the views of the nine experts of the focus group was finalized.

Conclusion and discussion

Data Analysis Results of the Survey on the Improvement of the Employability of Vocational Clothing Design Students in Guangzhou, Guangdong Province. In order to improve the professional level of students, the quality assessment of the development of students' employability is carried out, and a 5-level evaluation scale is adopted, and the quality evaluation criteria are described as follows, point value and opinion level.

1. The college to drive the policy, strategy by administrators to development of student mental health.

1.1 Ways for schools to enhance university support for student employability.

1.2 The school prepares the learning environment for enhancing employability and curriculum design.

1.3 Schools prepare learning environment for employability enhancement and curriculum design.

1.4 The school prepares the learning environment for enhancing employability and curriculum design.

2. The data analysis results of Objective 3 of the study provided guidance for the development of a model of educational management learning outcomes of Guangdong Public Vocational College of the People's Republic of China

This study creatively proposed the rational development logic of the quality of vocational education teaching, through in-depth discussion of the logical response between public and rationality, and sets the process development of vocational education quality governance through the logical starting point as the same Xu Yingchun (2020) propose the policy reform to the logical end of

goodness, and finally establishes the good way of vocational education teaching quality under the guidance of public rationality by pointing out the logical direction from the starting point to the end point and focus on ability of students both hard skill and soft skill as the same pointed from Canvs Editorial (2021) according the important soft skills for designers.

3. A total of 9 experts from the focus group put forward a guiding model for education and teaching suggestions for the development of employability of fashion design students in Guangdong vocational schools. A draft of the views of the nine experts of the focus group was provided

3.1 Ways for schools to enhance university support for student employability.

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4. The managerial guidelines model for leadership development of administrators in secondary vocational schools.

4.1 Establishing a knowledge and sharing platform, building a network-wide communication matrix, multi-party collaborative operation, strengthening communication and collaboration between enterprises and schools, sharing resources, and creating hot spots this result the same proposed from Li Dan. (2021). Innovation Research on Teaching Management of Higher Vocational Education in the New Era.

4.2 Create new channels for learning skills to strengthen students' skills and knowledge in the same pointed from Patryk Polak (2021) to guide to soft skill enhance in digital era.

4.3 Improve the moral level of teachers and students and establish a correct outlook on life and values support this point from Li Xuefeng. et.al (2006) to construction of teaching management system for teacher in higher vocational education depends on innovation and moral of teacher.

4.4 Cultivate students' corresponding professional or physical and mental characteristics related with Yang Xiuyun.

(2017) to focus on student orientation and student centre support.

4.5 Comprehensively improve the comprehensive personal quality as Sui Chao.(2019) go focus on teacher high performance and competency and Xue Fangrong (2009) and Xi Dongmei. (2017). Focus on standardize the teaching management of vocational education and solidly improve the quality of teaching.



Figure1: The model for students' employability enhancement in clothing design of Guangzhou vocational school under Guangdong Province.

According to the above model, we can clearly understand. Through the cooperation between vocational schools and companies, students develop critical thinking, develop their Teamwork and Collaborative Communication skills, and leadership skills. This has also improved the curriculum design and quality of teaching in vocational schools. Let teacher Competency Deployment, Collaboration & Knowledge Sharing between

business and school, Enterprise & Stakeholder Network, produce many Outstanding Alumni.

In order to make enterprises more active in accepting more fresh graduates, the government has introduced a series of relevant policies to increase the employment rate of graduates. Colleagues require graduates to be proficient in design software, design creativity, timeliness control, self-management, and customer-centric tolerance.

Figure1: Model for Student Employability Improvement, conceptually, the details of the model are as follows.

1. Graduates are required to be proficient in design software, creativity, timeliness and self-discipline.

2. Students can develop critical thinking, develop teamwork and teamwork Collaborative communication skills, as well as leadership skills.

3. Students can develop critical thinking, develop teamwork and teamwork Collaborative communication skills, as well as leadership skills.

4. This also improves the curriculum design and teaching quality of vocational schools.

5. This also improves the curriculum design and teaching quality of vocational schools.

Conclusions

1. In the field of vocational education and teaching quality governance, the cooperative game mechanism, interest incentive mechanism, and resource sharing mechanism are the driving forces for improvement.

2. Regarding the interest incentive mechanism of vocational education and teaching quality co-governance, it is through fund reissuance, financial support, tax and fee reduction, policy incentives and other measures to ensure its initiative and enthusiasm.

3. The cooperative game mechanism of co-governance of vocational education teaching quality needs to be constrained by contracts and agreements to improve the efficiency and effectiveness of cooperation.

Recommendations

1. For policy development

1.1 Formulate an adjustment mechanism for the relationship between the quality of vocational education and teaching.

1.2 Have a common interest.

1.3 Balance the game of economic interests in governance from the policy level.

1.4 Ensure that vocational schools are the core subject.

1.5 Vocational schools can only be cultural inheritance and talent training.

1.6 The economic benefits of the enterprise are obtained through the output of talents and the economic income of post talents.

2. For practical application

2.1 In the quality of vocational education, the game of interests is concentrated in the game of power.

2.2 Political power guides the direction of governance of teaching quality.

2.3 Economic, powerful, material, and spiritual interests as a whole.

2.4 Different coordination and adjustment measures should be adopted at different interest game points.

2.5 The government directs and coordinates the governance of teaching quality.

3. For next research

3.1 The focus is on cooperation between vocational schools, industry companies and assessment bodies

3.2 The focus is on cooperation between vocational schools, industry companies and assessment bodies.

3.3 A reasonable compensation mechanism is a tool for the stability of co-governance relations, and it is also an important auxiliary measure to effectively improve quality and efficiency.

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