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INTERNATIONAL JOURNAL

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Manit Boonprasert, Ed.D
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APHEIT INTERNATIONAL JOURNAL

RESEARCH ARTICLE

Business Innovation Factors Affecting the Performance of Small and Medium Enterprises in Service Business Sectors in Bangkok and the Central Region of Thailand

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ABSTRACT

The purposes of this research were: 1) To study business innovation factors of small and medium enterprises (SMEs) in service business sectors, in Bangkok and the central region of Thailand. 2) To study the performance of SMEs service business sectors. 3) To study and forecast the business innovation factors that influence the performance of SMEs service business sectors. The samples used in this research consisted of 375 cases, which were selected by proportion sampling. The instrument for data collection was a questionnaire. The business innovation is an independent variable and the performance of SMEs is dependent variable. The statistics used for data analysis were Mean, Standard Deviation and Multiple Linear Regression analysis with a confidence level of 95 percent. From the research results, it was found that opinions on business innovations of SMEs, service business sector, in Bangkok and the central region of Thailand overall, were classified as the most in the following order: 1) information, 2) process, 3) planning, 4) personnel, and 5) leadership. The opinions on the performance of SMEs, service business sector, overall, were classified as the most in following order: 1) customer, 2) learning and development, 3) internal process and 4) finance. Results of the study confirmed that the organizational innovation had a direct influence on the performance of the organization when considering each aspect of its performance. It was also found that business innovation in leadership and people affected performance in learning and development at statistically significance level at .01.

KEYWORDS: Business Innovation, Business Performance, Small and Medium Enterprises

Introduction

At present, small and medium enterprises (SMEs) in Thailand still not very focused on innovation. As a result, many organizations do not focus on becoming business innovation organizations. Moreover, many businesses still have little knowledge about how to adjust their business strategies to become innovative business may focus solely on technology innovation while others focus on technology innovation often ignored, for example, innovation in economics is the introduction of new ideas or the use of the existing in new ways. to bring economic benefits or doing something different from others by using various

changes (Change) that has happened to become an Opportunity and transfer to ideas that benefit oneself and society (Thienput, D., 2007).

Creating an innovative business is very important to business today because if an organization can't develop and change itself with new things, then it will be difficult to make that organization. Long-term success, especially from the success of a market-leading organization, is often driven by an innovative model in one way or another such as product innovation in working process, service management or marketing Innovative business is a new concept of corporate management innovation. To modify organizational characteristics or change organizational behavior which is something that has never been modified before to respond or to the stimuli of a globalized context where knowledge and innovation are the main factors in adding value. Develop and produce good quality products and services to meet the needs and satisfaction of customers for the survival of the organization and the competitiveness of the organization in the global free trade market businesses in Thailand to be able to develop themselves into innovative businesses must start with business executives who are committed to promoting their business as an innovative business by highly innovative business which components were: Leadership, Planning, Information, People and Processes (Thienput, D., 2007 and Enterprise Innovation Center Spring Singapore, 2006)

Additionally, when innovations are put into practice, organizational performance must be measured. This will let the company know how successful it is now. How far are the company's operations relative to its goals? The company's processes remain in control and are as efficient and effective as expected. In order to know what areas, the company has weaknesses or opportunities for development, several factors of the company are different. The company's desire to increase sales as well as growth benefit and market development understanding, the company's potential allows the company to develop in various areas for survival and operational stability performance measurements currently have a wide variety of measurement criteria. Some criteria are solely aimed at measuring financial performance. But for this research to be able to measure the overall performance. Organization assessment at present concept or methods that are widely used is the concept of Balanced Scorecard (BSC), which is a tool used to measure and assess organizational results from four perspectives: financial, customer, internal process, and learning and development (Kaplan, 1996) The researcher chose to study in Bangkok and the central region of Thailand because such areas are considered to be areas with readiness in various fields such as economy, society, culture, financial potential and growth business tourism of small and medium enterprises. Therefore, the researcher is interested in studying the factors of business innovation affecting the operations of small and medium enterprises, service business sector, in Bangkok and the central region of Thailand. By the results obtained from the research, It can be a guideline to develop the operational potential of SMEs to become innovative businesses that can grow which will create jobs, generate income and as a strategy for building the quality of operations of SMEs. Including,

it can strengthen the business and economy of the country as a whole.

Purposes

1. To study business innovation factors of small and medium enterprises (service business sector) in Bangkok and the central region of Thailand.

2. To study the performance of small and medium enterprises (service business sector) in Bangkok and the central region of Thailand.

3. To study and forecast business innovation factors that influence the performance of small and medium enterprises (service business sector) in Bangkok and the central region of Thailand.

Literature Review

Kulratanavichitra, W. (2017) conducted a research study on Business innovation factors affecting operations the small and medium businesses (service sector). In her study found that the highly innovative organizations must include the following elements: leadership, planning, information, people and processes. Business innovations will affect operations in four areas: customers, finance, and internal processes learning and development.

Thongpuang, C and others (2018) conducted a research study on the causal relationship of business innovations affecting organizational effectiveness of small and medium-sized businesses. The results of the research found that business innovations in leadership, planning, information, people, processes and organizational effectiveness of small and medium businesses are interrelated.

Kaplan's Balanced Scorecard (BSC) (1996) was a concept developed as a performance measurement tool that provided a clear, quick and logical picture of the future. In addition, this measurement tool allows activities to recognize the strengths and weaknesses of the entity at all times. Therefore, the business could be used as a warning signal in a timely manner to be used to create an organization that was ready to change This equilibrium performance measurement has divided the perspectives to be used to measure the performance into 4 perspectives, namely (Theeravanich, A, 2010).

1. Finance
2. Customer
3. Internal Process
4. Learning and development

Kulchittri, S. and Khasamart, S. (2022) conducted a research study on Innovation for small and medium business management for society in the digital economy era. The results of the study found that recognizing the importance of driving Thai SMEs to be able to grow and survive Emphasis is placed on creating an environment in which digital businesses are interconnected in order to generate income turnover within the country create opportunities for access to digital technology for small enterprises. Because it was a group of enterprises that were like the backbone of the country as well as preparing for business upgrading by applying digital technology to bring Thailand into the digital economy era.

	Independent Variable		Dependent Variable

Independent Variable

Business Innovation
- Leadership
- Planning
- Information
- Information
- Process

Dependent Variable

Performance of small and medium enterprises
- Customer
- Finance
- Internal Process
- Learning and development
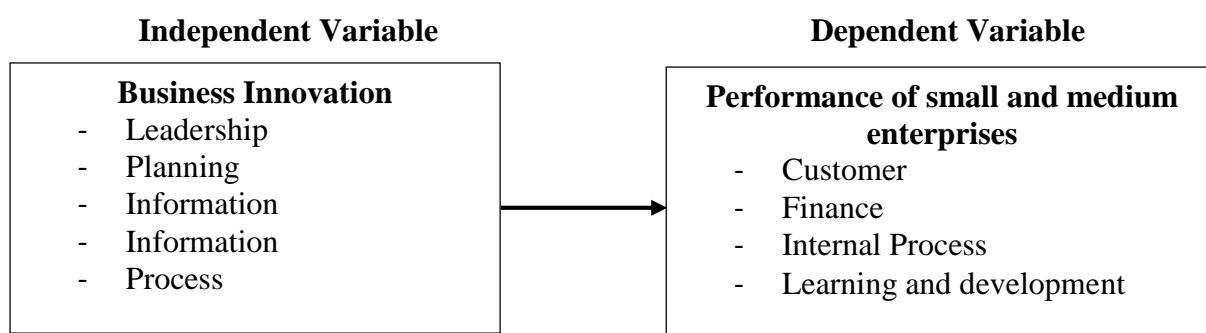
Figure 1: Research Framework

Hypotheses

    1. Business innovation factors will affect the operations of small and medium enterprises (service business sector} in Bangkok and the central region of Thailand.

    2. Business innovation factors can predict the performance of small and medium enterprises (service business sector} in Bangkok and the central region of Thailand.

Methodology

    - Population and Sample Group

    The population of this study included SMEs of service business sector in Bangkok (1,521 cases) and provinces in the central region of Thailand that registered to Commercial offices, which are Samut Prakan Province (851 cases) Samut Sakhon (590 cases), Ayutdhaya (577 cases), Nakhon Pathom (620 cases), Pathum Thani (855 cases) and Nonthaburi (913 cases), totaling 5,927 cases (Office of Small and Medium Enterprises Promotion, 2022: online). Since the exact population is known, the sample size can be calculated using the Taro Yamane Formula with the exact population. The error level of 5% was used and the sample size to be used in this research was 375 cases.

    - Collecting Data Method

    The sampling method was a proportion sampling method.

District/Province	No of Sample
Bangkok	96
Samut Prakarn	54
Samut Sakhon	37
Ayutdhaya	37
Nakhon Pathom	39
Pathum Thani	54
Nonthaburi	38
Total	**375**

    - Research Tool

    The research tool was a questionnaire which, before proceeding with the actual data collection, was tested for Reliability by finding the Cronbach's alpha coefficient) and the alpha Cronbach coefficient level in terms of business innovation was 0.803 and the alpha Cronbach coefficient level in the performance of small and medium enterprises was 0.887.

    The score level in the questionnaire is a Rating Scale, with 5 scores according to the Likert Scale method as follows: -

Rating Score	Meaning Opinion Level
5	Most agree
4	Totally agree
3	Moderately Agree
2	A little agree
1	Least agree

Criteria of Mean score range and their meaning (Silcharu, T., 2009).

Mean Range Criterion	Opinion Level
4.21-5.00	Most agree
3.41-4.20	Totally agree
2.61-3.40	Moderately Agree
1.81-2.60	A little agree
1.00-1.80	Least agree

$$\text{Range} = \frac{\text{Max} - \text{Min}}{\text{No. of level}} = \frac{5-1}{5}$$
$$= 0.8$$

- Statistics for Data Analysis

1. Descriptive statistics were used Frequency, Percentage, Mean, and Standard Deviation (S.D.)

2. Inferential statistics was Multiple Regression Analysis for testing research hypothesis.

Research Result

General information of SMEs entrepreneurs (service business sector) in Bangkok and the central region of Thailand were mostly male accounted for 84.32%, aged between 41-50 years, or 41.05%, most had a bachelor's degree accounted for 78.14% with a monthly income of more than 70,000 Baht or 67.20% and a period of business between 5-10 years or 67.80%

Opinions on business innovations of SMEs entrepreneurs (service business sector) In Bangkok and the central regions of Thailand, as a whole, it was classified as the most agree criterion ($\overline{X}$ = 4.56). When considering each aspect in descending order of average values, it was found that the information aspect ($\overline{X}$ = 4.80) was the most agree criterion followed by the process aspect ($\overline{X}$ = 4.72) which was the most agree criterion, planning aspect ($\overline{X}$ = 4.53) was the most agree criterion, people aspect ($\overline{X}$ = 4.31) was the most agree criterion, and leadership aspect ($\overline{X}$ = 4.27) was the most agree criterion, respectively, as detailed in Table 1

Table 1 Mean and standard deviation of SMEs entrepreneurs' opinions for business Innovation (service business sector) in Bangkok and the central region of Thailand as a whole

Business Innovation	Opinion Level			
	Mean ($\overline{X}$)	Standard Deviation (S.D.)	Meaning	Ranking
Leading	4.27	0.61	Most agree	5
Planning	4.53	0.52	Most agree	3
Information	4.80	0.28	Most agree	1
People	4.31	0.64	Most agree	4
Process	4.72	0.45	Most agree	2
Total	**4,56**	**0.18**	**Most agree**	

Opinions on the performance of SMEs (service business sector) in Bangkok and the central region of Thailand as a whole was the most agree criterion ($\overline{X}$ = 4.57). When considering each aspect in descending order of average value, it was found that the customer side ($\overline{X}$ = 4.65) was the most agree criterion followed by learning and development ($\overline{X}$

= 4.60), which was the most agree criterion, internal processes ($\overline{X}$ = 4.54), it was the most agree criterion and finance (

$\overline{X}$ = 4.44) was classified as the most agree criterion, respectively, as detailed in Table 2.

Table 2 Mean and standard deviation of SMEs entrepreneurs' opinions for performance (service business sector) in Bangkok and the central region of Thailand as a whole

Performance	Opinion Level			
	Mean $(\overline{X})$	**Standard Deviation (S.D.)**	**Meaning**	**Ranking**
Customer	4.65	0.48	Most agree	1
Internal Process	4.54	0.55	Most agree	3
Learning and Development	4.60	0.62	Most agree	2
Finance	4.44	0.67	Most agree	4
Total	**4.57**	**0.28**	**Most agree**	

Multiple regression analysis of business innovation factors affecting to performance. Of small and medium enterprises (service business sector) in Bangkok and the central region of Thailand in 4 areas: customers, internal processes learning and development and finance. The results revealed that business innovation factors affecting the performance of SMEs (service business sector) in Bangkok and the central region of Thailand only in terms of learning and development at the level of statistical significance of .01 as detailed in Table 3.

Table 3 Multiple regression analysis of business innovation factors affecting performance of small and medium enterprises (service business sector) in Bangkok and the central region of Thailand in Learning and Development

Business Innovation	Unstandardized Coefficients		Standardized Coefficients	T	P - value
	B	**Std. Error**	**Beta**		
Constant	4.26	0.60		7.12	0.01
Leadership	0.17	0.07	0.12	3.21	0.02*
Planning	0.12	0.08	0..11	1.13	0.26.
Information	0.17	0.11	0.15	1.27	0.32
People	0.19	0.07	0.17	2.92	0.00**
Process	0.17	0.09	0.15	1.86	0.11

R = 0.41, R^2 = 0.07, Adj. R^2 = 0.06, SSE = 142.72, F = 4.68, P-Value = 0.00**

**Statistical significance level at .01   * Statistical significance level at.05

Table 3 show that only people and leadership factors affect small and medium

enterprises (service business sector) in Bangkok and the central region of

Thailand in learning and development at statistical significance level .01 and .05, respectively. In addition, the modified decision coefficient was 0.06 (Adj.R^2 = 0.06), indicating that people and leadership can predict the performance of small and medium enterprises (service business sector) in Bangkok and the central region of Thailand in learning and development at 6% which can be written as a linear equation derived from a multiple regression analysis to predict the performance of small and medium enterprises (service business sector) in Bangkok and the central region of Thailand in learning and development as following:

Performance in learning and development = 4.26 + 0.17 Leadership + 0.19 People

Conclusion and discussion

From the research results can be summarized and discussed as follows.

The SMEs entrepreneurs (service business sector) in Bangkok and the central region of Thailand were mostly male, aged between 41 - 50 years, a bachelor's degree, a monthly income of more than 70,000 Baht and a period of business between 5-10 years.

Opinions on business innovations of small and medium entrepreneurs (service business sector) in Bangkok and the central region of Thailand when considering each aspect in descending order of average value, it was found that the first order was information technology, which was the most agree criterion because the entrepreneurs of small and medium enterprises in today's era have begun to introduce various innovations. be applied to the management of to be more efficient that make organizations want to

transform their organization into an innovative business in line with the Office of Small and Medium Enterprises Promotion (2022: Website). Technological advances have resulted in innovation being developed rapidly and continuously. Its main purpose is to meet the changing needs and tastes of consumers. Lin and Chen (2007) have studied whether innovation leads to performance of SMEs in Taiwan or not. The result found that the progress of technology and information effected to increase more competition. It is also consistent with research by Karel H. and others (2013) which has conducted research on Innovation Management and Control in SMEs. The results showed that changing the organizational environment through the adoption of innovative management will provide a substantial competitive advantage to small and medium enterprises through the process of business control.

Opinions on the opinions on the performance of small and medium enterprises (service business sector) in Bangkok and the central region of Thailand when considering each aspect in order of average from highest to lowest, it was found that the customer aspect was classified as the most agree criterion. Customer satisfaction is the most important index because if customers are satisfied with products and services. They will be loyal and come back to use the service again. Supattanachotipong, W. (2019) has conducted a study on service quality affecting the intention to reuse the service of Bank of Ayudhya customers. The results of the study found that satisfaction, service quality, and attitude could af11fect the reuse of current or future customers as same as Gonzalo Ruiz Diaz's research result (2017) the important

factor that made customers came back to buy again was customer satisfaction and customer loyalty, so customers were very important to the business performance.

From the results of the multiple regression analysis, it was found that business innovation factors affect the performance of small and medium enterprises (service business sector) in Bangkok and the central region of Thailand only learning and development, which will be consistent with the research of Kulratanawijitra, W. (2017) did the research on Business innovation factors affected the operations of small and medium businesses (service sector). The results showed that business innovations in leadership and people affected to performance in learning and development.

Recommendations
1. Recommendations from this research

From this research, the researcher would like to suggest things that would be useful to those involved as follows.

1) From the research results business innovation factors affecting the performance of small and medium enterprise (service business sector) in Bangkok and the central region of Thailand; especially in the part of multiple regression analysis, it can be seen that leadership and people affect the performance of small and medium

enterprises in terms of learning and development in the same direction. Therefore, a business to be successful must depend on the leadership of the business executives as one of the important factors. It also depends on how well the people have the knowledge base. Are you ready to learn and develop? If you are ready to learn a lot, it has the opportunity to help the performance of the business grow and progress as well.

2) Innovation must be developed all the time when new things or innovation are Introduced to use in the organization. The organization must have a human resource planning. Human resource development and training is required to the point and suitable for the position and work performed both present and, in the future, as well.

2. Recommendation for further research

1) Should conduct an in-depth research study for a specific service business group, the results of the study will be more clearly.

2) The same research study should be conducted but change the study population to other regions instead to see whether the research results are the same or different.

3) Should conduct a research study on Leadership influences on the success of an organization and its performance of small and medium businesses in Thailand.

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The Role of Education in Social Change and Transformation

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ABSTRACT

The objective of this paper was to present the role of education and its effect on social change and transformation. Education is a social phenomenon that accompanies human production and labor. It originated from the need for human participation in social life and self-development. Education has been an integral part in every step of human development, including creations of culture. Human history has gone through a long historical social evolution, through different social stages with large morphological differences, from primitive society to agricultural society, industrial society, information society, and then to the future artificial intelligence society. The development of productive forces constantly promotes human beings to be creative, forcing education to be compatible with social development and human needs, and brings about changes in educational content, methods, and conditions. The fundamental change of educational characteristics is the inevitable requirement of social and economic development and transformation and is determined by the general characteristics of social and economic development. Any social and economic transformation in history has led to fundamental changes in the characteristics of education. The relationship between education and social change has always been the core topic in the process of discussing education. Educational social scholars divide the relationship between education and social change into three categories: 1) education as the result of social change, 2) education as the cause of social change in people's ideas and ideology, and 3) education as the influence on most social change.

KEYWORDS: The Role of Education, Social Change, Transformation

Introduction

Social change is a social movement that changes the social system according to a certain goal. It includes two forms: social improvement and social revolution. The way of social reform may be top-down or bottom-up. The content of social transformation includes politics, economy, ideology, culture, and all aspects of social life. Driven by productive forces, society has experienced a transition from the agricultural era to the industrial era, and then to the information age. Social productive forces are different in different historical stages, and education changes accordingly.

An overview of Social Change and Transformation

1. The concept of social change and transformation

Social change is one of the most important theoretical concepts in the field of sociology research. The American sociologist Ross was the first to put forward the concept of social change. In response to this concept, domestic sociologists Feng Gang and Chen Chengwen expounded on the meaning of social change respectively. Although there are certain differences in the definition of social change, they both tend to regard it as a change in social structure. In addition, the famous American sociologist Steven Wargo (2003) believes that social change mainly occurs from five aspects: individual, group, organization, system, and society. The factors that trigger social change also include technological innovation, ideological change, political distribution, economics, etc. Based on this, the reasons for social changes are attributed to internal and external aspects. Social changes are closely related to social phenomena such as production, lifestyle, and natural environment, and are related to internal factors such as people's values. They are the influencing factors that promote social structural changes. And according to different classification standards, the types of social changes are also quite different. The development process of social changes has been forward and backward. It is necessary to make appropriate choices with the development of the times so as not to be eliminated by society.

Domestic sociologists have also begun to expound on the concept of social change from different perspectives. From the analysis of sociological significance, Zheng Xingsheng (2009) believes that social change refers to the process and result of continuous changes in all social phenomena, and especially refers to major changes in social structure. He also analyzed from a sociological perspective in "Sports Sociology" that social change belongs to the category of social and historical development and is a dynamic and eternal process and the result of changes in all social phenomena. The research scope of social change is very broad, including all social phenomena and changes in social structure to various degrees. From the perspective of interpretive concept research, social change is a relatively neutral concept, a unity of process and result.

According to the definition of the above concepts. The definition of social change and transformation is particularly incisive. Educator understands social change and transformation as focusing on revealing social phenomena of social structural changes, which are not only the result of past social changes, the process of current social changes, but also future social changes. Social changes include changes in three major directions: politics, economy, and culture. Among them, changes in living environment, social structure, and values greatly affect the development, inheritance, and value demands of education. Educational output research is of great significance.

2. The contents of social change and transformation

The content of social change involves all fields of social production and life and can be mainly divided into natural environment change, population change, economic change, social system and structure change, social value change, lifestyle change, Cultural changes, technological changes, etc.

Changes in the natural environment. The process of social change always takes place in a certain natural environment, which provides natural resources and material conditions for the survival and development of society. The natural environment evolves

according to its laws and affects the changes in society. Humans act on the natural environment to cause changes in the natural environment, which will also affect the changes in society.

Population change. Population change mainly refers to changes in population quantity, quality, composition, population flow, and distribution. A certain population is the basic premise of social existence and development, and people are the main body of social life and social activities. Population changes have a great impact on changes in society as a whole.

Economic change. It includes changes in productivity, changes in production relations, increases in production, and improvements in production quality. The change and development of the social economy are one of the main contents of social change, which has a decisive influence on the whole social change.

Changes in social structure. It is mainly reflected in two aspects: one is the change of social functional structure, which is reflected in the differentiation and combination of various economic, political, organizational, institutional, and other structural elements to meet the needs of people's survival and development; the other is the status structure of social members Changes in social class and social class relations are caused by differences and changes in social members due to their economic status, occupation, education level, power, social prestige, etc.

Changes in values. The changes in social values are mainly manifested through people's behavioral norms and ideological systems. People's social activities all take place under the guidance of values to varying degrees, and changes in social values often become the forerunners of social changes.

Changes in science and technology. As an independent knowledge system in the social structure system, science and technology have an increasing influence on the changes in modern society. Changes in scientific and technological inventions, research scales, and organizational forms, on the one hand, directly affect changes in the social economy, politics, ideas, and lifestyles, and on the other hand, accelerate changes in modern society.

Cultural change. This is a comprehensive perspective for analyzing the content of social changes, mainly referring to changes in cultural content or structure, including the growth of new cultures and the changes of old cultures caused by the accumulation, transmission, dissemination, fusion, and conflict of cultures.

3. Forms of social change and transformation

From a historical point of view, social change can be roughly divided into two categories. One is micro-change, that is, micro-social change, which refers to the cumulative gradual and sudden changes in society, economy, politics, and culture that occur within a unified social form or the same mode of production, also known as social evolution. Some of these changes are subtle and imperceptible; some are vigorous and thrilling. For example, the political changes in the change dynasties may be violent in form, but they do not break with the traditional system. They are all quantitative changes in the limited social and economic structure or slight qualitative changes.

The other category is great changes, that is, huge social changes, which refer to major social, economic, political, and cultural changes that breakthrough social and economic patterns and production methods. These changes are revolutionary and

breakthrough qualitative changes. This is what Marx often calls "social revolution" (Marx, 1959）. In biology, "mutation" refers to a change in the genetic structure of a cell. The great change in society is a long-term variation, which can be divided into two forms: one is the innovative great change, which is the change of production mode and social form under unique historical conditions; the other is the conductive one. Great changes are mainly changes in production methods and social forms induced by external factors. In this article, we will focus on the cataclysm and the impact of large social changes on education.

The Roles of Education in Social Change and Transformation

Education realizes its social function mainly through the function of educating people. The social function of education includes the social change function of education and the social mobility function of Education.

1. **Education as a necessary condition of social change and transformation**

As we all know, education comes into being with the emergence of human society and develops with the development of human society. Education has a dual function: the explicit function of education is often designed in the sense that education causes social change. At the same time, education also has invisible functions (functions incidental to the fulfillment of explicit functions without being anticipated), which are the conditions for other social changes. At the same time, education is the condition of social change but also means that education is the process of social change caused by the limited function of education, education to achieve these goals must have other corresponding conditions and environments. Society is a dynamic system with a complex structure, and all the elements or subsystems that constitute the large social system interact and restrict each other. Education is a subsystem of society, which is interrelated and mutually restricted with other elements or subsystems of the whole society. Because of the particularity of education itself, although it is one of the elements of the social system, the relationship between education and other elements of society and the social system is more complex. On the one hand, the development of education has its own rules, on the other hand, the development of education is restricted by the development of society. In a certain sense, other elements of the social system are connected and interact with the social system through the subsystem of education. In the process of transformation from traditional society to modern society, the education subsystem plays a more important and prominent role. It is not only one of the important contents of social transformation but also a necessary condition of social transformation.

The development level of education is restricted by society. The degree and level of social development, what kind of material conditions and social environment it can provide for education determine the scale, speed, and level of educational development, and determine quality of educational development. Education goes hand in hand with the development of society. To what extent does the society develop, what requirements will be put forward for education, and what the corresponding conditions will be provided for education? The purpose, content, form, and system of educational development are by the stage of social development. This is generally true, although there are some exceptions in different countries and at different stages of development.

The productivity of education shows that scientific knowledge is the main condition to promote the development of social producers, and the im-transmission and reproduction of scientific knowledge are realized through education. In other words, education transforms scientific knowledge into direct productive forces, thereby promoting the further development of productive forces.

The sociality of education shows that education develops and changes with the development of socially productive forces, science and technology, and production relations. So far, human society has experienced five social forms with different economic bases: primitive society, slave society, feudal society, capitalist society, and socialist society, and the education reflecting these five social forms are bound to be different from each other in terms of policy, purpose, and system. Because of the differences in the development level of political and economic systems, productive forces, and cultural traditions, the policy, purpose, and system of education will be different even in the same society. Education in line with economic and social development is always in constant development and change.

Education is an important means to develop and improve social productivity. The role of education is not only to passively adapt to the development and reform of social productive forces and production relations but more importantly, to actively promote the progress and development of economic society. With the rapid development of socially productive forces, the continuous progress of science and technology, and the deepening of the technological revolution, the position and role of education in economic society will become more and more important.

Although there is a basic understanding of the relationship between educational development and social development, at different times of social development, the degree of closeness of the relationship between them is different, the forms of expression are also different, and the mechanisms of interaction and mutual restriction are also different. In the agricultural society, because of the low level of productivity, science, and technology are not developed, and the development of social production mainly relies on the production experience, although also exists in school education, school is not primarily for scientific knowledge education, at this time, the function of school education is primarily a political education function, school education and secular not strongly linked to daily life. That is to say, in the agricultural society, although the development of society has an impact on the development of education, social change has little impact on education. At the same time, education in this era has little influence on society. The relationship between the two systems of education and society is elusive.

To measure the development and progress of society, in addition to the significant improvement of productivity and the continuous progress of science and technology, these two important factors, there are such as the level of education, civic cultivation, cultural traditions, moral fashion, spiritual civilization, environmental protection, health care, and other factors. The improvement and improvement of the above aspects are all closely related to education. Consequently, whether past or present, or future, whether the rich developed countries, was a poor and backward country, also whether shall practice a system of socialist countries, and implement the system of capitalism countries, education in economic

and social development, will always occupy the important position and play a key role.

Education has undoubtedly been one of the mechanisms and means of transformation and social change, at least as far as Venezuela is concerned, in the sense that it has been through education at its different levels that most citizens of humble origin and lower strata achieved a social ascent.

In such a way that education, at least in the 20th century in Venezuela, is valued for allowing in a few decades a change in the country, in society, and in the Venezuelan family that manages to form and insert itself in the labor field and begin to grow materially and immaterially. We define change as a succession of differences and stages in time in a persistent identity. More specifically when we speak of social change following Robert Nisbet it is to refer or make reference to successive differences in time of some relation, norm, function, status, or social structure be it the family, the church, the nation, property, the role of women, the status of the father, etc.

The term social change refers to the study of the causes or factors that produce a change in societies. The term is relevant in studies dedicated to history, economics, and politics, and can range from concepts such as revolution and paradigm shift to superficial changes in a small community. The social change includes aspects such as the success or failure of various political systems and phenomena such as globalization, democratization, development, and economic growth. In other words, social change is the evolution of societies, from large-scale changes to small alterations. The study of social change is often seen as a branch of sociology, but it also concerns political science, economics, anthropology, and many other social sciences.

Prior Sztompka points out that if we speak of change, we are thinking of something that happens after some time, that is, of a difference between what can be observed before that point in time and what can be seen after that point in time.

The basic concept of social change involves three ideas: 1. - the difference; 2. - at different time points; And 3. - between states of the same system. Depending on what is considered to be changing - what aspects, fragments, and dimensions of the system are involved in the change - different types of change can be distinguished.

Several theories have been developed by sociologists about the role that education plays or can play in the processes of social change. Some sociologists argue that education, insofar as it represents the interests of the dominant classes, cannot make a manifest contribution to modifying the characteristics of the social system. Others, for their part, have envisioned certain processes through which education could make significant contributions to social change.

Among the conventional theories most frequently discussed in this area, it is possible to distinguish three groups. The first is that of those who propose a gradual transformation of society's values as a strategy for social change based on education. Secondly, the thesis that proposes using education to support processes that tend to profoundly modify the objective relations of production is distinguished. Thirdly, we distinguish the thesis that proposes using education to support processes that tend to superficially reform the social system, in such a way as to reduce the gravity of the effects that this system produces on the inequitable distribution of values produced by society.

When society in a general or country is concerned about and considers improving

its education, it is trusting in its potential to generate change and social progress and in its transformative potential in all dimensions, personal, political, cultural and technological, economic, and productive. More immediately, it is assigned the role of catalyst for the adaptation of society to the accelerated changes taking place in each of them.

In the late Middle Ages of Europe, the unprecedented ideological liberation movement set off by the Renaissance promoted the development of productive forces and science and technology gave birth to the modern industrial revolution, promoted the emergence and development of capitalism, started the wave of the world modernization movement, and made modern education sprout and develop. In the process of transition from tradition to modernity, the content, function, organizational form, management mode of education, and even the control of education by the state have undergone great changes. In the two or three hundred years of western society's transition from tradition to modernity, education began to play a role that it had not played before. The transformation of society not only requires the development of education but also provides certain material conditions for the development of education.

Education is an important content and necessary condition of contemporary social transformation. Since the 1940s and 1950s, due to the progress of science and technology and the intensification of international competition, the world has set off a surging wave of educational reform. This wave of reform is carried out in the context of globalization, information, and knowledge. There is still no unified understanding of the concept of globalization, but as a universal historical trend of the present era, it is an indisputable objective fact. In a broad sense, globalization refers to the historical change process of mankind from the separated polycentric era to the global society. Globalization is a historical process that is expanding in scope and increasing in intensity. Globalization is manifested in transportation globalization, information globalization, economic globalization, technology globalization, competition globalization, concept globalization, the globalization of international social issues, and other aspects. Globalization is a social and historical process with multi-fields and multi-perspectives, synchrony and diachronic, integrity, and diversity. In such a world under the background of globalization, modernization development strategy has changed, from economic growth as the core to social comprehensive development as the objective, from the development of the object as the center to the development of the people as the center, from the pursuit of flourishing development to sustainable development, from passive dependent to independent endogenous development, From the development of traditional industrial civilization to the development of modern ecological civilization, from the development of developing countries to global development. "In this process, any nation-state, whether spontaneous or conscious, active or passive, will be involved in this process sooner or later, and the process of these countries' involvement in globalization must take place in a fundamental transformation."

Asian countries entered a new period of reform and opening up, education, like other areas, has carried out in-depth reform and made great achievements. The specific role and performance of education in improving the quality of the population are mainly discussed from the following aspects.

First, education controls the blind growth of the population to a certain extent. In today's era education is given priority to, the education of women, it also raised a lot of employment opportunities for women, but in what is now the key under the influence of family planning, the level of education of the general improvement, can change people's ideas, some unfavorable to reduce the birth rate is beneficial to control population growth, have fewer healthy birth. Now even most women in society think that high quality is more important than high quantity, especially because it will increase the cost of education for the few offspring, which to some extent controls the blind growth of the population. Secondly, education can promote the quality of the population to a certain extent. Education is the basic means to improve population quality, so to speak, by the process of education, people exposed to ideas also more abundant, especially now starting kindergarten education, attaches great importance to the political education and moral education of students, the decrease in the number of populations, based on the cost of access to education, per capita is very beneficial to improve the quality of the population. Asian countries attach great importance to the construction of basic education; basic education has been carried out in several rounds of reforms. The curriculum standard and educational goals are more inclined to improve the quality of education, which is of great significance to the sustainable development and high-quality development of society. Third, education has changed the unreasonable structure of the population to some extent.

In the process of the development of modern society, our society is rural to urban mobility, and poor areas to rich areas flow, west to the east flow phenomenon, to some extent this may make the poor more poor and rich local decrease in per capita resources, dense population and driven power in education, many students who have received higher education are willing to work at the grassroots level and contribute to the development of poor areas. Some students can go to remote places to teach, which helps to reduce the "population flow to one place"; With the promotion of education, the proportion of skilled workers in the occupational structure of the whole society is more reasonable, and the production technology gradually replaces manual labor, which is the result of the power of education. But in the face of economic system reform as the core of social transformation and the new situation requires that face the international competition of world globalization and informatization, the educated background, Asian countries education in the education thought, education system, education structure, training mode and education teaching content and methods of the still relatively lags, It cannot match and adapt to the reform and development of the economic system, scientific and technological system, and political system. The overall transformation of society requires the transformation of education, and the basic and leading role and value of education in the transformation of contemporary society also determine the transformation of education. In short, the characteristics of contemporary social transformation require education to transform, and the transformation of education is a necessary condition of social transformation. The transformation of education is not only restricted by social transformation but also has its characteristics. It is an important task for educational researchers to study and explore the background, characteristics, contents, and methods of educational transformation.

2. Education as an instrument of social change and transfor-mation

Education is a practice activity to promote the socialization of individuals and a personalized society. In the narrow sense, it means the school education of the educators according to the requirements of a certain society or class. It mainly refers to the influence of social factors on individual development and the influence on people's social and mental development.

Social change is the development of society, progress, stagnation, backward, and other the sum of all phenomena and processes, contains both social progress and regression, and includes social integration and disintegration, generally refers to any social phenomenon, including all macro and micro changes, social longitudinal forward and backward, social horizontal differentiation and integration, normal and abnormal change, social quantitative and qualitative change, social relations, lifestyle, behavior norms, the change of values, etc.

The relationship between education and social change has always been the core topic in the process of discussing education. Educational social scholars usually divide the relationship between the two into three categories: education is the result of social change, education is the cause of social change in people's ideas and ideology, and education is the influence on most social change.

1) Education is the result of social change

Social change (especially drastic social change) can have a huge impact on education. The emergence of school education, the reform of the educational system, the change of educational goals and educational concepts, and the reform of educational function are almost all the results of social reform. In modern society, the changes in any aspect of society will leave traces in education.

2) Education is the driving force of social change

Education is the motivation of social change, which is mainly reflected in the cultivation of people, transmitting new ideology, and the promotion of the development of science and technology, economic revitalization, cultural prosperity, and political innovation. As early as Weber pointed out the concept and ideology contribution to economic development, he thinks that western capitalism can form in modern western Europe, mainly because the school spread Protestant ethics and capitalist spirit, making social members have thrift, self-struggle, self-restraint spirit, and quality.

3) Education is the influence on most social change

Education has a dual function: the explicit function of education (i.e., the expected goal) is often designed in the sense of causing social change through education; and education also has an implicit function (i.e., the function arising in the process of completing the explicit function), which is the condition that leads to other social change. At the same time, education is a condition of social change, which also means that education has a "limited function" in the process of causing social change, and education must have other corresponding conditions and environments to achieve these goals. It can be said that the deep interaction between education and society promotes the development of education, provides talent support for social change, and then promotes social progress. Tegan believes that social reform is the source of the evolution of educational thought, and social reform can lead to educational reform. In the process of social change, educational

reform will also usually become the driving force of social change, and social change can provide social support for educational reform. John Dewey also made it clear that "education is the basic method of social progress and social reform" because education mediates the sharing of social consciousness, "and that the adaptation of individual activities based on this social awareness is the only reliable method of social transformation". Society expresses its purpose, organizing methods and means through education, "and thus clearly and effectively shapes itself towards the goal that it wishes to move forward with." So how does education function as a tool for social change and transformation? The following will discuss the social root of education, the driving force of social reform, and the foundation of social reform.

3. **Education as an outcome of social change and trans-formation**

Society is a moving whole or system where education is a structural and functional social system, it is a part of the whole society and organically connected with the whole society. The changes in the whole society must be related to education. Therefore, education and its changes are the results of social changes, and social changes will have a huge impact on education. The emergence of school education, the reform of the educational system, the change of educational goals and ideas, and the transformation of educational functions are almost the result of social changes.

Education as an outcome of social change and transformation is affected by social change, which means that social change contributes to the development of education. Education follows social change. It has its place before and after the social change. First, there are social changes, and then the teaching process changes according

to those social changes. Education systems change with the needs of society.

As society changes, so does the education system. Marxist scholars believe that education originates from labor. Specifically, it originates from the dialectical unity of social production needs and human development needs in the labor process. First, human education is produced along with the emergence of human society, and the direct motivation to promote the origin of human education is the actual social need for people to transmit production experience and life experience in the labor process.

The role of education as an outcome of social change and transformation.

Based on the above analysis, we have learned what impact social changes have had on education. On the contrary, educational change is also promoting the progress of social change. Then, as the outcome of social change and transformation, what role does education play in social change?

1) Education promotes social progress and economic development.

For example, the above-mentioned first educational reform of mankind has promoted the rapid development of human society to agricultural civilization, greatly enriched the spiritual life of human beings, and promoted the progress of material civilization. The second educational revolution is the continuation and improvement of the first educational revolution. Schools, classrooms, and teachers are the mainstays, making positive contributions to the development of industrial society. The third education revolution will make education not only limited to school education, but should be expanded to family education, enterprise education, and community education; it will no longer be limited to formal education, but

also non-formal education; there are real classrooms and online classrooms, online learning; there is school learning, and there is lifelong learning, and lifelong learning will be more important. The third educational revolution not only pays attention to the cultivation of the basic knowledge of subjects, the cultivation of professional quality, and the cultivation of professional practical ability, but also the cultivation of innovative quality and social-emotional ability, the cultivation of pro-natural plot, and the awakening of the same reason. Heart. The third educational reform breaks the unified pattern of school talent training and builds an interactive talent training system that integrates schools, families, enterprises, and society on the Internet platform, which is conducive to the formation of a lifelong learning system and a learning society.

On the other hand, education can instill thinking. It keeps people innovating and always looking for ways to improve human life. People are familiar with the tricks of various industries that allow them to stay comfortable in their lives. It is education that creates all these professions. In fact, without education, there would be no professions such as doctors, engineers, lawyers, teachers, etc., and there would be no civilization.

Typical examples are the indigenous tribes of Africa and the Amazon. Although they have their society, the lack of education makes them obsolete and unable to compete with the current era.

2) Education protects all cultural values and beliefs.

Education protects all cultures. Thanks to education, we learn about cultures from centuries ago. It acts like a sieve that separates negative cultural values and helps spread beliefs and practices that are good for humanity.

Modern civilization as we know it today is a copy of the Roman Empire, which also adopted the structure of the previous Greek civilization.

To achieve such a milestone, there must be a way to transfer the knowledge of craftsmanship and technology to the modern world. This is where education comes into play. Everything we use today seems to have been borrowed from the ancient world. Numbers, calendars, mathematics, philosophy, agriculture, and other disciplines, all trace back to ancient civilizations.

For instance, we know that philosophy originated from the Greeks, the first writing system was the Cuneiform in Mesopotamia, while the first people to practice organized farming practices were in Mesopotamia around 11,000 B.C. All these practices have been adopted and improved over the years to create this complex civilization we have today.

3) Education brings domestic and international solidarity.

At the national level, we can see students from different racial, ethnic, and religious backgrounds sharing the same curriculum, classrooms, and other school facilities. They help each other on assignments and even gather in educational groups to build teamwork in them.

This inclusive education enables students to appreciate different customs and cultures. Through this interaction, they can see and understand different perspectives from their perspective. It also helps remove cultural biases they may have acquired from their racial background.

For example, the situation in developing and third-world countries is not very different. They borrowed the same

educational structure from developed countries. They have schools, although the hardware environment is poor, and the teacher-student ratio is not up to standard. However, educated people are distinctly different from illiterate people and have a higher chance of being successful in life. With education, the world becomes a global village. We see students from third-world countries seeking scholarships to study abroad and pass on the knowledge they have acquired to their own countries.

4) Education also advances the political landscape of a country.

Gone are the days when society was ruled by the absolute power of the royal family. People are aware of their rights and civic duties in a civilized society with a good education system. When it comes to leadership, education produces the best leaders. Educated leaders have greater clarity in their decision-making and problem-solving approaches. They are also open to new ideas and suggestions, a prerequisite for social progress.

Take former US President Abraham Lincoln as an example. Because of his self-education, he is a charismatic leader and speaks eloquently. He was also recognized for ending slavery in America. As a result of his actions, the United States has undergone a complete social transformation that has made it the global leader it is today. President Lincoln was a man who loved learning and therefore made the commendable decisions that made America great.

Many factors can lead to social change. But for change to make sense and spread into the future, education is needed. Education preserves culture and records facts that will be used by future generations. It provides people with trading skills and techniques to improve their financial capabilities. It also empowers them to think, make better decisions and innovate. Most importantly, it removes ignorance, the main stimulus to human stagnation.

To sum up, social changes and transformation will affect education, and education, as the outcome of social change and transformation, will also affect social changes to a certain extent and play a role in social changes. That is, social change has a decisive effect on education, and education has a functional effect on social change.

Conclusion

Education is a practice activity to promote the socialization of individuals and a personalized society. In the narrow sense, it means the school education of the educators according to the requirements of a certain society or class. It mainly refers to the influence of social factors on individual development and the influence on people's social and mental development.

Social change is the development of society, progress, stagnation, backward, and other the sum of all phenomena and processes, contains both social progress and regression, and includes social integration and disintegration, generally refers to any social phenomenon, including all macro and micro changes, social longitudinal forward and backward, social horizontal differentiation and integration, normal and abnormal change, social quantitative and qualitative change, social relations, lifestyle, behavior norms, the change of values, etc.

The relationship between education and social change has always been the core topic in the process of discussing education. Educational social scholars usually divide the relationship between the two into three categories: education is the result of social change, education is the cause of social change in people's ideas and ideology, and

education is the influence on most social change.

The deep interaction between education and society has promoted the development of education, provided talent support for social reform, and promoted social progress. With the progress of society, the form of knowledge has experienced experience form, principal form, and superposition form, which has promoted the transformation of the direction of education development. Education is in essence future-oriented and carries people's imagination of happiness and a better future. Value, subjectivity, and futurity are three important dimensions in constructing the future imagination of education. The future development of education needs to strengthen value consciousness, accelerate organizational reform, maintain the dominant position of people, and reconstruct the pattern of curriculum teaching to build a truly modern school. From the perspective of the relationship between social development and education, the education system, as a subsystem of society, is restricted by other systems in all aspects, and at the same time has a dynamic reaction to other systems. Productive forces, political and economic systems, and cultural influences restrict the development of education. At the same time, education also has social functions and hurts the politics, economy, and culture of society. Therefore, when society changes in history, it is inevitable to call for the transformation of education. Social stages in different historical periods require different educational models.

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Factors Influencing Student Engagement in the Online Learning Environment at Asia-Pacific International University

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ABSTRACT

Student engagement is the key factor in effective active learning. However, most prior research investigators have considered the factors that influence student engagement in the classroom context. Therefore, the current study had the objective to examine the influence of online learning characteristics on students' level of behavioral engagement at Asia-Pacific International University. The variables considered were instructor and student characteristics, course design, learner environment, and course content. The studied sample groups were 385 students at Asia-Pacific International University. Data were collected by questionnaires and the collected data were analyzed and the analysis results were presented in frequency, percentage, mean, standard deviation, correlation coefficients, and regression values. The result showed that instructor characteristics had the highest level of presence, followed by student characteristics, course content, course design, and learner environment. In addition, all the five online learning characteristics, namely, instructor characteristics, student characteristics, course content, learner environment, and course design, influenced the students' level of behavioral engagement. However, only the combination of student characteristics, course content, and course design predicted the students' level of behavioral engagement. Suggestions are provided for future research studies and for those who are interested in studying these variables.

KEYWORDS: Student Behavioral Engagement, Online Learning Characteristics, Asia-Pacific International University

Introduction

The active learning technique is widely used in today's classroom management. It is a learning process based on intellectual creativity concepts (Constructivism) that focuses on the learning process rather than the subject matter. The strategy aims to help learners connect knowledge or create it by doing real practice through media or learning activities. The learners, in addition to being involved in the activities, also have to interact with their teachers and be involved in interactions among the other learners. The role of teachers would be less in imparting knowledge to learners than in a

lecturing manner, but it consists more in advising, facilitating, and motivating learners to be eager to learn through various activities including preparing a suitable environment for learning. The technique is believed to be more effective in promoting learning than the traditional teacher-centered lecturing style that has a quiet atmosphere because of the teacher's control. Many studies have found students learn better in an active learning context and environment than they do in a passive learning environment (Yahyazade, Mostafa & Attaran, 2014). Active learning allows students to engage in the learning process and interact with the learning activities through a wide range of practices such as analysis, synthesis, brainstorming, exchange of ideas, and case studies. The activities used in active learning should help develop analytical skills, critical thinking, communication and presentation, and proper use of information technology.

Student engagement is the key factor of effective active learning; however, it is a multifaceted phenomenon (Stephenson, Bonnes, Sawatsky, Richards, Schleck, Mandrekar, et al., 2020). A few research findings relate it to both physical and psychological constructs where students utilize physical and psychological energy in order to be kept attentive, involved, and motivated to learn (Astin, 1999). Several works of literature describe student engagement in terms of behavioral, emotional, and cognitive engagement (Fredricks, Blumenfeld & Paris, 2004). Student engagement, as defined by Skinner, Kindermann & Furrer (2008), refers to the quality of a student's connection or involvement in academic endeavors at school and thus with the people, activities, goals, values, and places that make it up. These engagements can be separated into in-class and out-of-class components (Fredricks et al., 2004; Gunuc & Kuzu, 2014).

The consequences of the coronavirus disease 2019 (COVID-19) pandemic are infiltrating every aspect of our society and daily lives (Ma et al., 2021). In education, online learning has become an important tool for education at all levels, including higher education (Khuankaew & Trail, 2021). This paper presents the results of university students' engagement levels during the online classes where the characteristics are different from the on-site classes. With the ad hoc or temporarily online learning basis, many institutions have chosen the cheaper technologies such as Microsoft Teams and Moodle classroom management to organize the classes during the time of the pandemic. This study investigates the influence of online learning characteristics, which are instructor characteristics, student characteristics, course design, learner environment, and course content, on students' level of behavioral engagement during the typical online classroom that integrated the use of Microsoft Teams and Moodle classroom management.

Purposes

Several studies (e.g. Conner, 2016; Finn, 1989) have pointed out that a student's connection or involvement in academic activities first happens within oneself in terms of emotional and cognitive engagement, then these inner engagements would express or lead to the action of behavioral engagement. However, most studies have investigated student engagement in terms of their overall engagement or the collective of behavioral, emotional, and cognitive engagement (e.g. Conner, 2016; Fredricks et al., 2004; Skinner et al., 2008). There is limited literature that mainly focuses on behavioral engagement. This study investigated student engagement as assessed from student behavior in participation in the online classroom.

In addition, most studies have investigated the factors that influence student engagement in the classroom context. This study investigated the factors that influence students' level of behavioral engagement in the online classroom. In

addition, existing studies have pointed out several different factors and characteristics such as physical classroom environment (e.g. class size, facility, noise (Pilotti, Anderson, Hardy, Murphy, & Vincent, 2017), student (Booliger & Wasilik, 2009), teacher (Deka, 2021), and curriculum design (Liu, et al., 2010). However, they have yet to reach a final agreement on these factors and to conclusively determine what factors affect student engagement in an online learning environment.

Therefore, this study has the objective to determine the influence of online learning characteristics, which are instructor characteristics, student characteristics, course design, learner environment, and course content, on students' level of behavioral engagement.

Hypothesis

Six hypotheses were generated for this study as follows.

H1: Instructor characteristics can influence the students' level of behavioral engagement.

H2: Student characteristics can influence the students' level of behavioral engagement.

H3: Course design can influence the students' level of behavioral engagement.

H4: Learner environment can influence the students' level of behavioral engagement.

H5: Course content can influence the students' level of behavioral engagement.

H6: Students' level of behavioral engagement can be predicted by the combination of online learning characteristics namely instructor characteristics, student characteristics, course design, learner environment, and course content.

Benefit of Research

This study provides beneficial observations for both research and school administrators and teachers to understand the online learning characteristics that students experience and provide relevant information to better support the online learning needs of students and increase student engagement in the class. In particular, student characteristics, course design, and course content are more important to influence student behavioral engagement. School administrators and teachers should carefully design the online course, present relevant course content, and promote student involvement. Addressing these areas would shed light on the extent of challenges that students experience in a full online learning space, particularly within the context of the Covid-19 pandemic.

In terms of research implications, three key differences set the current study apart from previous studies. First, most studies have investigated student engagement from the overall engagement or the collective of behavioral, emotional, and cognitive engagement. This study focuses mainly on behavioral engagement. Second, most studies have operated student engagement as a predictor of student performance. This study investigates student engagement from the context of the output/outcome of the teaching and learning experiences by students. Third, it sheds light on the online learning characteristics that students experience in an online learning space and their impact on student behavioral engagement. The results of this study add value to the literature that student characteristics, course design, and course content are more important in their influence on student behavioral engagement. Instructor characteristics and learner environment are the least relevant to influence student engagement in the online learning environment.

Research Process

This is a survey-based study in which data were collected through the

online survey using Google forms at Asia-Pacific International University. This research examined the effects of the online learning characteristics on student engagement in online learning among college students at the Asia-Pacific International University, Saraburi, Thailand.

Population and Sample

At the end of January 2022, the total number of students, who have been experiencing online learning via Moodle and Microsoft Teams since March 2020 at Asia-Pacific International University, was 932 students.

The sample size for conducting the correlation analysis is based on Taro Yamane (1973)'s formula. To get the sample size from the total number of students at the Asia-Pacific International University, a confidence level of 95% and 5% sampling error were considered. Therefore, the sample size was 280 for this study.

Since there is a variety of students' characteristics, a quota sampling technique was conducted with the program of study and year in the university.

The data were collected from students at Asia-Pacific International University through an online survey using Google forms, from March 2 to 16, 2022. The Google link was sent to the Dean of each faculty with a request for a specific sample for each study program. The Dean then forwarded the link to the students. The total number of samples that the online survey link was distributed was 450. The number of respondents was 385.

Instruments

The survey instrument consisted of two sections. Section 1 addressed the demographic variables of gender, program, major, and class level. Section 2 involved Likert-type statements, which measured the student's perception of online learning characteristics which involve instructor characteristics, student characteristics, course design, learner environment, and course content. Then, the last part of section 2 involved question items related to student behavioral engagement. The Likert scale employed in this study was a 5-point scale with 1 = Strongly Disagree ranging through to 5 = Strongly Agree. These measurement items were adapted from previously validated instruments, as well as items written by the researcher. Before the final version of the survey questionnaire, the tools were checked by three qualified persons for content validity, coverage and content accuracy, language suitability, and the Item-Objective Congruence (IOC). Out of 26 measurement items, 19 items scored 1.00, 5 items scored 0.67, and only one item scored 0.33. Then, the researcher modified the item that scored below 0.50 and also a few items with a score of 0.67 in order to achieve better clarity according to the advice of the qualified persons. After modifying the content and language of the tool as instructed, the researcher administered the questionnaire to a group of 30 students at the Asia-Pacific International University, Saraburi, Thailand, who have been experiencing online learning via Moodle and Microsoft Teams, in order to check the reliability of the tool and find Cronbach's alpha coefficient. The Cronbach's alpha coefficient values of the tried out of 30 respondents are shown in Table 1.

Table 1 Reliability Value of 30 Respondents and 385 Respondents (Cronbach's alpha coefficient)

Variable	30 Respondents	385 Respondents
Instructor characteristics	0.900	0.835
Student characteristics	0.771	0.856
Course design	0.872	0.876
Learner environment	0.850	0.790
Course content	0.897	0.896
Student behavioral engagement	0.830	0.895

The Cronbach's alpha coefficients in Table 1 show that the confidence value of the 30 questionnaires was between 0.771 to 0.900 and the 385 questionnaires were between 0.790 to 0.896. Cho and Kim (2015) indicated that if the questionnaire's confidence value is greater than 0.7, the questionnaire has content validity and an acceptable level of confidence.

Data Analysis

The data were analyzed by a computer statistical calculating software program. Descriptive statistic was used to describe the information of the respondents and the variables. It is presented in the form of a table showing frequency, percentage, mean, and standard deviation.

The analysis of the ability to explain the student behavioral engagement from the online learning characteristics (instructor characteristics, student characteristics, course design, learner environment, and course content) was assessed using multiple regression analysis.

Analysis of Demographic Information

Table 2 shows the demographic information of the respondents. Most of the participants were females, representing 61.3% of the total 385 respondents, taking Bachelor of Nursing Science (Thai Program), representing 32.2%, second-year students in the graduate programs (65.5%), and freshman students in the undergraduate programs (30.6%).

Table 2 The number and the percentage of the respondents classified by their characteristics (n=385)

Personal Characteristics	Number	Percentage
Gender		
Male	149	38.7
Female	236	61.3
Study Program		
Bachelor of Science Program in Bioscience (International Program)	26	6.8
Bachelor of Arts Program in English (International Program)	21	5.5
Bachelor of Arts Program in English (Thai Program)	58	15.1
Bachelor of Nursing Science (Thai Program)	124	32.2
Bachelor of Science Program in Information Technology (International Program)	40	10.4
Bachelor of Arts in Teaching (International Program)	22	5.7
Bachelor of Arts in Christian Studies (International Program)	20	5.2
Bachelor of Business Administration (International Program)	26	6.8
Bachelor of Business Administration (Thai Program)	15	3.9
Bachelor of Accountancy (Thai Program)	4	1.0
Master of Education	8	2.1
Master of Business Administration	21	5.5
Class Level for Graduate Students (N=29)		
1st Year	10	34.5

2nd Year	19	65.5
Class Level for Undergraduate Program (N=356)		
Freshman	109	30.6
Sophomore	67	18.8
Junior	87	24.4
Senior	93	26.1

Analysis of the Online Learning Characteristics and Student Behavioral Engagement

The results of the analysis, as shown in Table 3, revealed the mean level and standard deviation of the online learning characteristics and student behavioral engagement.

Table 3 Online Learning Characteristics and Student Behavioral Engagement (n = 385)

Variables	$\bar{\text{X}}$	SD	Perception Level
Learning Characteristics			
Instructor characteristics	4.15	0.68	High level
Student characteristics	4.05	0.70	High level
Course design	4.04	0.75	High level
Learner environment	3.98	0.73	High level
Course content	4.05	0.73	High level
Overall Learning Characteristics	4.06	0.64	High level
Student behavioral engagement	3.84	0.83	High level

The perceptions of Asia-Pacific International University's students toward the online learning characteristics that impacted the student b e h a v i o r a l engagement were at a high level ($\bar{\text{X}}$ more than 3.50). When considering each of the online learning characteristic items, it was found that instructor characteristics had the highest level ($\bar{\text{X}} = 4.15$), followed by student characteristics ($\bar{\text{X}} = 4.05$) and course content ($\bar{\text{X}} = 4.05$), and finally course design ($\bar{\text{X}} = 4.04$). The learner environment mean value was at the lowest level ($\bar{\text{X}} = 3.98$) compared to the rest of the student perceptions. The overall learning characteristics mean value was at a high level ($\bar{\text{X}} = 4.06$). The perception of Asia-Pacific International's students toward the student behavioral engagement was also at a lower level ($\bar{\text{X}} = 3.84$) than all the online learning characteristics.

The Regression Analysis of the Relationship between the Online Learning Characteristics and the Student Behavioral Engagement

The results of multiple regression analysis, as shown in Table 4 indicate generated mix results. The adjusted R square was 0.585 which means it was able to jointly predict successful performances in 58.5% of instances, with statistical significance at the 0.01 level, and with a standard error in forecasting equal to $\pm$ 0.534. When considering the predictor regression coefficient, it was found that three predictors influenced student behavioral engagement significantly at the 0.01 level. These predictors were student behavioral engagement (Beta = 0.270, p = 0.000), course design (Beta = 0.242, p = 0.000), and course content (Beta = 0.289, p = 0.000). Other online learning characteristics such as instructor characteristics and learner environment were not statistically significant. Thus, Alternative Hypothesis 2, 3, and 5 were supported by student behavioral engagement, course design, and course content.

The results of regression analysis of the relationship between the overall online

learning characteristics and the student behavioral engagement, as shown in Table 4, indicate that overall online learning characteristics, including instructor characteristics, student characteristics, course design, learner environment, and course content positively influence student behavioral engagement, is significant with a statistical significance at the 0.01 level.

Thus, Alternative Hypothesis 6 was supported. Students' level of behavioral engagement can be predicted by the combination of online learning characteristics namely instructor characteristics, student characteristics, course design, learner environment, and course content (Beta = 0.989, p = 0.000).

Table 4 Simple and Multiple Regression Analysis between Online Learning Characteristics and Student Behavioral Engagement (n = 385)

Variable		Coefficient	P-Value		Adjusted RSquared
Dependent	Independent		t-Stat	F-Stat	
Student behavioral engagement	Instructor characteristics	0.102	1.660		
	Student characteristics	0.270	3.945*		
	Course design	0.242	3.552*		
	Learner environment	0.075	1.346	109.410*	0.585
	Course content	0.289	4.159*		
	Overall Learning Characteristics	0.989	23.266*	541.295	0.585

Note: * statistical significance at 0.01

Conclusion

Five online learning characteristics: Instructor characteristics; student characteristics; course design; learner environment; and course content were applied in this study. These were the characteristics reported in the literature. The results were in line with the literature in the normal face-to-face classroom (e.g. Drago et al., 2002; Groves et al., 2015; Jones & Kelley, 2003; Reeve, 2006, Skinner et al., 2008; Wang & Neihart, 2015) that the perceptions of students toward these online learning characteristics were at important levels. It showed that whether in the normal face-to-face classroom or online learning, these learning characteristics are normally present at schools. For Asia-Pacific International University, instructor characteristics had the highest level of importance followed by student characteristics, course content, course design, and learner environment. This may be because teaching involved online teaching and learning which involved the combination of Moodle platform and Microsoft Team Live. Instructors and students were always present in the virtual classrooms. Besides, course design and course content were developed before the university entered into the online teaching and learning mode. However, most students had been in the university's dormitory with the standard information technology facilities being used in conjunction with the normal face-to-face classroom period. Some students did not have a personal computer and had to spend time in the university's computer laboratory for online learning. That might be the reason for the lower score relating to the learner environment.

Further, though the perception of Asia-Pacific International University's students toward the student behavioral

engagement was at a high level, it was at the lowest score compared to all the online learning characteristics. This result is similar to several works reported in the literature (e.g., Ahlfeldt, Mehta, & Sellnow, 2005; Mandernach, 2015; Tian, Lu, Yin, & Li, 2020). For example, Tian et al. (2020) studied student engagement of Chinese international undergraduate students in China. Their study results revealed that student engagement was at a lower level when the traditional "lecturing" method was used compared with engagement using the "active learning" method. Additionally, their study reported students in humanities, social science, education, and pure science disciplines displayed lower student engagement levels than life sciences and medical disciplines. These facts also reflect on the "lecture" method. The majority of students are in the humanities and social science disciplines at Asia-Pacific International University.

The results of the multiple regression analysis were both similar and contradictory to previous studies. The results indicated that three out of five online learning characteristics can influence student behavioral engagement. These online learning characteristics were student characteristics, course design, and course content. The findings were similar to the findings reported in other research papers on student characteristics (Groves, Sellars, Smith & Barber, 2015; Russel & Slater, 2011); course content (Drago, Peltier, & Sorensen, 2002); and course design (Skinner et al., 2008). However, the findings were different from the findings reported in other research papers on instructor characteristics (Reeve, 2006; Skinner, Kindermann, Connell, & Wellborn, 2009; Stefanou, Perencevich, DiCintio & Turner, 2004); and learner environment (Najeeb, 2013; Wang & Neihart, 2015). That means students' level of behavioral engagement, however, cannot be predicted by the combination of the five online learning characteristics. Only the combination of student

characteristics, course design, and course content can predict student behavioral engagement. In other words, whenever all these online learning characteristics exist at the same time, student characteristics, course design, and course content are more important to influence student behavioral engagement. The findings differ slightly from some research paper results. For example, Nortvig, Petersen, & Balle, (2018) found that the factors for student engagement during online learning included the presence of educators, interactions between students, teachers, and content, and deliberate connections between online and offline activities and between campus-related and practice-related activities. In another example, Corso et al. (2013) investigated factors contributing to student engagement in US secondary schools. Among several proposed factors, they found the combination of student, teacher, and content factors influence student engagement. Deka (2021) investigated factors that might influence student engagement in online learning during the COVID-19 pandemic period in India. The study revealed that among the online learning factors, which include instructor, student, course design, learner environment, course content, administrative support, and technical support, only three factors were of outstanding importance to predict student engagement. These factors were the combination of instructor factor, student factor, and course content. The main difference between this study and other studies was the instructor factor. It might be implied that, at Asia-Pacific International University, an instructor is not the most important factor in the online classroom. Students can engage in the lesson and with each other depending on student characteristics, course design, and course content.

Recommendation

The research was conducted at Asia-Pacific International University, Thailand, and was based on the perception of college students on the practices of online learning characteristics and the student behavioral engagement during the Covid-19 pandemic. Since the investigation was on one institution and during the temporary online learning setting with Moodle and MS Team, future research should confirm the findings of the importance of online learning characteristics and student behavioral engagement by investigating different contexts with more durable online learning modes.

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Students' Employability Enhancement of Qingdao Hengxing University of Science and Technology in Shandong Province

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ABSTRACT

The objective of this research was to propose guidelines for students' employability enhancement based on competency at Qingdao HENGXING University of Science and Technology in Shandong Province under the People's Republic of China. The research methodology was a mixed-method. The key informants were 7 administrators obtained by purposive sampling technique. The instrument used for data collection and analysis was an in-depth interview questions and content analysis. The research findings revealed that guidelines for students' employability enhancement were soft skills development including 1) to design teaching and learning activities to increase critical thinking ability of students 2) to design learning activities to involve and engage participation of all students to smart teamwork 3) to enhance the mindset of students with a professional ethic and self-confident 4) to strengthen and practice communication skill of the students in class, and 5) to develop the students with leadership skill in class and with university activities.

KEYWORDS: Student's Employability, Employability Enhancement, Competency based

Introduction

According to statistics from the Ministry of Education, China, Wu Yan, director of the Higher Education Department of the Ministry of Education, said that the total number of students in higher education in China exceeds 44.3 million, (Wang Yuling, 2021), Wu Yan pointed out that the number of people receiving higher education in China has reached 240 million, and the average number of years of education for the newly added labor force has reached 13.8 years. Significant changes have taken place in the quality structure of the labor force, and the quality of the entire nation has been steadily improved. The number of employees is increasing year by year, and the employment situation is getting more and more severe. Next, we are going to study and analyses the components of employability and how we can improve based on the components. Marissa, C. (2022) to provide the top five of soft skill employers include: Critical thinking and problem solving, Teamwork and collaboration, Professionalism and strong work ethic, Communications skills, and Leadership. Pointed out from Cambridge Marissa, C. the skills and abilities that allow you to be

employed: There will no longer be jobs for life, but employability for life.

Helen, K. (2022) according about employability displayed a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy and Yorke, M. (2004) Employability in higher education said not just about getting a job, it is about a broader set of skills and attributes that will enable a graduate to be successful throughout their working life.

Editorial Team (2019) revealed that employability skills are transferrable skills that are useful in nearly every job. They involve the development of an expertise, knowledge base or mindset that makes attractive to employers. Employability skills are also often referred to as employment skills, soft skills, work-readiness skills, or foundational skills. This research to focus in the in-depth-interview from key informants in management level of university to guideline the key success to students' employability enhancement to be achieve in the high-performance of student development and promote collaboration with employer and all stakeholder, enabling you to perform your role more effectively in university management. The significance of strengthening the effective management of the employability of higher education students is mainly manifested as follows: First, to ensure social stability, if college students cannot find good jobs and find suitable jobs, it will inevitably bring unstable factors to the whole society. , affecting the stability of the entire society, and effective management of their employability is conducive to strengthening them to find suitable jobs, and it is the students' ability to

play their talents in their own jobs. Second, optimize the allocation of human resources. Colleges and universities have many outstanding professional talents that the country needs, and they are an important part of high-quality talents in the future.

According to the survey of students who have graduated from our university by annual report, graduation equals unemployment. They do not feel that they have acquired the corresponding knowledge and skills in update trend their field of expertise, most of the students in this university based on competency and employability skill to poor overall quality, do not have new trend both knowledge and skills to apply a job, employee to expectation for high performance, ability, and soft skill from graduate student to satisfactory jobs when they graduate. This research would like to provide the guidelines for administrators to enhance student's employability both to driven by policy, improving curriculum, provide learning environment, and student activities for development of student to fully competency before them graduate in this university needs to enhancement.

Purposes

To propose guidelines for students' employability enhancement relating to soft skills at Qingdao HENGXING University of Science and Technology in Shandong Province, the People's Republic of China.

Benefit of Research

1. Administrator and Educators or peer practitioners that how to policy reform and effective management to enhance students' employability include teaching, curriculum, and student activities.

2. Teacher to enhance the competencies of teaching include

knowledge, skill, attitude, characteristic and personal quality to achieve students' employability after graduation

Research Process

Step1: To study the effectiveness management components of students' employability by content analysis from literature reviews and related research.

Step2: Create a question by content analysis of component

Step3: In-depth interview by purposive sampling, with 7 key informants are administrators

Population and Sample

1. The population are the teachers who worked in academic year 2022 at Qingdao Hengxing university science and technology in Shandong province.

2. Sample are Key informants for in-depth interview total 7 administrators by purposive sampling., The Selection administrators with more than 3 years of management experience, and Junior as primary interviewers.

Instruments

1. Content analysis

2. In-depth interview to creating question for in-depth interview based on guidance from advisor.

3. To synthesis for the guidelines.

Data Analysis

Content analysis through the comparison of five between Chinese and international related studies, the soft skills for students 'employability to summary the table 1 to content analysis the soft skill for students' employability enhancement to focus with 5 highest frequencies include, Critical thinking and problem solving, Teamwork and collaboration, Professionalism and strong work ethic, Communications skills, and Leadership skill as follows:

Table 1: Content analysis the soft skill in 21st century for student employability both Chinese and International related research

Soft skill	National Research for					International					N (10)
	Yao, H. & Li, M (2007)	Wang, S (2003)	Han jia (2010)	Yin, T & Xu, H (2010)	Wang, Q & Zhu, Q (2014)	Marissa, C (2022)	Jemma, S (2022)	Editorial Team (2019)	Belinda, F (2022)	Bloom (1956)	
1.Professionalism and strong work ethic	√	√	√	√	√	√		√	√	√	9
2.Communication skills		√	√	√	√	√	√	√	√	√	9
3.Teamwork and collaboration	√	√	√	√	√	√	√	√	√		9
4.Critical thinking and problem		√	√		√	√	√	√	√	√	8

Soft skill	Yao, H. & Li, M (2007)	Wang, S (2003)	Han jia (2010)	Yin, T & Xu, H (2010)	Wang, Q & Zhu, Q (2014)	Marissa, C (2022)	Jemma, S (2022)	Editorial Team (2019)	Belinda, F (2022)	Bloom (1956)	N (10)
	National Research for					International					
solving											
5.Leaning			√	√	√		√	√	√	√	7
6.Self-managent	√	√	√	√	√		√	√			7
7.Leadership		√		√	√	√		√	√	√	7
8.Characristics	√						√	√	√	√	5
9. Reliability		√		√	√			√			4
10. Initiative	√							√			2

Table 2: Content analysis Competency-based enhancement for student employment.

Interview questions	Content (7 administrator)	N=7
	To enhance student employability after graduation	
1. The university's current situation as policies, strategies, and management	1. Direction and focus the competency and skill for enhance student, enhance high level professional skill such as entrepreneur skill, skill of enterprise needs and development of students' comprehensive physical and mental quality by course, teaching, and activities.	7
	2.The university to implementing the policy from national to enhance skill for student employability and provide both policy, strategy, and system to improve student employability	5
	3.Provide information centre to support student for development themselves, find a high job, employment, and technical training centre for student activities	5
2. The current situation of students' employability based on competency in	1. Excluding the impact of the epidemic, whether successful employment can be based on personal ability: good personal comprehensive quality	7
	2. independent personality and solution ability to question, self-ability positioning deviation and teamwork awareness, inability to combine theory with practice	7

Interview questions	Content (7 administrator)	N=7
university.	3.The communication skills and emotional communication ability, collective cooperation ability	7
3. The idea or opinion with competency-based (Knowledge, skill, attitude, Characteristic, and personal quality)	1. Personal qualities is the centre of employment work and a necessary basic quality in the process of individual professionalization.	7
	2. Skill is the core of employment work and the most valued skills in the job market and reflecting the basic ability of employment.	7
	3. Knowledge reserve is the foundation of employment, and professional knowledge constitutes the core and professional level of the individual knowledge structure, and the basis of practical ability.	7
4. The soft skill of five skills for 21st century as below to important for student to enhance employability.	1. The soft skill of critical thinking and problem solving is indispensable competencies to make things happen. And one of the most underutilized human skills and will play an increasingly important role in graduate employment in the 21st century.	7
	2. The ratio of the need for teamwork ability is also on the rise. And only with teamwork can tasks be completed more efficiently.	7
	3. Professionalism and strong work in moral and ethical based for the profession and the industry is the premise.	6
5.Student's employability enhancement to guideline for administration	1.Adjust the professional skills that students learn. The curriculum system is the most important and critical part in formulating a talent training plan, and it needs to be based on the needs of occupational positions and occupational skills in the current market.	7
	2. Taking the course teaching as the starting point, the concept and method of career planning are pre-positioned.	6
	3. Establish and improve the practice system and form a complete practice system.	5
1. Key success factors for students' employability enhancement?	1. The most important thing is professional level and research ability, and universities should pay attention to the improvement and promotion of core courses.	7
	2. Strengthen the cultivation of personality quality, cultivate graduates to correct their career choices, cultivate their own good psychological quality, cultivate their ability to cope with setbacks, and cultivate the confidence to actively plan their lives.	6

Interview questions	Content (7 administrator)	N=7
	3. Carry out practical training for students. Internship is the most effective way to test students' professional knowledge.	5
2. Guideline Based on your experience, idea with the management.	1. The education process is clear, and the core professional courses, elective courses, practice courses, and extracurricular lectures are properly matched.	7
	2. Improve the social vocational guidance service system and improve the social intermediary platform for employment information.	6
	3. Academic ability: Precisely design the students' study plan, training direction and emphasis. And create a teaching environment.	6

From table 2 in the current new Academy system in colleges and universities is based on hard skill and soft skill mainly including the following ten skill to explain the detail from the table as below:

1. The University's current policies, strategies and management are that to improve the overall quality of individuals by encouraging graduates to go into grassroots employment. In addition to strengthening the necessary professional skills and knowledge structure, it is also necessary to improve the overall soft skills, such as moral character, independent personality and problem-solving skills, communication, and cooperation skills.

2. The current situation of student employability based on ability is that the overall quality of students is not strong, lack of team and independent thinking and problem-solving ability, and professional skills are not very strong, so both soft and hard skills need to be improved.

3. For employability, respondents believe that the most important thing is to improve students' personal comprehensive quality, followed by skills and knowledge attitude.

4. For the 21st century, respondents believe that critical thinking and problem-solving skills are indispensable and increasingly important, followed by teamwork skills, communication skills, professional ethics, etc. Some respondents believe that leadership is also very important, can coordinate multiple resources.

5. Through the fourth question, the respondents believe that they can provide guidance and suggestions on students' employability from the following aspects: adjust students' professional skills learning, establish a sound incentive and practice system, improve students' hard skills and cultivate students' soft skills. Student's employability enhancement to guideline for administration.

6. Respondents believe that the most important key success factors for improving students' employability are to improve core courses to enhance professional level and research ability, to strengthen the cultivation of personality quality, and to strengthen the training of practical and soft skills.

7. Respondents believed that based on their own experience, the improvement of students' employability requires a clear teaching process, improving the social career guidance service system, and improving the employment information platform. In

addition, a small number of respondents also proposed that the evaluation criteria should be based on the actual results.

Conclusion and discussion

The current situation with component of students' employability based on competency that including (1) knowledge, (2) Skills (hard skill and soft skill), (3) Attitude, (4) Characteristic, (5) Personal quality. In the current situation of university to focus the reform policy, strategy, and administration for enhance students' employability that same pointed Wang, Y. (2021) pointed to reform in the policy and strategies for enhance student of skill for 21st century. To reform management in high performance both teaching, curriculum and learning environment such as student activity, learning centre to provide platform learning with stakeholders, For research finding from policy of university to focus with the factors of soft skill from research result as the same mention from Marissa, C (2022) consist 5 soft skills as (1) Professionalism and strong work ethic (2) Teamwork and collaboration (3) Communication skills (4)Critical thinking and problem solving, and (5) Leadership skill., and 2) The guidelines for students' employability enhancement that enhance students' employability in soft skills such as (1) to create the teaching and student activities for increasing the critical thinking to students related both Bloom (1956) and Helen, K (2022) to according to improve in the instructional design for teaching and classroom management (2) to design the way both involve and participation of students to smart teamwork all activities together related to York, M (2004) pointed to enhance the student activities to focus with the teamwork and learning community (3) to enhance the mindset of students to point out with a professional ethic and self-confident in the same study of Han, J (2010) to pointed the soft skill of student to shaping in the moral and ethics (4) to training and practice the student in the class to upskill in communication in the same Yin, T and Xu, H (2010) to focus both oral communication and written communication, and (5) to develop the students to be leadership skill under classroom and university activities that the same pointed of Bloom (1956) and Belinda, F (2022)

Recommendation

Our policy should make mechanism based on knowledge, skill, attitude, characteristic, personal quality(individual) to enhance students 'employability of 21st to find good job

The soft skill contains critical thinking and problem solving, teamwork and collaboration, professionalism and strong work ethic, oral and written communications skill,

1. Regarding government policies, this research can provide more accurate policy directions and formulate policies and regulations on the direction of students' employability in a targeted manner.

2. For school management and leadership, measures for students' employability and a learning platform for improving employability can be formulated, and the implementation is supervised. For school teachers, they can provide the key directions of teachers' teaching, formulate courses to improve students' relevant employability, and improve teachers' teaching settings, course links and course evaluation on employability, so as to improve teachers' teaching level as a whole, and also strengthen school teaching and enterprises. Practice connections.

3. For students, through different forms of student activities to exercise students' employment skills, improve students' hard skills and continuously improve soft skills, and combine the hard skills and soft skills required for students' employment more closely, thereby improving students' employment. ability.

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A Proposed Model for Administrative Effectiveness in the CHINA's Universities of Fine Arts

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ABSTRACT

The objective of this research was to propose a model for administrative effectiveness in Universities of Fine Arts in the People's Republic of China. The research was a mixed methodology research. Population was faculty members from eight fine art universities in the top ranking of China who work in academic year 2022. The key informants were 8 administrators to interviews. The experts were 9 people to connoisseurship for guidelines and to confirm a model. The instrument used for data collection was in-depth interview and analyzed by content analysis. Both key informants and experts were selected by purposive sampling. The research results showed that the administrative efficiency model of China's university of fine art was "THE-STAR" Model. It was a management by fact that consisted of "T" stands for Teaching management: art universities should focus on teaching management; "H" stands for Human resource management. It should focus on valuing people and continuing professional development (CPD); "E" stands for promoting Engagement in the innovative development by encouraging teachers and students to give full play to their innovative spirit, be able to adapt through development of times, and encourage foreign exchanges ;"S" stands for incentive System perspective in management: fully mobilize the subjective initiative of teachers and students, both materially and spiritually; "T" stands for organizational Transformational management to focus on success, academic excellence and reputation in the top university ranking; " A" stands for Fine Arts Universities to delivering value and results, and "R" stands for Responsibility system management: the principal, all departments must perform their duties, responsibilities and societal contributions effectively.

KEYWORDS: Model for Administration, Administration Effectiveness, China's University of Fine Arts

Introduction

Since the end of the 20th century, under the background of the continuous development of higher education in the world, my country has established the largest higher education system in the world. The number of students in higher education accounts for more than 25% of the world. Higher education institutions of various types, natures and levels coexist, develop actively and the transformation of higher education from elite education to mass education have brought new opportunities to the teaching management of colleges and universities, in

accordance with Oketch et al. (2014); Boni and Walker (2016); Owens (2017) and McCowan (2019) to conclusion about higher education can offer a strong potential for contributing to development. While expanding the construction of universities, a brand-new quality management system for universities should be established to monitor the quality of universities comprehensively, systematically and throughout the process to ensure the healthy development of universities.

The university is a responsible system. Generally speaking, the quality of universities should be the dialectical unity of service quality and product quality, or the dialectical unity of talent training quality and teaching quality, see Chankseliani, Qoraboyev & Gimranova (2021) on university-based an emerging literature on research and teaching as contributors to the achievement of the Sustainable Development Goals (SDGs) to conceptualize the contribution of higher education to the development of essentialism. UN SDGS concept 17 provides policies for the sustainable development of the world, especially SDGS Article 4 promotes the development of education to quality education, such as education for all, education for all, to ensure inclusive and equitable quality education, and to promote lifelong learning opportunities for all (United Nations, 2022). For colleges and universities, they mainly provide higher education services, so the quality of higher education services should be evaluated. For individual students, the process of studying is a process of labor reproduction and human capital appreciation. Therefore, attention should be paid to the evaluation of the quality of personnel training.

The task of art university management is to follow the national education policy and cultural and art policy, implement the management, teaching plan and syllabus promulgated by the Ministry of Education according to the training objectives of the art university, use modern art education scientific management methods, and follow the art education. The objective laws of teaching and learning are closely combined with the actual needs of social development and art universities, to cultivate qualified art talents, and to fully complete the teaching tasks related to the research of Boni & Walker (2016), University management promotes economic development by enhancing the skills and knowledge base through teaching and research. Modernization theory advocates the concept of building modern values instead of traditional values. Nelson (1990) to mention about the emergence of the scientific management theory represented by F.W. Taylor has gone through the stage of statistical quality control and the stage of total quality management. For the management of art teaching, we must first pay attention to the transformation of traditional art education concepts and help art teachers to continuously establish new and correct teaching concepts. According to the needs of the development of the times.

The teaching guiding ideology of art teachers is a comprehensive reflection of world outlook, outlook on life, art museum, art teaching outlook and artistic talent outlook. The administrators of art universities should make teachers realize that art teaching has the commonality of general teaching. While imparting art knowledge and skills, teachers should not insist on teaching and educating people. Teachers should have good professional ethics. The fundamental task is to truly understand and insist that art and culture go hand in hand, so that art theory and art can develop in an all-round way. We must insist that teachers and students are the main body of art teaching, and cultivate the needs of social development and the popularization of art universities to support this concept and Chankseliani, Qoraboyev & Gimranova (2021) University activity is both instrumental and holistic. Both teachers and students, preparatory courses are considered to be an interesting combination of essentialist and anti-essentialist approaches contributing to university development: "Through educating the future Our school contributes to the development of the nation

by fostering better mathematics teachers, raising their awareness of the diversity of values and attitudes.

Purposes

To propose model for administration effectiveness in universities of fine art in the people's republic of China.

Benefit of Research

Improve in the administrative management efficiency of fine arts universities and improve the organizational transformational management to focus on success, academic excellence and reputation in the top university ranking.

Research Process

Step1: To study the policy and current situation for administration effectiveness in China's university of fine art by content analysis from literature reviews and related research.

Step2: Create a question by content analysis of component.

Step3: In-depth interview by purposive sampling, with 8 key informants are administrators.

Step4: Connoisseurship to confirm and guidance the model for administration effectiveness in universities of fine arts, with 9 experts.

Population and Sample

1. Scope of Population: Eight of Universities of Fine Art in the people's republic of China.,

2. Key informants; In-depth interviews with the semi-structure question, were the administrators of eight university of fine art who work in academic year 2022 and more than 10 years of management experience of university. Determine the sample size of 8 people by purposive sampling technique.

3.Experts for Connoisseurship total 9 experts; to confirm and guidance the model for administration effectiveness in universities of fine art, and more than 10 years of management experience of

university by purposive sampling technique

Conclusion and discussion

From the results of the interviews, the researcher summarized what was obtained from the interviews in order highest of 5 frequencies as follows.

1. The most important factor in the administration of Chinese art universities.

1.1 The formulation of management policies and related changes Responsibility and work hard (8)

1.2 Education Administrator (5)

1.3 The direction for the development of university (3)

2. Ways to become a good leader in China Art University.

2.1 Formulating the development direction of the school (5)

2.2 Broad mind, and inclusive mentality merge with management (4)

2.3 Providing a comfortable working environment for faculty and staff (4)

3. The current management problems faced in the Chinese art universities and the barrier affecting to effective management.

3.1 Imperfect incentive mechanism. (3)

3.2 Low communication between managers and employees. (2)

3.3 Outdated teaching system (2)

4. The key success factors for administrators to enhance effective management of art university in China.

4.1 The ability to organize the university with high performance (7)

4.2 Focus on the university reputation enhancement (4)

4.3 External environment and related policies (3)

5. The guidelines ideas for set up of China Art University to management in effectiveness.

5.1. To enhance the continuing professional development (CPD) in the management skills, Teaching skills, academic skills, social reputation skills (6)

5.2. Focus on student-cantered to achieved learning out come and driven

society (4)

5.3. Stimulating the work motivation (4)

Comparison the content from literature review, related research, and in-depth interview to create the model of students, affairs in mental health development as Table 1 below

Table 1: Draft the component to create model for administration effectiveness in universities of fine arts in the People's Republic of China.

Item	Content Analysis to create model		
	Input	Process	Outcome
1. Literature review and related research	1. The education policy of "Quality Education" 2. "People-oriented" education policy 3. "Sustainable development" education policy 4. Characteristics and advantages of the eight art colleges in China	1. Organizational management 2. People management 3. Change management 4. Performance management	1. Improve the quality of students 2. Higher employment rate 3. Improved school ranking
2.In-depth interviews (8 administrators and teachers)	1. The election mechanism needs to be improved 2. Policies for fine arts universities need to be clarified 3. Enrolment mechanism needs to be improved 4. The incentive mechanism needs to be improved	1. Reform new policies to improve teachers' salaries 2. Develop new courses and student activities 3. System new enrolment mechanism	1. Student Learning Outcomes 2. The salary of teachers has been improved 3. Improve the school environment 4. Improvement of the social influence
3.Connoisseurship (9 experts)	1. Policy reform. 2. Provide a good teaching environment. 3. Become a competent leader 4. Improve personnel management. 5. Improve organizational management.	1. Policy enforcement 2. Improve leadership and management skills 3. Innovation and practice 4. Improve efficiency management 5. Improve change management	1. Teaching achievements 2. Employment rate 3. Teaching quality

From reviews literature and related research, to guidelines the model to propose the managerial guidelines model for administration effectiveness in universities of fine arts in the People's Republic of China. Researcher to draft based on the content analysis, components and affecting factors with a model as figure 1 below.

1. Factors affecting the professionalism and characteristics of fine arts universities: academic research, history and inheritance, construction of campus facilities, construction of campus culture, teacher resources, leaders, professional

disciplines, and regions.

(1) Academic research: Academic refers to systematic and specialized knowledge.

(2) History and Inheritance: History and Inheritance is a true record of the development track of a university and refers to the documents that record the process of establishment, development and change. The history of universities is an important part of local history and education history, and an important content of campus culture construction in universities. A scientific, authentic, and systematic school history records the development, and growth. It is an important manifestation of the university's school-running characteristics and spirit and is of great significance to the creation of a high-level university.

(3) Campus facilities construction: including the teaching environment, learning environment, leisure and entertainment environment, etc., specifically, the construction of classes, libraries, self-study rooms, gymnasiums, canteens, and the natural environment. The conditions of the campus facilities can stimulate students' enthusiasm for learning, improve students' learning efficiency, create a good academic atmosphere for students, and enable students to achieve comprehensive development of idiosyncratic, physical, aesthetic and labor in school learning. Make teaching methods develop in a diversified and high-tech direction. It can improve the overall image of art universities, improve the credibility of the school, and attract outstanding students and teachers.

(4) Campus culture construction: It is an organic combination of school concept culture, material culture, behavioral culture and institutional culture. Campus culture is the cultural and historical accumulation of a school, with rich connotations, extensive extensions, and various forms. It is the soul of the school's development and an important manifestation of uniting people's hearts, showing the university's image, and improving the university's civilization. Campus culture has a subtle and profound impact on the outlook on life and values of students and teachers.

(5) Teacher resources: Teachers are the guarantee of education quality and the key to talent cultivation. The school should regard the teaching staff as the first resource of the university, pay attention to the development of the potential ability of the teaching staff, so as to promote the improvement of the quality of the university, and use innovation and scientific research as the driving force to scientifically and rationally develop and use the teaching and research ability of teachers. Continuously enhance the ability of teachers and improve the overall quality and level of teachers.

(6). Leaders: The leaders of art universities mainly refer to the president of the university and the deans of the colleges. The principal is the legal representative of the school, the administrative person in charge and executive of school management, the main leader of the school, and plays an important role in educational reform and development. Coordinate human, material and financial resources to achieve the best results. Coordinate various departments and form positive vitality in the relationship between various units. Adjust the relationship between the school, parents and all aspects of society and strive for external support and cooperation.

(7). Geography: The distribution of higher education resources in my country is relatively concentrated. Beijing, Tianjin, Shanghai, Liaoning, Shandong, Jiangsu, Shaanxi, Hubei and other provinces have a relatively high number of universities, and the level of running schools is relatively high, and most of the high-quality resources are concentrated in their provincial capitals. These cities where high-quality colleges and universities gather often develop very rapidly in terms of economy, culture and other aspects. The development of such cities is closely related to the development of universities. The development of colleges and universities provides necessary human and intellectual support for urban development and urban development also

provides economic foundation and environmental protection for the development of universities.

2. Education policy system: sustainable development education policy, quality education policy, people-oriented education policy.

(1) Education for Sustainable Development Policy: Basic education needs to focus on sharing knowledge, skills, values and perspectives in a lifelong learning process and should be sustainable and support citizens to live in a sustainable way. This fundamental approach to education also supports public participation and societal decision-making, while helping society achieve its sustainability goals to related the mention from United nations (2022) for promote the quality education to policy reform implementing and Reposition existing education programs to foster public awareness and perceptions of sustainability.

(2) Quality education policy: the basic purpose is to comprehensively improve people's basic quality, respect people's subjectivity and initiative, take people's character as the basis, focus on developing people's wisdom potential, as the same pointed from Oketch et al. (2014); Boni and Walker (2016); Owens (2017) and McCowan (2019) to offer a strong potential for contributing to development. While expanding the construction of universities and focus on the formation of people's sound personality as the basic characteristics of education. Quality education is the actual need of social development, to achieve the purpose of making people correctly face and deal with all things and phenomena in their social environment.

(3) People-oriented education policy: The life and soul of education is the essential requirement and value appeal of education. The educational thought of educating people requires education not only to pay attention to the current development of people, the same pointed from Nelson (1990) to mention about the emergence of the scientific management theory also to pay attention to the long-term development of

people, and to pay attention to the all-round development of people; The objects served - the country and the people, serve the country and the people, and constantly meet the needs of the country and the people. Adhere to people-oriented, main pointed implement quality education, adhere to the principle of comprehensive progress and development of people, adhere to the principle of meeting the needs of the people, pay attention to the fairness of everyone's educational opportunities, and meet the individual needs and expectations of everyone in receiving education. Adhere to the school's education-oriented and student-centered approach. Adhere to the talent-oriented and teacher-led approach to running schools. Persist in respecting individuality and recognizing differences and persist in leading school education reform with the concept of lifelong learning.

3. The constituent elements of the administrative management of China Art University: personnel management, organizational management, change management, performance management.

(1) Personnel management: For the teacher system and student management of art universities, improve the recruitment mechanism to ensure that the faculty can be better updated. Formulate performance assessment standards, clearly formulate assessments, effectively manage the management of teachers, and ensure fairness. At the same time, it is also necessary to do a good job in student enrollment, improve the social recognition of art universities, and increase publicity. Enrollment is the key to the quality of running a school, and the number of enrolled students is also an important aspect to measure the scale of running a university. Let the school students reach a certain scale and form a sustainable Good atmosphere for development.

(2) Organizational management: according to the management of fine arts universities, improve the management organization, rationally allocate teaching assistants, and formulate various rules and

systems that are conducive to the development of the school. The purpose is to ensure the rationality and efficiency of the operation of the university. Clarify what jobs are in the organization, how to arrange personnel, what responsibilities the workers have, what power they have, and how to deal with the relationship with the organization. Only when the organizational relationship is clarified can obstacles in implementation be avoided and the realization of organizational goals ensured.

(3) Change management: When there are problems within the school and adjustments or improvements must be made, it needs to be implemented through change management. Let art universities adapt to the development of the times, establish long-term plans and reform measures, and form strategies to achieve the goals of long-term planning. Remove barriers to reform and encourage risk-taking. Administrators or teachers who achieve improvements should be rewarded and praised. At the same time, it is necessary to consolidate the improvement results and propose a new reform system. For a university, change management means innovation and development, updating management concepts, improving management effects, abandoning old management awareness and methods, and replacing them with people-oriented modern management ideas. This main point to related with Chankseliani, Qoraboyev & Gimranova (2021) on university-based in the way to initiative and enthusiasm of managers or teachers can be mobilized, and the quality and professionalism of the overall team can be improved.

(4) Performance management: it is conducive to the full use of management resources of art universities and provides a basis for leaders and managers to reform and improve management. This point the same mention from McCowan (2019) to conclusion about higher education can offer

a strong potential for contributing to development. Manage the input and output of resources to know whether the resources are being used reasonably. It is conducive to improving the quality of teaching and providing strong protection for students and parents. University management is a key factor in improving the teaching system, improving the quality of courses, improving the pertinence of teaching, and optimizing the structure of courses.

The administrative efficiency model of China's university of fine art to driven as "THE-STAR" Model, management by fact to consist that "T" stands for Teaching management: art universities should focus on teaching management, supplemented by administrative management; "H" stand for Human resource management should focus on valuing people and continuing professional development (CPD); "E" stands for promoting Engagement in the innovative development: encourage teachers and students to give full play to their innovative spirit, adapt to the development of the times, and encourage foreign exchanges ;"S" stands for incentive System perspective in management: fully mobilize the subjective initiative of teachers and students, both materially and spiritually; "T" stands for Transformational management of organization to focus on success, academic excellence and reputation in the top university ranking: capable of solving reform and development problems and adapting to the development of the new era; " A" stands for fine Arts universities to delivering value and results, and "R" stands for Responsibility system management: the principal, all departments must perform their duties, assume safety responsibilities and societal contributions.

A proposed model for administration effectiveness in universities of fine arts in the People's Republic of China as below history of the university's establishment.

Figure 1: A proposed model for administration effectiveness in universities of fine arts in the People's Republic of China. (Yan Shuitian)

Recommendation
1. for Policies

1) Acquisition of admission exams from art colleges, new exam subjects set up for specific departments, the demands of the development of the times, constant reform and perfection of the admission system.

2) The national art education development consensus, its core implication is the development of high school art education without the need, the promotion of art education, the influence of creation, teaching, the theoretical depth of organization formation, the imperative of the national public service system, and the strengthening of national culture. Competitiveness.

3) China's cultural and industrial development trend to meet combined social demand, cultivate combined talent, simultaneously equip academic research ability, work management ability and strategic planning talent.

4) Strategy plan for educational reform and development of research students at a perfect school. Comparable national comprehensive industrial policy to meet the pressing demand for national cultivation combined type talent talents.

5) To clarify the school requirements, to consider the comprehensive quality of the students and to consider the aspects of individual abilities, to increase the strength of the university's "industrial research", to improve the cultural industry-related department construction, and to promote the design of our national literature industry.

2. Practical Application

1) The curriculum construction and knowledge system are continuously updated to accelerate the pace of college reform.

2) Strengthen the work of art creation and strengthen the construction of interdisciplinary subjects.

3) Based on national industrial experience and related research theories and practices are integrated and docked.

4) Strengthen the scientific nature of the discipline, optimize resource allocation and hardware support, strengthen environmental construction, increase the living and learning space for teachers and students, improve the teaching network system, and further develop the advantages of digital teaching.

5) Increase the training of art universities in practice and practice, strengthen market research, explore the reform of the academic system, and increase market competitiveness. Increase the intensity of "industry-university-research", accelerate the construction of disciplines related to cultural and creative industries, and promote the cultivation of design talents for my country's cultural and creative industries.

3. for Further Research

1) Further in-depth research on the relevant research on the administrative management of China Art Universities, sorting out relevant domestic and foreign literature and successful cases, and more accurately and in-depth research on the components and factors of the administrative management.

2) In future research, on the basis of existing research methods and research results, adopt CIPP theoretical model and relevant theories such as effective education and teaching, and construct a scientific, reasonable and systematically perfect an effective and effective administrative management system.

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Contemporary Educational Leadership Model to Enhancing the Administration of Art University in Liaoning Province

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ABSTRACT

The objective of this research was to propose a contemporary educational leadership model to enhance the administration of Art University under Liao Ning Province, the People's Republic of China. The research methodology was qualitative approach. The study was conducted with two groups: 1) the in-depth interviews with 9 administrators of Art University under Liaoning Province and the in-depth interviews with the key informants obtained through purposive sampling method, and 2) a focus group discussion with 7 experts for guidance and confirmation of the model. The results of the study showed that the contemporary educational leadership Model for the Liaoning Academy of Arts should focus on enhancing the leadership capabilities of leaders including 1) maintaining a learning-oriented high-level management ability 2) material rewards and the improvement of the teaching environment 3) long-term and short-term combination of goals 4) moral behavior 5) enhancing personality charm and moral sentiment 6) enhancing team spirit 7) improving students' mental health organization expression ability 8) intellectual stimulation 9) individual considerations.

KEYWORDS: Contemporary Education Leadership, Administration of Art University, Liaoning Province

Introduction

Education is the big plan of the country and the big plan of the party. What kind of people to train, how to train people, and for whom are the fundamental issues of education. The foundation of educating people lies in morality. Fully implement the party's educational policy and implement the fundamental task of morality and talent cultivation., to cultivate socialist builders and successors with all-round development of morality, intelligence, physique, beauty and labor. Adhere to the people-cantered development of education, accelerate the construction of a high-quality education system, develop quality education, and promote education equity the same mentioned of Yuan, Z. (2018) to pointed in the priority agenda of China's model for modernizing education of high-quality education system of universities that the role of universities leadership to definitely importance for high performance management in university.

Accelerate the high-quality and balanced development of compulsory education to mention from Xi Jinping (2020) adhere to the diversified development of higher education, continuing education, and promote

integration of production and education, integration of science and education, optimize the orientation of vocational education types. Strengthen the construction of basic disciplines, emerging disciplines, and interdisciplinary disciplines, and accelerate the construction of world-class universities and advantageous disciplines with Chinese characteristics. Guide and regulate the development of private education. Language promotion efforts. Strengthen the construction of teachers' morality, cultivate high-quality teachers, and promote respect for teachers. Teach social fashion. Promote the digitization of education, build a learning society and a learning country with lifelong learning for all. Optimize the positioning and layout of national scientific research institutions, high-level research universities, and leading technology companies, form a national laboratory system, and coordinate the promotion of international.

In Liaoning Province, as a total of 36 art fine education institutions in the province, the main art universities are Lu Xun Academy of Fine Arts, Liaoning University, Northeast University, Liaoning Normal University, Shenyang University and Shenyang Normal University. These eight universities provide a strong support of art talent support for regional economic and social development, but with the development of economic and social structural transformation of the province, professional students are facing the dilemma of continuous low employment rate. The emergence of difficulties requires these universities to self-examine, self-analyses, and strive to improve teaching quality to seek new development. Therefore, as the leader of universities, the principal, to drive the teachers and study the teaching quality improvement with the reform and trading leadership, is to solve the problem of teaching quality improvement from the perspective of organizational reform. At present, there is no rigorous theoretical support and little effective experience for the study of the teaching quality improvement of art universities in Liaoning from the perspective of integrated both transformative leadership and transactional leadership to be the new

characteristic of contemporary educational leadership.

In terms of management, it puts forward strategies such as teaching students in accordance with their aptitude and strengthening the construction of campus culture with characteristic activities as the carrier. Xu Haijun (2007) to study in the title of professional characteristics of art students and countermeasures for ideological and Political Education. It made an accurate summary of the characteristics of class undergraduates, made a specific analysis of the professional characteristics of art students, and proposed to strengthen thinking from Zhang Wei (2010) to study in the practical exploration of art student management in universities sorted out the historical evolution of art student management in colleges and universities, and believed that student management in different historical periods should uphold different concepts and use different methods, further realizing that student management is an important part of school management, and in the exploration of management practice, specific measures such as strengthening system construction and self-management are proposed.

Ministry of Education of the People's Republic of China. (2019) focusing on forming a new pattern of educational governance with the participation of the whole society, multiple measures are taken to consolidate the institutional foundation of educational modernization. It is expected that by 2035, the educational management system and institutional system will be more systematic and complete, scientific and standardized, and operate effectively and form an institutional guarantee for the government, art universities, and society to jointly participate in educational governance in accordance with the law and realize the modernization of educational governance. In order to insist on supporting the modernization of education with the modernization of education governance and the modernization of the country with the modernization of education, the direction of progress has been clarified, and the key strategies have been clarified and pointed from Yiming Zhu (2019) to mention in the actions of

shaped China's education planning in some way. In early 2016, Chinese policymakers began developing a medium- and long-term plan for education development. In this process, ensuring inclusive and equitable high-quality education and promoting lifelong learning opportunities for all were assimilated into the goals of China's education modernization. Overall, the essential feature of my country's educational modernization is the modernization under the socialist education system with Chinese characteristics, including the modernization of educational ideas, educational systems, educational facilities, educational content, educational means and methods, etc. The modernization level of governance capacity has been continuously improved, and a learning society that conforms to the basic national conditions and is conducive to lifelong learning for the whole people is gradually built.

However, in the existing research, the internal role mechanism of organizing the quality atmosphere of the art university and promoting the teaching quality of teachers is not systematically constructed and analyzing the operation mode of the mechanism has practical significance and theoretical value. Therefore, in the background of higher art, combined with the current academic attention of the change leadership, using the empirical data to verify the principals of higher art leadership, art university organization quality atmosphere and teacher teaching quality relationship, for the cultivation of teachers' quality teaching ability and the choice of the principal leadership ideas. And carrying out relevant theoretical and practical research will fill the gap in the field of teaching quality management in Liaoning art colleges, which is of great theoretical and practical significance. At the same time, it provides reference for the improvement of teaching quality in art universities in other provinces.

Purposes

To propose a contemporary educational leadership model to enhancing on the administration of Art University under Liao Ning Province, the people's republic of China.

Benefit of Research

1. Policy level of art university to reform the policy to enhance the quality atmosphere of art university organization plays a part intermediary role of contemporary educational leadership to leaders and teachers' teaching quality.

2. Principals or president can directly promote the high-performance management of administrator and teaching quality level of teachers through contemporary educational leadership, or they can also create a quality atmosphere of art university organization through intellectual stimulation and personal charm

3. The practical significance to mechanism of the art university leaders on the high-performance management of administrators and improving teaching quality of teachers and the positive role of the art university organization quality atmosphere.

4. Strengthen the understanding of the importance of promoting leaders who smart characteristic in the role of contemporary educational leadership.

5. Art university design and planning to develop the role of contemporary educational leadership

Research Process

Step1: To Study the characteristic of contemporary educational leadership on the educational administration of Art university.;

Step2: To explore the contemporary educational leadership on the educational administration of Art university in Liao Ning province.

Step3: To verify contemporary educational leadership model to enhancing on the educational administration of Art university in Liao Ning province.

Population and Sample

Population was faculty members of eight art university under Liao Ning province who worked in academic year 2022.The key informants total eight leaders from eight art university. The experts were seven experts to focus group discussion for guidance and confirm model. Both key informants and

experts obtained by purposive sampling method.

Instruments
    1. Interviews in semi-structure
    2. Focus group

Data Analysis
    1) Content analysis was performed on the data from in depth-interviews with frequencies.
    2) The focus group was moderated by the researcher to discussion is about contemporary educational leadership model to enhancing on the administration of art university under Liaoning province.
    3) The experts spoke freely in the discussion on a free and voluntary basis.

Conclusion and discussion
    The interview results, the researcher summarizes the contents obtained from the interviews of 9 key informants in order the top highest of 3 frequencies as follows:
    1. The current situation, policy, strategy, and problem to enhance the role of administrator to be the contemporary educational leadership.
    1.1 University administrators must be leaders who develop themselves both core and functional competencies including charismatic and responsible. (9)
    1.2 To develop the competencies of their subordinates both in terms of knowledge, skills, personality, attitude, ability and behavior. (9)
    1.3 In traditional Chinese culture, a leader's administration under the leadership's morality and pay-attention to high performance self-cultivation. (8)
    2. A contemporary educational leadership so important to management university (Opinions)

    2.1 Leaders pay attention in the goal to help the teachers to understand their current work, formulate development goal to combination both long-term goal and short-term goal. (8)
    2.2 Leader pay attention to help subordinate formulate measures their personal development plan (self-development) under progressive management. (8)
    2.3 Enhance on education innovation drive to practical reflection and promoting the university sustainable development (8)
    3. The characteristics of contemporary educational leadership of administrators for art university management including behavior, ability, skills and relationship perspective.
    3.1 Direct relationship and individual focus, positive feedback, coach and advisor. (9)
    3.2 Ability to manage effectively and strong personal charm. (9)
    3.3. Design subordinates to work as the team work, problem solving and idea sharing (Respecting the opinion of subordinates). (8)
    4. The guideline for development administrators to be contemporary educational leadership (Key success factor)
    4.1 Personality traits, humanistic spirit and leadership. (8)
    4.2 Work with the team and Solving the problem. (8)
    4.3 Global thinking (Global vision), interdisciplinary ability and analysis ability. (7)
    Comparison the content from literature review, related research, and in-depth interview to create the model of Contemporary educational leadership model to enhancing on the administration of art university as Table 1 below

Table 1: The component to create model for contemporary educational leadership

Item	Content Analysis		
	Input	Process	Outcome
1. Literature review and related research	The Contemporary educational leadership as 1) Ability 2) Behaviour 3) Skill 4) Relationship	1.Transformational leadershipp 2.Transaction leadershipp	1) Inspirational motivation 2) Intellectual stimulation 3) Idealized influence-behaviour or charismatic actions 4) Contingent reward leadership 5) Individualized consideration 6) Aactive management by exception 7) Passive management by exception
2.In-depth interviews with 9 administrators	1: Study the characteristic of contemporary educational leadership 2: explore the contemporary educational leadership 3: edify Contemporary Educational Leadership Model	1.smart management for openness and empower to teachers 2.motivate and inspiring the teachers to challenges 3.ffocus on solving problems, misunderstandings, and complaints 4.sharing internal knowledge, gathering and integrating external information 5. adjust their management strategies according to the characteristics of the culture	1: Ideal influence 2: Inspirational motivation 3: Intellectual stimulation 4: Individual considerations

Item	Input	Process	Outcome
3.Focus group discussion with 7 experts	1: The use of educational leadership 2: Improve the leadership ability of art universities; 3: Improve the organizational leadership of art universities; 4: Problems Encountered in the Leadership of Arts Universities	1: A shift from administering for stability to administering for change 2: Focus on long-term goals 3: Stop focusing on details 4: Lead a mindset shift	1: Allow employee's flexibility and innovation Lead change 2: Set long-term objective for the organization to replace the short-term reward-related goals 3: Reform the university's organizational culture to match the new leadership style

From the analysis results of the three sources into the guidelines the model. Researcher to verify contemporary educational leadership model to enhancing on the educational administration of Art university in Liao Ning province.

The guideline as below Enhance on education innovation drive to practical reflection and promoting the university sustainable development

1. Visionary leadership are the most important for vision management to drive

5. Ability to manage effectively and strong personal charm.

6. Design subordinates to work as the team work, problem solving and idea sharing (Respecting the opinion of subordinates).

management change in organization to high performance university.

2. Strong competitiveness of national level and global.

3. The characteristics of contemporary educational leadership of administrators for art university management including behavior, ability, skills and relationship perspective.

4. Direct relationship and individual focus, positive feedback, coach and advisor.

7. Moral behavior.

8. Enhance team spirit.

The detail of model for contemporary educational leadership model to enhancing on the administration of art university from figure 1 as below.
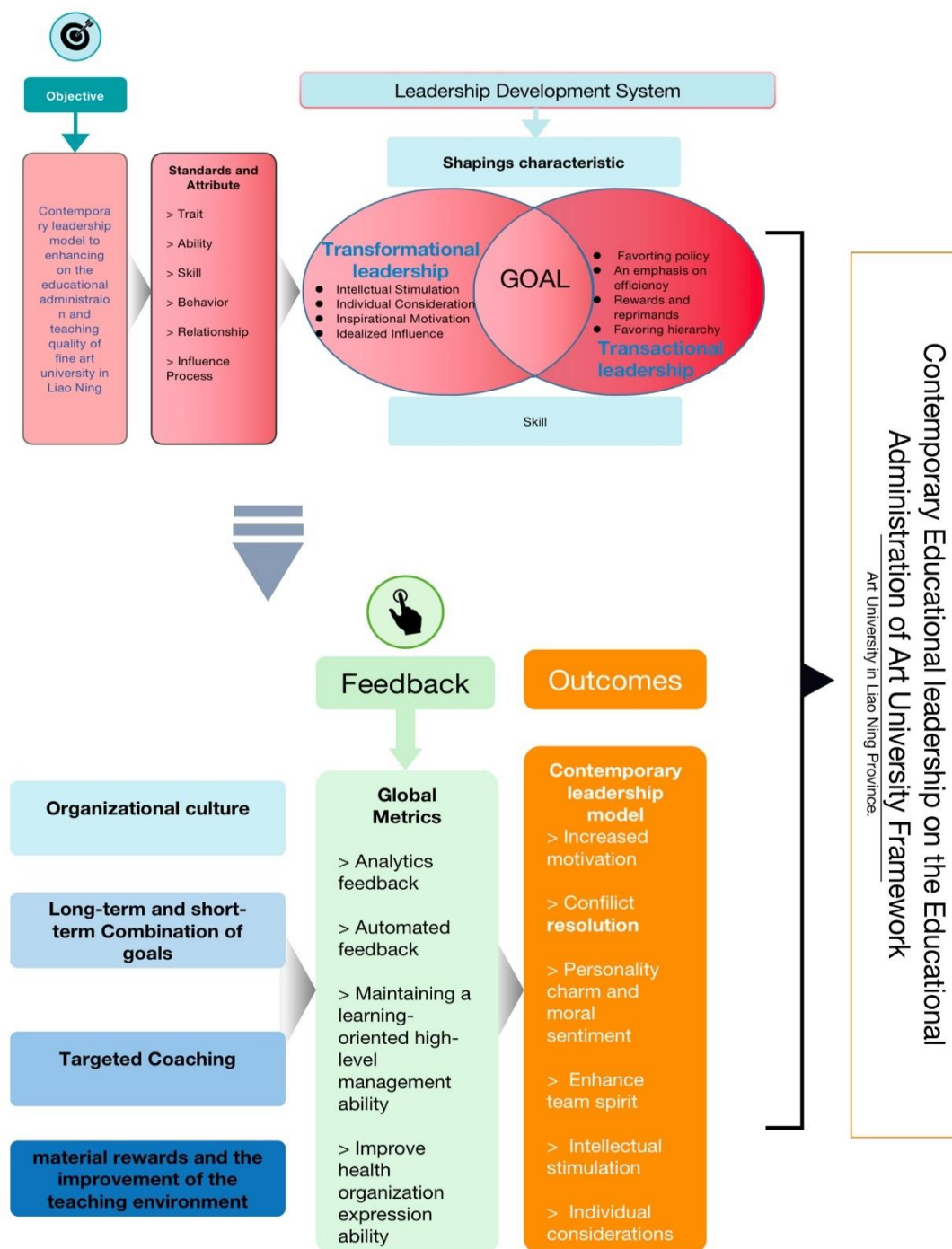
Figure 1: Model for contemporary educational leadership model to enhancing on the administration of art university

In the field of art university management, when the principal of an art university provides support and advice for innovative teaching, appropriate compensation, regular dialogues with teachers and the entire team, giving teachers flexibility and freedom in teaching, and using sufficient resources to encourage teachers Learning to grow the role of leaders need to enhance ability and relation between leaders and subordinate the mean the role need to develop the characteristic as contemporary educational leadership that the effective in the encouraging risk taking, and tolerating the challenges and pressures of failure can greatly promote the adoption of innovative in university to related from Yukl, G.

(2006) leadership in organizations to challenges for administrators.

Input the standards and attribute of contemporary educational leadership include trait, ability, skill, behavior, relationship and influence process. Northouse (2021) to shows that when principals to enhance competencies both transformational leadership and transactional leadership to be contemporary educational leadership, they can significantly promote teachers' innovative behavior, and the intelligence-stimulating dimension has the most obvious predictive effect on innovative teaching behaviors. Richard (2006) found that the support, trust and feedback from leaders can have a positive impact on the generation, promotion and implementation of innovative ideas, and they are an important factor in teacher teaching innovation.

In process of leadership development system to shaping's characteristic according to Northouse (2021). Mention in the principal's transformational leadership include intellectual stimulation, Individual consideration, Inspirational motivation and idealized influence, after that to integrated with transactional leadership to pointed from Richard (2006) when principals adopt transactional leadership for administrators' professional ability include focus on favoring policy, an emphasis on efficiency, rewards and reprimands, and favoring hierarchy to related with Hu, A. (2013) focus on China road and China dream to high-performance university in the reputation of the world.

Therefore, from interviews and focus group to pointed out of four main point to process the leadership development both improving and focus on 1) organization culture, 2) Long-term and short-term combination of goal, 3) Targeted coaching, and 4) material rewards and the improvement of the

teaching an environment to related with the pointed of Yukl (2006) to focus on leadership to reform organizations and long-term goals.

The leadership development system should to provide the mechanism to feedback check and evaluation to related from Xiong Jiuyang (2012), Baskarada (2017) and Ecler Jaqua and Terry Jaqua (2021) refer pointed that 1) a shift from administering for stability to administration change, 2) focus on long term goals, 3) stop focusing on details and 4) Lead the mindset shift such as reform the university policies, collaboration and network with stakeholders.

Outcomes from contemporary educational leadership to include trait, ability, skill, behavior, relationship and influence process to leading to results in developing educational administrators to have strong competencies in university administration the same mention from Bottery (2005) The challenges of educational leadership to be effective under the results of management as follows

1) Increased motivation
2) Conflict resolution
3) Personality charm and moral sentiment
4) Enhance team spirit
5) Intellectual stimulation
6) Individual considerations

Recommendation
1. Policies formulation

Key success factor for development administrators to be contemporary educational leadership to drive the policy in continuing professional development of administrators to be the contemporary educational leadership in the strategies and policy reform as below.

1) Develop the characteristic of personality traits, humanistic spirit and leadership.

2) Create the new platform to work with the team and Solving the problem. (8) Promoting the skill of global thinking (Global vision), interdisciplinary ability and analysis ability.

3) Shaping the promotion opportunities for leader to challenge ability in management

4) Innovation, creative thinking, future imagination and digital literacy.

2. Practical application

1) Development includes challenging the assumptions, summaries, and modeling of followers and stimulating followers to explore ways to improve current performance.

2) Create the Law. Leaders actively promote new ideas and methods within the organization, and encourage employees to generate creative ideas and creative problem solving behaviors to meet the challenges of the organization's internal and external environments.

3. For Further Research

1) Increasing sample to other criteria for all stakeholder to return feedback how-to enhance the skill, ability, behavior and relation of the leaders with all stakeholder.

2) to study the affecting in the role of contemporary educational leadership from students

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Exploring Teaching Chinese As A Second Language Teachers' Informatization Teaching Ability In China: Needs And Challenges

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ABSTRACT

This study aimed to 1) explore the informatization needs and challenges of the teachers and to 2) investigate the factors that support and obstruct the teachers in their technology-integrated teaching approach. The study adopted a mixed-methods approach. By using stratified teaching and Yamane's formula of calculating the sample size, 118 teachers were selected from a population of 167 teachers teaching Chinese as a second language (TCSL) in seven schools that operated online teaching and learning during the COVID-19 pandemic outbreak in Miya city as research participants. Through the questionnaire survey and the structured interview, quantitative and qualitative data analysis methods were adopted to identify the needs and challenges of online teaching of Chinese as a second language during the epidemic period. The findings of the study revealed that all teachers had high scores in all the items with the total average of 4.74/ S.D.= 0.48 which broke down into 4.73/ S.D. = 0.46 for content, 4.71/ S.D.= 0.53 for pedagogy and 4.78/ S.D.= 0.45 for technical knowledge. It was found that the teachers got the highest score in content knowledge and the lowest score in pedagogy knowledge. It is therefore recommended that in order for the teachers to face online teaching with confidence, the teachers should be continuously professionally developed in designing appropriate online curriculums, especially for teaching Chinese as a Second Language and online student assessment. In addition, class interaction and students' learning discipline will be two major challenges for the teachers. They must adapt their teaching to promote these in their online classes.

KEYWORDS: On-line teaching, Informatization ability, TCSL teachers, needs and challenges

1. Introduction

COVID-19 has been a catalyst in the education field that has brought about faster and more radical changes in teaching and learning than earlier expected. Schools have been suspended but online teaching and learning have been adopted. Porter (2004) in the Preface of her book says "The state of online education is changing rapidly, and some educators rightly call it a revolution.". The sudden outbreak of the epidemic has cut off the offline (on-site) teaching mode of traditional education. Mobile classroom, online education and other rapid development and growth in the

market, are new teaching modes, and online teaching is the primary test of technical foundation and operation level. The current IT application platforms are faced with three major limitations: a lack of interactive network teaching, operation requirements for stable and reliable network and insufficient digital skills of the teachers and students in operating the platforms (Shuai, 2020). Besides, pedagogy commonly adopted for on-site teaching may not be a guarantee for successful online teaching and learning. Thus, it is worth identifying how the teachers cope with the changes and the demand of online teaching. Secondly, how the teachers should be professionally developed to face online teaching with confidence should be studied. The questions for the study are as follows:

1) What are the needs and challenges for informatization of the teaching ability of TCSL teachers in Miya City?

2) What are the factors that support or obstruct them, in their technology-integrated teaching approach?

With the advancement of information technology, the teachers' informatization teaching ability is an important factor to improve teaching effectiveness and is also the core of improving the national education modernization. Indeed, the pervasiveness of digital technology in education cannot be avoided. All countries have gradually paid attention to the important role of the teachers' information of the teaching ability and started to study how to best educate their citizens. Tables 1 and 2 below show the attempts of various countries both China and abroad in trying to cope with the changes.

Table 1. Framework of Teachers' Informatization of the Teaching Ability in China

Period/Region/Scholar	The Main Results	Framework or Process
Yang, Nanjing Normal University, 2015	Comprehensive measures were taken at three levels	• Building of the core team • Formation of appropriate curriculum implementation team • Integration of the abilities of curriculum design and the use of technology • Appropriate role changes to provide students with sufficient time for reflection
Zhu, 2016	Areas of development	• Adopting four stages: germination, application, integration and transformation • Strategy to improving the informatization teaching ability of primary and secondary school teachers • Training the teachers in their technical ability
Chen, 2020	Improving digital skills of all involved parties	• Training the teachers to improve their informatization teaching skills • Using competition to stimulate teachers' informatization ability as the starting point • Involving schools and teachers in building national digital resources

Table 2. Framework of Teachers' Informatization Teaching Ability Abroad

Country	Period	The main results	Framework or Process
The United States	1960s - 1970s	--The PLATO system, developed at the University of Illinois, was used in elementary schools and computer-aided instruction.	• Top-level design of the application of information technology • Technology American National Transaction Technology Standards
The United Kingdom	1980s	--ICT, Information and Communication Technology (NGL, National Grid for Learning）	• Provision of most educational resources free of charge to schools and teachers.
Japan	1994-2001	--The Japanese government attaches great importance to the cultivation of teachers' information teaching ability. --With the rapid development of information technology, the Japanese government has carried out education information from various aspects.	• Making education informatization a basic state policy
Korea	1990s	--The education information infrastructure is complete. --The integrated application of the diversified information system to meet the learning needs of different scholars	• From infrastructure construction to the development of digital resources, to the comprehensive promotion of personalized learning, to promote the integration of technology and teaching, and thus the development of smart education • A complete application system of basic education information system, which includes all the national education administration and all the affairs of schools.

The information obtained from both tables confirm that no one country ignored the changing world that is disrupted by technology. Based on the attempts to improve teachers' informatization teaching ability, the teachers seem to be the front-line target. They should first change their roles, update their ideas at any time, constantly improve their information literacy and teaching ability under the background of information technology, carry out teaching practice under new models and new ideas, and do in-depth theoretical research while practicing. The teaching in the digital age should be solidified and promoted through research and subject content, learn not only appropriate teaching methods, but also digital resource construction as well as online teaching pedagogy. In summary, the new era puts forward higher requirements for teachers.

Kelly, McKain and Juke (2009) predict that in the future, the power of technology will increase tremendously and the cyber schools will be in great demand. However, some of the features of such schooling have already appeared even in ordinary schools during the COVID-19 Pandemic as online teaching and learning must be adopted. The following table lists what is already happening.

Table 3. Features that Are Now Appearing in Teaching and Learning During the COVID-19 Pandemic

No.	Feature
1	Students may not be physically present in a school building.
2	Learning will come from multiple sources including a wide variety of online teachers, both human and nonhuman.
3	Students learn from a wide range of stand-alone and online digital learning resources.
4	Instruction will shift to focus on 21st century literacy skills, including. information processing skills, problem-solving, graphic design and media presentations.
5	Students will meet with their teacher-advisor using online technology.
6	Online communication will become much more natural and interactive than today.
7	Teachers do less direct teaching. Indeed, they will assume the role of a guide and an advisor.
8	All teachers will process information-processing skills.
9	All teachers will possess multimedia design skills.

Clearly, on analysis of the nine items in the table above, it is found that maybe school buildings are no longer necessary as students can learn anywhere outside the classroom. In addition, student learning is no longer a result of teacher teaching or direct transmission of knowledge that the teacher has. Students are now exposed to a variety of sources such as the Internet and countless databases. All these have led to the prediction that teaching and learning in the future will no longer remain traditional with the teachers controlling their classes with traditional types of materials.

Based on the table above, it can be seen that there is a big gap between what is expected for the teachers to be able to do and what the teachers have been earlier prepared before they begin their teaching career and when they are in the jobs. Thus, in this study, the teachers will be asked to say what their needs and challenges are and how they should plan to cope with teaching in the new era.

Figure 1 below shows the components of the Informatization of the teaching ability.
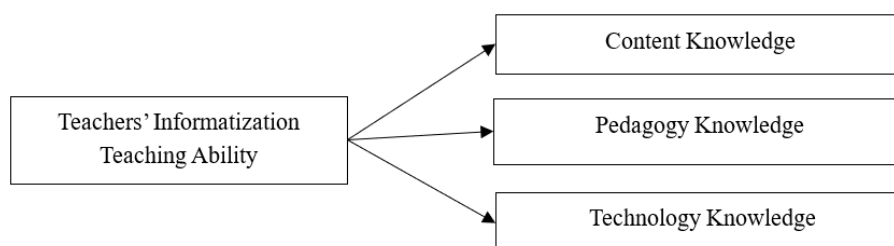

Figure 1. Components of Informatization of the Teaching Ability of the Teachers

Informatization of the teaching ability is believed to help improve teaching effectiveness. The three basic areas that they must master are content, pedagogy and information technology. This is based on Koehler et al (2007) developed a framework of the teaching ability that revealed the relationship between Content (C), Pedagogy (P) and Technology (T). In this study, the three elements were investigated separately to find out the teachers' needs and challenges for each.

2. Proposed Methodology

This study used two research instruments: the questionnaire which each respondent filled out online and the structured interview, also to collect the data about the informatization of the teaching abilities online from the sample groups in all the seven schools in Miya city because these schools have adopted online teaching and learning during the COVID-19 pandemic. In order to understand the TCSL teachers' informatization teaching ability before and after the epidemic, 167 TCSL teachers from 7 schools in Miya city were the population of the study. Based on stratified sampling technique adopted, 118 samples were selected and the sample size was calculated by Yamane formula (1970).

Sample size for ±5% precision levels where confidence level is: $n = \dfrac{N}{1+Ne^2}$

Stratified sampling:
$$r(X,Y) = \frac{\text{Cov}(X,Y)}{\sqrt{\text{Var}|X|Var|Y|}}$$

2.1 Quantitative Data Analysis: The Questionnaire

The questionnaire survey method was a research method in which the questionnaire items were designed and constructed based on research objectives/questions.

The investigation was conducted on the teachers who taught Chinese as a Second Language at the time. The questionnaire was divided into three parts:

1) Personal Particulars of the Teacher (such as gender, age, teaching experience in teaching (years), educational qualifications, etc.) (Items 1-3)

2) Informatization Teaching Abilities in Three Major Areas-items related to content knowledge (Items 4-12), Items related to pedagogical knowledge (Items 13-22) and items related to technical knowledge (Items 23-40)

3) An Open-ended Question for additional comments and suggestions (Item 41)

The first part of the questionnaire was the personal particulars information of the participating teachers. The second part was the main part of the questionnaire, which included three investigated dimensions of the teachers' informatization of their teaching ability, namely the teachers' content knowledge, their pedagogy knowledge and their technical knowledge, which was the focus of this study. The last question (Item No. 41) was an open-ended question for any additional comments.

The questionnaire employed the Likert scale rating (1-5): each item was rated at a choice of five levels showing the level of agreement from the most to the least.

5 means "Strongly agree", 4 means "Agree", 3 means "Average", 2 means "Disagree", 1 means " Strongly disagree".

Due to the epidemic, the questionnaire was distributed electronically to teachers in 7 schools. WeChat Application was used to send the questionnaires to the respondents and collected them back. The questionnaire data with quantitative data were analyzed by using descriptive statistics in percentage, average/mean and standard deviation. The SPSS26.0 computer program was used to analyze the questionnaire data.

This part presents the analysis of the quantitative data from the 41 items questionnaire for the research the data were analyzed item by item from item 1 to 41.

Item 1 is gender. Look at the following table.

Table 4. Number and Percentage of Gender of the Participants

Gender	Number	Percentage (%)
Male	52	44.1
Female	66	55.9
Total	118	1

Item 1 the table above shows the number and percentage of gender of the participants in this study female with 66 female teachers (55.9%) and 52 male teachers (44.1%). The difference lies in 14 more female teachers (11.8%).

Item 2 is the grade do you teach. Look at the following table.

Table 5. Number and Percentage of "What grade do you teach" of the Participants

What grade do you teach	Number	Percentage (%)
Grade 1-3	28	23.7
Grade 4-6	34	28.8
Grade 7-9	33	27.1
Grade 10-12	23	19.4
Total	118	1

The table shows that although the number of TCSL teachers in different grades does not show a big difference, it can be assumed that the TCSL teachers are mainly concentrated in Grades 4-9 (67 teachers/55.9%) and 56 teachers (46.5%) taught in the secondary level.

Item 3 is the years of teaching experiences of the participants. Look at the following table.

Table 6. Number and Percentage of The Years of Teaching Experience of the Participants

Years of Teaching	Number	Percentage (%)
1 year	4	3.2
2 years	20	16.8
3 years	16	13.5
4 years	20	16.8
5 years	18	15.2
>5 years	40	33.8
Total	118	1

The table shows that the teaching experience of the teachers in the study is generally high, and more than 30% of them were senior teachers with more than 5 years of teaching experience. There were very few teachers who have just graduated not long ago. 4 teachers with 1 year of teaching experience (3.2%) and 20 teachers with 2 years of teaching experience (16.8%). The majority (94) were with 3 to more than 5 years' experience (79.3%).

Items 4-40. Look at the following table showing the mean scores and S.D. as well as the scores of each section.

Table 7. Informatization of the Chinese Language Teachers' Teaching Ability

Dimension	NO.	Questions	$\bar{X}$	S.D.	Inter pretation
— Informatization of Chinese Language Teachers' Teaching Ability					
Content Knowledge	4	I know how to design an online course teaching Chinese with appropriate content.	4.68	0.52	Agree
	5	I know what type of content an online Chinese language course should have.	4.74	0.49	Agree
	6	I know what activities are appropriate for a Chinese online course.	4.71	0.50	Agree
	7	I have had regular training workshops on online Chinese language teaching.	4.70	0.55	Agree
	8	When I am not sure about any part of the course, I often consult my senior colleagues for advice.	4.74	0.46	Agree
	9	I always check with my network of friends to keep the content of my course update.	4.74	0.47	Agree
	10	I follow the curriculum requirement standards set by the Ministry of Education and the School.	4.81	0.42	Agree
	11	I believe a Chinese language course should integrate all the expected skills.	4.72	0.48	Agree
	12	My course content is geared towards communicative purposes.	4.76	0.46	Agree
Total $\bar{X}$:			**4.73**	**0.46**	
Pedagogy knowledge	13	I can design my online lessons to match the learning theories that are believed to enhance student learning (Constructivist Learning, Multiple Intelligences Theory, Project-based Education, etc.)	4.74	0.54	Agree
	14	I know how to teach Chinese language skills such as Listening, speaking, reading and writing for an online course.	4.79	0.45	Agree
	15	I am comfortable with online class management that is designed to support student-centered approach.	4.73	0.52	Agree
	16	I know how to design my online course which instill the 21st Century skills in my students.	4.71	0.49	Agree
	17	I can select online teaching strategies which are helpful to learning achievements.	4.76	0.46	Agree
	18	I can select the theories of teaching/learning which are helpful to learning achievements.	4.72	0.49	Agree
	19	I know how to assess students' Chinese language abilities through online channels.	4.66	0.56	Agree
	20	I am experienced in appropriate online	4.67	0.62	Agree

Dimension	NO.	Questions	$\bar{X}$	S.D.	Inter pretation
		language curriculum design.			
	21	I choose the teaching techniques that can attract my students' attention.	4.77	0.50	Agree
	22	I can prepare my own online lessons which are student- centered.	4.79	0.44	Agree
Total $\bar{X}$:			**4.71**	**0.53**	
Technical knowledge	23	I am confident of my IT skill in teaching an online course.	4.75	0.50	Agree
	24	I can communicate online through the Internet (E-mail, ZOOM, VOOV, etc.)	4.79	0.42	Agree
	25	I can skillfully use printers, digital cameras and scanners when I need them to support my teaching.	4.79	0.45	Agree
	26	I can use all Word Office programs: Word, Excel, Power Point, etc.) in my teaching.	4.74	0.45	Agree
	27	I know how to save data in various ways (Flash Drive, CD, DVD, My Drive, I-Cloud, etc.).	4.79	0.42	Agree
	28	I can switch back and forth among the social media available such as Facebook, Line, Messenger for my online communicative purposes.	4.78	0.45	Agree
	29	I feel comfortable giving individual students' consultation online.	4.82	0.39	Agree
	30	I can comfortably arrange an online meeting whenever I want to have class meetings with my students.	4.82	0.39	Agree
	31	I feel comfortable using the notebook or I-Pad or mobile phone in teaching online.	4.82	0.42	Agree
	32	I use different teaching methods for different expected learning outcomes (Blended Learning, Flipped Learning, Case Study, Problem Based Learning, Project based Learning etc.)	4.81	0.39	Agree
	33	I can develop online tests—classic Multiple-choice Test, True-False Test, Open-ended Essay Questions and use them online where appropriate.	4.78	0.43	Agree
	34	I choose the right online assessment techniques for my students.	4.80	0.40	Agree
	35	I am confident that my online assessment design gives accurate results.	4.75	0.46	Agree
	36	I can use multimedia technologies that are appropriate for the learning activities.	4.77	0.47	Agree
	37	I am able to put my students into online small groups to give them an opportunity to discuss with their group members.	4.81	0.41	Agree

Dimension	NO.	Questions	$\bar{X}$	S.D.	Inter pretation
	38	I understand the capabilities and limitations of the available technologies/platforms and infrastructure tools.	4.76	0.47	Agree
	39	I can select appropriate media for intended learning outcomes.	4.80	0.43	Agree
	40	I catch up with the latest updates of education technology and software.	4.74	0.48	Agree
Total $\bar{X}$:			**4.78**	**0.45**	

SPSS 25.0 software was used to conduct descriptive analysis. According to the average value of the analysis data, $\bar{X}$ the coefficient of variation is the discrete coefficient, and the calculation formula of the data is $CV=E/\bar{X}$ and E is the standard deviation (S.D.).

The average of Content Knowledge is 4.73, the average of Pedagogy knowledge is 4.71 and the average of technical knowledge is 4.78. As can be seen from the table, the Content Knowledge section (Items 4-12 had a mean score of 4.73 (S.D.= 0.53), while the Pedagogy Knowledge section scored an average of 4.71 (S.D.= 0.53) and the Technical Knowledge, a mean score of 4.78 (S.D. = 0.45). It is noticeable that the questionnaire respondents had a high level of informatization of the teaching ability. However. The highest mean score was in the Content Knowledge, followed by the Technical Knowledge. The lowest mean score of the three was in the Pedagogy Knowledge. Item 19 'I know how to assess students' Chinese language abilities through online channels got the lowest mean score of 4.66 (S.D.= 0.56). Another item from the Content Knowledge Section, Item 20 'I am experienced in appropriate online language curriculum design' was with the mean score of 4.67 (S.D.= 0.62). Item 4 I know how to design an online course teaching Chinese with appropriate content also got a lower mean score at 4.68 (S.D.= 0.52). This shows that probably the teachers in the study need to develop further in the areas of online an online course teaching, language curriculum

design and assessment of students' Chinese language abilities through online channels.

Item 41 is an open-ended question for additional comments and remarks. There were no responses in this section.

To sum up, it is especially important for TCSL teachers to actively respond to the current new situations and requirements of the changing world that is moving rapidly into the digital age by constantly searching for appropriate and effective teaching models and improve their informatization teaching ability to cope with the new situations.

2.2 Qualitative Data Analysis: The Structured Interview

The teacher interview method mainly adopted the way of interview recording, combined with the author's questions and other forms to investigate and understand the in-depth reasons behind the current situation of information technology application ability as well as what they thought how they themselves and China would need to be prepared for.

Teachers with different backgrounds were selected as interviewees. Table 8 below shows the details of seven TCSL teachers with different years of teaching experience. They were 1 year (1 new teacher), 3 to 5 years (2 primary teachers), 7 to 10 years (2 advanced teachers), more than 15 years' experience (2 senior teachers). Because of the COVID-19 outbreak, all adopted the method of remote video phone calls. After that, the recorded interviews were transcribed into written scripts.

Table 8. Interviewees' Details

NO.	Name	Teaching Experience
1	A	1
2	B	4
3	C	4
4	D	7
5	E	8
6	F	17
7	G	20

Through the structured interview of the seven Chinese teachers, it was not difficult to find that the information teaching skills varied from person to person. Some teachers liked to study modern education information technology, and they used information technology more in the classroom, but there were prominent problems in the use. Some teachers might directly copy the knowledge from the book and made a simple courseware, while some teachers directly selected the online teaching resources or used the resources to teach in the classroom. During the epidemic period, teachers were busy with online teaching platforms at the beginning, but later became proficient in using them. However, to integrate technology and teaching, strengthening learning needed to be continued. Before the outbreak, several teachers interviewed felt their information ability was good, but they needed to continue to learn the real application technology. Besides, some students' courses were relatively heavy. In addition to the usual classroom teaching, the teachers also needed to finish other work assigned by the school, Teachers used the most information for multimedia courseware production. Some even directly downloaded the courseware on the Internet, slightly modified it for their classroom use, or directly applied it as appropriate. However, some teachers pointed out that in online teaching, they learned methods not used in offline courses, such as

the collection of student homework, which used to be paper but now when it was electronic, the platform would automatically count the submission rate and completion of homework.

Therefore, after the development of online teaching, the old paradigm of teaching was still continued; thus, affecting the lesson quality. Some teachers reported that teachers could not learn the actual content in the information technology training workshops, most of which focused on theoretical knowledge, but the practical practice input was not enough. The interviewees voiced that relevant departments could strengthen targeted training to meet the teachers' difficulties in online teaching.

Teacher E mentioned that English teachers' participation in the teaching skills competition was generally not high. In 2020, Miya City held the English teaching skills competition, and few teachers participated in the event. Schools and education authorities also paid little attention to it. From the interviews with the teachers, it is found that teachers' informatization teaching ability was still at the level of simple basic applications, which was far below the innovation goal of the country. Therefore, it is urgent to improve the informatization teaching ability of TCSL teachers in a possible way be they policy guidance, school support, or continuous empowerment of teachers.

The following section revealed the data collected from the interviews of the

seven teachers. In this study, "Needs" means what the teachers cannot effectively do now in order to deliver their online teaching well, which will result in better student learning. Needs are seen as something lacking and immediate (Tang,2018). "Challenges" means the areas of urgent development for the teachers to cope with online teaching and learning in the digital world. Challenges are

seen as something that the future world will bring, a lot of which is caused by changes in the way teaching and learning should be approached in the new scenarios of the increasingly digital world (Hu,2018). Look at the following figures that reveal the data analyses from the questionnaire and the structured interview.
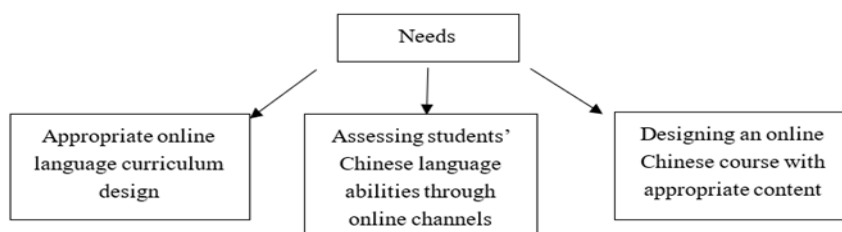
Figure 2. Needs from the Data Analysis
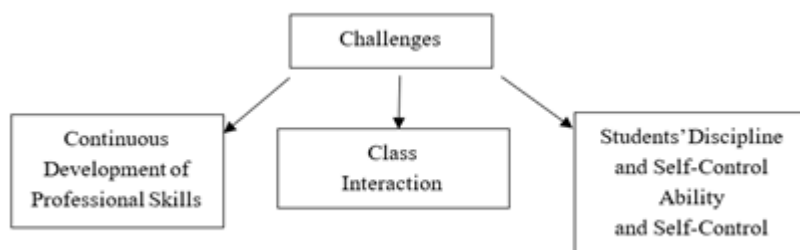
Figure 3. Challenges from the Data Analysis

To sum up, it is especially important for TCSL teachers must actively respond to the current new teaching model and improve their informatization teaching ability in the new situation. Analyzed from the national policy level, the country is also increasing its efforts to promote education informatization, and education informatization supports leading education modernization. The outbreak of this epidemic is also a catalyst to promote education technology informatization, so the policy support from the state is very important. From the school level, after the test of this epidemic, the informatization work implemented in schools in recent years has been effective, but there are still some shortcomings that put forward new scenarios and requirements for schools. Analyzed at the individual teacher level, it

can be seen that teachers are more aware in the face of information technology, and although their attitude towards the use of modern technology is positive, there is a clear phenomenon of anxiety. Teachers' informatization level still needs to be improved. Even though it is easier to obtain massive data, how to make the selection of resources and apply them to classroom teaching is still an urgent problem for TCSL teachers.

Results

Responses to Research Q1

1) What are the needs and challenges for informatization of the teaching ability of TCSL teachers in Miya City?

The findings are based on the Five Likert Scale questionnaire and the 7-question structured interview. As Yan (2020) pointed

out teachers of Chinese as a Second Language should constantly improve their own theoretical literacy and professional ability, and closely integrate information technology and education and teaching with the new requirements of the current situation for education and teaching. The current new situation of education has broken the limitation of time and space and greatly improved the level of education and teaching effect. At the same time, the new situation presents new challenges to teachers from the aspects of education concept, teaching ability and learning ability. The educational information age urgently requires teachers to improve their theoretical literacy and professional ability in an all-round way.

Responses to Research Q2

2) What are the factors that support or obstruct these teachers in their technology-integrated teaching approach?

The findings are based on the questionnaire and the structured interview. In other words, it is to explore the challenges faced by the teachers when they need to teach online lessons. The teachers in the study realized what their strengths and weaknesses were.

Continuous learning to improve information literacy and adapt to the requirements of modern society. Whether young teachers or senior teachers, they should look at new things with an accepting and supportive attitude, establish the concept of lifelong learning, actively respond to the school's call for information technology training, learn about information technology and be good at applying technology to actual education and teaching, and finally achieve the desired teaching effect (Fang, 2010).

Improvement of the informatization of the teaching quality and how to attract the students to learn in online classes will be major challenges of the future. Teachers should first enrich their knowledge level, study more, and make their knowledge level have certain breadth and depth (Gai, 2020). In addition, teachers can innovate in the content of lectures, determine the form of lectures and assessments independently, adopt the right teaching methods, enhance the interaction with students, and focus on the feedback of information in the process of knowledge transfer (Feng, 2018). Only when the quality of teaching is improved and students are motivated to learn, students will have the will and interest to learn, so that teaching resources will not be wasted and the role of teachers will be fully reflected. In other words, both the teachers and students must learn to become lifelong learners.

The development and production of teaching software to provide teaching resources for the are also significant. To make teachers use modern education technology in teaching, there must be sufficient supporting software (Gao, 2018). The teaching software developed by computer companies or computer professionals, some of which do not conform to the laws of teaching, cannot be closely integrated with the textbooks and syllabus of various subjects, and are not effective in actual use. Therefore, a team of software experts, teachers with rich teaching experience and educational technology experts should be formed to research and develop teaching software, so as to produce high-quality and efficient software for teachers to use. Teachers of various subjects can also use simple small software to create teaching resources to explain the important and difficult points in teaching (Gina, 2020).

4. Discussion and Conclusion

Based on the findings of the study, a few significant issues need our closest attention. The integration of information technology into teaching has become a

problem that teachers in all fields cannot ignore. Information-based teaching refers to the bilateral activities carried out by educators and learners with the help of modern educational media, educational information resources and methods (Gu, 2008). Firstly, Information-based teaching ability is the comprehensive ability to utilize information resources, engage in teaching activities and complete teaching tasks for the purpose of promoting students' development. Secondly, the most important essence of information-based teaching ability is the teaching quality of teachers in the information technology environment. The implementation of information teaching is not only related to equipment, but also affected by many related factors (Han, 2020).

Equipment and Teaching Materials for Online Teaching and Learning

Online teaching needs digital hardware and software resources. "If a worker wants to do a good job, he must first sharpen his tools." The first necessary factor to carry out information teaching is hardware resources, that is, to have the support of equipment (Herbert, 2018). The realization of teachers' teaching concept will be affected by the degree of technical equipment support. Software resources are also essential support. Good teaching materials are also very important for teachers to implement information teaching. In the selection of materials, some teachers attach importance to students' comprehensive ability of analysis and thinking, some attach importance to the application closely connected with students' real life to solve the problems encountered by students, and some emphasize rich multimedia interaction to improve their interest in learning (Hou, 2019). Although the starting point is different, the intention of incorporating useful information into teaching materials is the same.

Policy Support

In addition to the support of hardware and software, the successful implementation of information-based teaching is also related to the support of many policies. In addition to providing excellent equipment, schools should also provide financial support, skill training, classroom assistance, after-class consultation and other supports (Hu, 2020). Through these effective supports, teachers can learn how to carry out information-based teaching. The promotion of administrative system with relevant policies will affect teachers' willingness to integrate information technology into teaching and reduce the difficulty of integrating information technology into teaching.

Colleague Support

Although peer support is not a necessary condition for teachers to integrate information technology into teaching, if there is sufficient help from colleagues, it will be of great benefit to teachers, whether it is to make teaching materials or share experience (Huang, 2020). On the contrary, if some colleagues do not support or even oppose it, it will have a negative impact on teachers' integration of information technology into teaching.

Technical Personnel Support

When teachers use information technology, they need the assistance of people with information technology ability to reduce the barriers to use. If there are full-time personnel to provide technical support, including equipment maintenance and technical consultation, it will help to improve the enthusiasm of teachers to carry out information teaching (Hui, 2019).

However, the teachers do need to be lifelong learners and are willing to improve

themselves, especially during the age where there are more requirements for the teachers.

Individual Aspiration

Many teachers with strong information-based teaching ability still make unremitting efforts despite the lack of school policy planning, funds and support from colleagues, just because the teachers themselves have a strong will. When teachers are willing to change the status quo, either voluntarily or under pressure, they are more likely to accept information technology. If teachers believe that it is necessary to use information technology to improve teaching quality, they will adopt a positive attitude towards the use of information technology and enhance their personal willingness to carry out information teaching.

Confidence in Information Technology

If the teacher thinks that information technology is controllable or can use it to do whatever he wants, the teacher will be more willing to use it. Teachers who have confidence in the integration of information technology into teaching will be more confident and have a sense of achievement because of their successful experience in the integration of information technology (Ji, 2017).

Professional Development

Innovation in information technology requires unique professional development needs. Therefore, teacher professional development is at the core of sustaining innovation. There are many ways for teacher professional development, from traditional seminars to non-traditional professional learning opportunities such as professional development, school-based training, and self-study (Li, 2015). When teachers acquire sufficient ability from these professional development approaches, they cannot only help teachers find effective ways to integrate information technology into teaching, improve students' learning results, but also enhance teachers' teaching ability of information technology and consolidate their confidence in integrating information technology into teaching (Li, 2020).

Advice for schools

Firstly, supports "hardware". Schools should try their best to provide a good hardware environment. The development of teachers' information-based teaching ability cannot be achieved without the support of good hardware and software conditions. A good hardware environment is one of the necessary conditions to ensure the professional development of teachers. On the one hand, teachers need good information technology environment support in teaching practice; on the other hand, teachers need to use hardware and network environment to develop or share teaching resources when carrying out information teaching. secondly, "software" security. Schools should formulate relevant policies to provide "software" guarantee for teachers to actively carry out information-based teaching. Firstly, formulate a series of policies to encourage teachers to carry out information-based teaching. Secondly, according to the actual needs of teachers, strengthen teacher training and innovate the training mode. Thirdly, it is equipped with corresponding technical personnel to provide timely help for teachers in the process of carrying out information-based teaching.

Promote the informatization teaching ability is one of the important tasks of school information construction work, several factors affect the informatization teaching ability of the teachers and after all, schools can play a big role in developing it for their teachers.

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The Optimization of Internship Management of Nursing Students in Vocational Colleges from the Perspective of Benchmarking Management - Take Shanghai Lida College as Case Study

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ABSTRACT

During the years of practice teaching management, the author found that there were many problems in the practice management of higher vocational nursing major, which seriously affected the achievement and promotion of the quality of practice teaching. This study was a case study about the practice management optimization of Shanghai Lida College of Higher Vocational Nursing from the perspectives of benchmarking management. The study selected 80 higher vocational nursing students from the School of Nursing of Shanghai Lida College as the research sample. General information of nursing students was collected through survey questionnaire and the data of the internship management practice of the whole process were collected from 8 aspects, including 1) internship planning, 2) internship mobilization, 3) implementation of internship program, 4) school internship guidance, 5) college internship guidance, 6) internship tracking, 7) internship evaluation, and 8) internship improvement. Then analyzed the collected data. From the result of data analysis.It was found found that the limitation of understanding of practice teaching, the imperfect practice management system, the shortage of practice teachers and the lack of effective practice control mechanism were the crux of the practice management problems of Shanghai Lida College of Higher Vocational Nursing. And according to the benchmarking theory, the author also presented the countermeasures to optimize the internship management.

KEYWORDS: Higher Vocational Nursing, Internship Practice, Practice Management, Benchmarking Theory

Introduction

With the continuous deepening of the reform of the pharmaceutical and health system, the value of modern nursing is getting higher and higher, and the society has put forward higher requirements for the cultivation of nursing talents. Increase the quality requirements of nursing talents.

From the perspective of the demand for nursing talents in society, in accordance with the " Medical Health Medical Travel Talent Development Plan (2011-2020) " , China will " vigorously cultivate and train nursing professionals, implement relevant standards for nurses, strengthen the grassroots level Nurse manpower equipment, optimize the structure of the nurse, and improve the service capabilities of the nurse. " At the end of 2015, the nursing nurses will reach 2. 86 million. As an international city, in accordance with the "Implementation Plan for the Development of Shanghai Care Institute (2012-2015)", the total number of nurses in Shanghai will reach 74,000 by 2015.

From the perspective of the quality requirements of the society for nursing talents, with the growth of socio-economic growth and the acceleration of population aging, nursing work needs to be continuously adapted to increasingly diverse and multi -level service needs. , Play a positive role in chronic disease care, elderly care, and dying care. To this end, medical institutions also have more requirements for recruiting nurse's occupational ability. In addition to the professional skills such as conditional judgment, living nursing, health education, etc..., the nurse should also include human knowledge and skills such as interpersonal communication and nursing regulations.

For the training of high-vocational care professionals, internship teaching is an important knowledge and skills that students learn they have learned in clinical nursing work, so as to obtain professional experience, enhance nursing work capabilities, and realize the important employment of employment smoothly. The link is an important way to achieve the goal of the training of high-vocational care professionals, and play a pivotal role in the training of the entire care professionals.

In recent years, with the increase in the number of internship students in Shanghai Lida College, the increase in the number of internship units, the expansion of the internship area, and the improvement of students' internship teaching requirements, traditional internship management methods have become increasingly difficult to meet internship teaching Management needs. Therefore, the optimization of internship management has become an important task for the reform of the talent training of Shanghai Lida College.

This study takes care of the nursing major as an entry point for internship management and optimization. On the one hand, it is because nursing major is a key construction major in Shanghai Lida College; on the other hand, representative Majors, studying the teaching content settings, rotation management, and evaluation feedback in nursing professional internship management have strong reference value for internship management of other majors in the college.

Purposes

This study mainly discusses the problem of the three dimensions of the need for internship management optimization of higher vocational nursing management in Shanghai Lida College. Whether the theory of benchmark management theory can be applied to the optimization reform of Shanghai Lida College Higher Vocational Nursing Professional Intern Management.

Research Objectives

1. To understand the internship and development needs of nursing students during the internship.

2. To understand the current situation of vocational nursing students practice management in schools and hospitals.

3. The analysis of the causes of the current situation of internship management.

4. To aim at the existing problems and reasons of the management of in-post-practice, combining the benchmarking theory and demands of the internship for nursing students in higher vocational colleges, and propose the improvement strategies.

Literature Review and Concept

In order to better analyze and explore the research problems, this paper refers to the benchmark theory.

"Benchmark management is to find the best way to bring the industry that can bring extraordinary performance." Robert C. Camp (the manager of Schole Company and the top benchmark management expert of Schola) who is founder of benchmark management theory. He puts forward the five-stage division method of benchmark management in the book " Best Management Practice of the Best Management of the Industry with the Best Management Practice of the Industry with excellent performance", that is, "planning, analysis, integration, action and completion". (Robert,2003)

Foreign benchmark management has formed a relatively scientific work procedure and mature working method. Judging from the current international well-known enterprises and organizations, international benchmarks often combine theoretical requirements and balanced scoring cards such as PDCA cycle models to achieve scrolling realize the continuous improvement of management processes, methods and standards. (Feng Yan, 2014)

The current research on the optimization of higher vocational internship management in China whether it is research content (involving internship mobilization, process management, evaluation feedback, etc.) , or research perspective (involved students, schools, enterprises) , or the research method (involving qualitative research, comparative research, case research, investigation research, etc.) all have comprehensive inquiry, and tend to systematically optimize the internship management through overall thinking. Strong guidance and reference value. However, the focus of most research focuses on the internship itself. From the analysis of internship management issues, discuss the strategy of optimization of internship management, and ignore the study of the internship teaching support system (curriculum teaching system) ; However, there are fewer research on the practice of optimization of internship management management in higher vocational care; related research has noticed the optimization of informatization

internship management, but less research on the implementation of information construction and internship management is relatively small; A variety of management theories have been used to guide internship management reform, but the research theory of benchmark management theory has not yet been used in internship management optimization.

Conceptual Framework
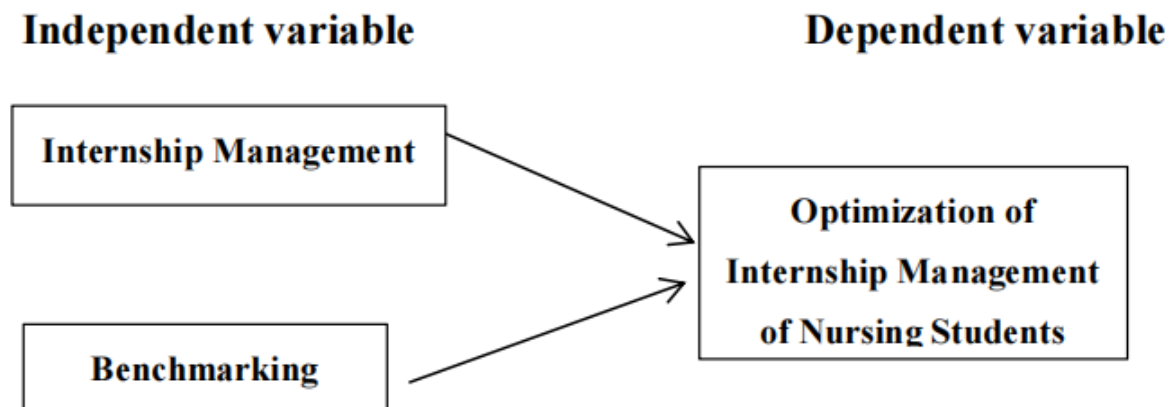
Research Methodology

According to the research purpose, this study selects the Questionnaire on the Status Quo of In-post Practice Management to find the existing problems in the management of In-post practice for nursing students in Shanghai Lida College. The questionnaire includes two parts: general data collection form and questionnaire on the status quo of In-post-practice management.

Population and Sample

This study selected 80 students who are in internship from School of Nursing in Shanghai Lida College.

Questionnaire survey is 80 nursing. After the school leaders and students agreed, anonymous questionnaires were investigated. The nursing students participating in the survey must meet the following requirements: full-time higher

vocational care; internship time for 5 months; voluntary participation.

Instruments

Questionnaire on Current Situation of In-post Internship Management

This study adopts the questionnaire method to investigate the current situation of vocational nursing students' on-the-job practice management in Shanghai Lida College. The questionnaire adopted was compiled by An Likui and Bai Ling in 2017. The questionnaire divided the whole process of in-post internship management into three stages: pre-post internship management, in-post internship management and post-post internship management, with eight dimensions.

Because the research object of this study is the nursing students in higher vocational colleges who have been in practice for 5 months, and the study only reaches the interim evaluation stage of

nursing students' in-post practice, the internship summary items of internship evaluation are not investigated in the questionnaire survey.

The actual questionnaire has 22 scoring items, and Likter5 points are used for scoring, corresponding to the five options of " completely inconsistent" , " relatively inconsistent" , " generally consistent" , " relatively consistent" and " fully consistent", which are successively recorded as 1 point, 2 points, 3 points, 4 points and 5 points.

Data Analysis

Questionnaire: all statistics are carried out by SPSS26. 0 statistical software, the survey data input, collation and statistical analysis of the basis.

Results

Five months after the nursing students participated in the practice, 80 nursing students were given questionnaires on the Management Status of In-post practice. A total of 80 questionnaires were given out, and 80 valid questionnaires were recovered, with an effective recovery rate of 100%.

As can be seen from the questionnaire results, the average score of the questionnaire on the in-job internship management status was (3.65 ± 0.11), and the average score of the 7 dimensions was between 3 and 4 points, which was at the middle level. The dimensions with the highest score are the internship planning, the implementation of the internship program, and the internship guidance dimension of the hospital, The mean scores were (3.87 ± 0.56), (3.86 ± 0.72) and (3.77 ± 0.86) respectively; The dimensions with the lowest score are internship mobilization, internship tracking, and school internship guidance dimensions, The mean scores were (3.40 ± 0.72), (3.53 ± 0.95) and (3.56 ± 0.74) respectively; In contrast to the mean scores, The four dimensions of internship mobilization, internship tracking, school internship guidance and internship evaluation are lower than the average score. It can be seen that in the process of practice management, practice planning, practice program implementation and hospital practice guidance are relatively well done, and the three aspects of internship mobilization, internship tracking and internship evaluation need to be greatly improved.

This study found that there is not close cooperation between hospitals and schools in the management of top-post internships for higher vocational nursing students, that the tracking and management of nursing students in schools is not in place, that the methods used by schools to test the effect of nursing students' internships are single, that the ability of teachers in hospitals to teach is uneven, that there is a lack of professional ethics education in internship education, that assessment and evaluation work is not homogenized, and that nursing students are not involved in top-level internship management.

Table 1 The score proportion of internship planning dimension (n=80)

sub item	It doesn't fit	The comparison is not consistent	Generally conform to	Compare in line with	be completely in conformity with
The school has carefully carried out the pre-internship training, so that you can fully understand the situation of the internship unit.	1. 3%	17.5%	48.8%	22.5%	10.0%
The school has done a full mobilization work before the internship	1. 3%	5.0%	10.0%	60.0%	23.8%
Before the internship, you received the internship program issued by the school, and it was requested according to the college Please, according to their own needs to put forward the proposal	0.0%	10.0%	38.8%	37.5%	13.8%
Before the internship, you have already learned about your own school management teachers and hospital teaching teachers in the internship	10.0%	23.8%	30.0%	32.5%	3.8%

Table 2 Score Proportion of internship mobilization dimension (n=80)

subitem	It doesn't fit	The comparison is not consistent	Generally conform to	Compare in line with	be completely in conformit
The internship program formulated by the school is closely related to the practical teaching content and talent training program of your major	1.3%	8.8%	37.5%	41.3%	11.3%
You have read the internship management Manual carefully as required	0.0%	0.0%	1.3%	45.0%	53.8%

Table 3 The portion of the implementation dimension of the internship program (n=80)

subitem	It doesn't fit	The comparison is not consistent	Generally conform to	Compare in line with	be completely in conformit
Throughout the internship process, the hospital strictly implemented the internship program	1.3%	0.0%	21.3%	61.3%	16.3%
During the internship, the hospital actively cooperated with the school to arrange students' internship, and assisted students to complete the internship tasks	1.3%	5.0%	28.8%	41.3%	23.8%

Table 4 Score proportion of school practice guidance dimension (n=80)

subitem	It doesn't fit	The comparison is not consistent	Generally conform to	Compare in line with	be completely in conformit
The school has selected experienced practice instructors with good professional quality and strong sense of responsibility to guide the whole process and manage students' practice	1. 3%	6.3%	36.3%	48.8%	7. 5%
The internship instructors selected by the school pay attention to the education of students 'professional ethics, and put the cultivation of students' professional ethics all through the internship process	0. 0%	13.8%	47.5%	26.3%	12.5%
The internship instructors selected by the school can integrate their professional skills when guiding the study	1.3%	7. 5%	47.5%	27.5%	16.3%
The practice instructors selected by the school attach importance to safety education, and can timely deal with the relevant problems in the practice	1.3%	5.0%	27.5%	43.8%	22.5%

Table 5 Score proportion of internship guidance (n=80)

subitem	It doesn't fit	The comparison is not	Generally conform to	Compare in line with	be completely in
The teachers arranged by the hospital are skilled and have strong guidance ability	1. 3%	7. 5%	27.5%	37.5%	26.3%
The teachers arranged by the hospital attach importance to the education of professional ethics and professional spirit in the practice	1. 3%	11.3%	38.8%	28.8%	20.0%
The teachers arranged by the hospital can give effective business guidance on vocational and technical skills and operation during the practice	1.3%	5.0%	26.3%	40.0%	27.5%
The teachers arranged by the hospital have sound safety production rules and regulations, operation procedures, attach importance to safety education and safety management, and students	1.3%	5.0%	26.3%	43.8%	23.8%

Table 6 Score Proportion of internship tracking dimension (n=80)

subitem	It doesn't fit	The comparison is not consistent	Generally conform to	Compare in line with	be completely in conformity with
During the internship, the school will regularly understand, check and track the students' labor security, personal safety and other conditions during the internship	1. 3%	7. 5%	35.0%	32.5%	23.8%
During the internship, the school and related instructors will often pay attention to the psychological state of students, and give timely guidance and intervention	1. 3%	25.0%	27.5%	30.0%	16.3%
During the internship, students' opinions can be timely feedback and followed up by the school	1.3%	20.0%	28.8%	25.0%	25.0%

Table 7 Sportion of internship evaluation dimension (n=80)

subitem	It doesn't fit	The comparison is not consistent	Generally conform to	Compare in line with	be completely in conformity with
During the internship, the hospital teachers made a detailed record of the internship performance of nursing	1. 3%	15.0%	35.0%	31.3%	17.5%
In the middle of the internship, the school organized an exchange meeting for nursing students and teachers	1. 3%	10.0%	16.3%	32.5%	40.0%
After the end of the single subject internship, the teacher made a detailed evaluation of the professional spirit, skills, cooperation ability and so on	5. 0%	18.8%	30.0%	26.3%	20.0%

Table 8 Score of Practice Management of Higher Vocational Nursing Students (T±3; n=80)

Dimensions and sub-items	average value	standard deviation
Internship planning	3.87	0.56
Internship mobilization	3.40	0.72
Implementation of the internship program	3.86	0.72
School internship guidance	3.56	0.74
Internship guidance of the hospital	3.77	0.86
Internship tracking	3.52	0.95
Internship evaluation	3.62	0.93
average	3.65	0.11

Summary of the investigation

(I) Summary of the investigation of pre-internship management

1.   The school attaches great importance to internship work, and can formulate internship plans before internship, connect with internship hospitals, have a relatively perfect internship management system, and organize pre-internship training and mobilization; The school did not communicate with the hospital and nursing students when formulating the internship program, which resulted in that the hospital teachers and nursing students did not pay attention to the requirements in the internship manual and did not complete the internship in strict accordance with the

quality and quantity of the internship manual.

2. The hospital did not participate in the pre-internship mobilization organized by the school; The school also did not put forward requirements for pre-service training in hospitals, leading to the non-homogeneity of pre-service training in hospitals.

3. Nursing students attach great importance to internship and can learn the internship manual according to the requirements of the school and understand the requirements of internship.

(Ⅱ) Summary of the investigation of the management in the post practice

1. The management teachers of the school have not fully performed their duties of guidance and management. Although they can roughly understand the situation of nursing students in the internship site by regular understanding of the practice situation and symposium, and monitor the learning effect of nursing students by theoretical examination, they have not done in-depth follow-up management and have not fully grasped whether the practice effect and clinical practice ability of nursing students have been improved. The professional ethics and psychological guidance of nursing students are not in place.

2. The supervision of nursing students in hospitals is better than that in schools. The hospital basically implemented the internship plan according to the internship plan and completed the internship contents. However, due to the lack of communication between the school and the hospital, some hospitals did not pay enough attention to the internship plan, and some hospitals adjusted the internship plan at will. In the process of clinical teaching, clinical teachers generally do not pay attention to the professional ethics education of nursing students, and the professional ethics education lacks teaching objectives and referable teaching content.

3. Nursing students did not participate in on-site practice management. Nursing students passively accepted the practice, did not take the initiative to think about the practice process, did not take the initiative to feedback the practice suggestions, did not take the initiative to communicate with the school management teachers, the hospital teachers.

(Ⅲ) Summary of the investigation of post-internship management

1. Schools and hospitals do not pay attention to internship evaluation. The school and hospital did not jointly evaluate the clinical practice ability of nursing students, and the evaluation method was single. Some hospital teachers do not pay attention to the evaluation work; The hospital does not achieve the same management of evaluation work.

Cause analysis

According to the research perspective of benchmarking management, the author attributes the problems in the practice management of higher vocational nursing specialty of Shanghai Lida College to the limitation of the understanding of practice teaching, the disunity of curriculum teaching design and practice teaching, the imperfection of the practice management system, the insufficiency of the number of teachers in practice teaching, the lack of effective practice control means, and the insufficiency of the motivation of optimization reform. In addition, according to the two dimensions of quality management link and optimization cycle, the causes of problems

in practice management are classified and analyzed.

The author thinks that the essence of practice management is to control and improve the quality of practice teaching. From the perspective of quality management, the causes of internship management of Shanghai Lida College in higher vocational nursing can be attributed to the defects of quality planning, quality control and quality improvement.

From the perspective of optimization cycle dimension, the causes of problems in nursing practice management of Shanghai Lida College can be divided into short-term factors and long-term factors. The short-term factors include cognition, system and mechanism, which are mainly caused by the internal reasons of the school. The long-term factors are mainly subject to national policy orientation, industry development trend and faculty constructio

Table 9 Causes Analysis of the management problems in nursing in Shanghai Lida College

Quality management link	Optimize the cycle	
	short-term	over a long period of time
Quality design	The limitation of practice teaching understanding	The course teaching design and the practice teaching are not unified
quality control	The practice management system is not perfect and the lack of effective	The number of practice teachers is insufficient
quality improvement	Lack of motivation for optimization and reform (teacher level)	Lack of motivation for optimization and reform (school level,

Conclusion and Discussion

Through the investigation and analysis of the current situation of practice management of higher vocational nursing major in Shanghai Lida College, the author finds that there are a series of problems in practice management of higher vocational nursing major in Shanghai Lida College, such as poor improvement effect of students' comprehensive quality, poor communication and coordination of practice management, lack of effective guidance in the process of practice, which seriously restricts the realization and improvement of the quality of practice teaching and has the necessity of optimization.

After analyzing the demand of practice management optimization reform in Shanghai Lida College, the author thinks that it is feasible to implement benchmarking management in practice management optimization reform. From the perspective of benchmarking management, the author finds that the main causes of practice management problems in Shanghai Lida College are the limitation of understanding of practice teaching, the imperfect practice management system, the shortage of the number of practice teachers, the lack of effective practice control means, and other defects in practice teaching design and practice management. It is also the core

content of practice management optimization reform.

Combining literature, benchmarking, and personal work experience, suggestions for strengthening internship management are put forward: ⑴ Give full play to the advantages and strengthen cooperation between institutions, including the use of advantages to develop cooperative projects; establish full-process cooperation; strengthen internship management; implement measures such as dual tutor teaching . (2) Actively guide and strengthen moral education, including increasing the importance of colleges and universities; optimizing professional ethics teaching methods; exerting teachers' influence on nursing students and other measures. (3) Information helps to achieve efficient management, and discuss the application of information methods in student practice management, teaching quality management, and teaching evaluation management. (4) Multi-dimensional assessment implements comprehensive assessment, including measures such as enriching assessment content, reforming assessment forms, and broadening assessment dimensions. (5) Strengthen training to improve teaching ability, including pre-job training for hospital teaching teachers; establish a continuous training mechanism; standardize the assessment of teaching results and other measures.

Deficiencies and outlook

In this study, the Questionnaire on the Status Quo of In-post Practice Management was used to collect the actual management measures of schools and hospitals before, during and after in-post practice to find out the weak points of management. Analyze the cause of the problem. Finally, according to the problems and reasons, combined with literature, interviews, researchers' work experience, put forward suggestions. It is hoped that the research can provide some help for vocational schools and practicing hospitals to carry out college cooperation, professional ethics training, information management, improve the practice evaluation mechanism, and build a standard clinical teacher training system.

However, due to insufficient professional knowledge reserve of researchers, imperfect research design and small sample size, the research is not in-depth enough and the suggestions are not mature enough. In the future, the scope of the study will be expanded, the sample size will be increased, and the proposed improvement strategy will be verified, revised and further perfected in the management practice of top post practice in schools and hospitals.

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The Existing Problems and Innovative Countermeasures of Administrative Management Team Construction in Higher Vocational Colleges: A Case Study of Weifang Nursing Vocational College

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ABSTRACT

This study aimed to explore the existing problems in the construction of the administrative management team in higher vocational colleges. The administrative management team is an important part of the management of colleges and universities. The level and skill of the administrative management team of higher vocational colleges influences not only the teaching quality and education level of higher vocational colleges, but also the students' overall quality and future employment. The study used a nursing vocational college as an example to discuss the problems existing in the construction of administrative management team in modern higher vocational colleges, and to suggest the appropriate creative countermeasures. A survey questionnaire was used to collect data from 103 administrative personnel from Weifang Vocational College of Nursing. The survey results showed that the higher vocational colleges' current administrative management team is now experiencing issues with management idea, professional ability, management system, remuneration and treatment, growth mechanisms, and other five elements. According to the survey results, higher vocational colleges should advocate the contemporary management concept, develop the professional capacity of the team, improve the management system, reform the wage system, and establish the growth mechanism in order to support the ongoing specialization and standardization of management team construction in higher vocational colleges.

KEYWORDS: Management Team, Management Concept, Management System

Introduction

With the rapid development of China's economy and society, the demand for professional talents is becoming more and more vigorous, which has promoted the rapid development of higher vocational education. Higher vocational education has been given more and more attention, and the teaching quality and teaching abilities of higher vocational colleges have attracted much attention from all walks of life. And because the administrative management team of higher vocational colleges is the core of teaching and management at these colleges, its construction is bound to be valued by all colleges and universities. However, influenced by the external environment and their own abilities, there are still many problems in the construction of the administrative management team in higher vocational colleges. It is mainly manifested in the backward management concept, lack of professional ability, imperfect management system, low salary, imperfect growth mechanism, and other problems that cannot adapt to the teaching development of higher vocational colleges. Therefore, it is necessary to investigate and study the construction of the administrative management team in higher vocational colleges through field investigation so as to fully understand the problems existing in the construction of the administrative management team in higher vocational colleges. To sum up, we have noticed the problems existing in the construction of the administrative management team in higher vocational colleges.

Research Objectives

1. To explore the main problems existing in the construction of the administrative management team in higher vocational colleges.

2. To discuss the main factors affecting the construction of an administrative team in higher vocational colleges and the relationship between these factors.

3. To discuss how to innovate the construction of the administrative management team in higher vocational colleges.

Literature review and Concepts

In order to better analyze and discuss these research problems and to build the theoretical basis for the construction of the administrative management team in higher vocational colleges. Therefore, the theories cited in this paper mainly include system management theory, incentive theory, and sustainable development theory.

Leadership is a combination of behaviors that inspire people to follow their leader wherever he or she goes. Harold Koontz (1988) believes that leadership is a kind of influence and that leadership is a process of influence, an art or process of influencing people's willingness and passion to make efforts to achieve organizational goals. Yang (2006) believes that leadership is the temperament permeated by the professionals themselves, while leadership is the right given by the outside world. At present, Chinese professionals are faced with the problem of building leadership. Leadership is the sum of a leader's individual qualities, thinking mode, practical experience, and leadership methods, which affect the individual psychological characteristics and behaviors that affect the effect of specific leadership activities. Leadership is the core of a leader's qualities.

Application of System Management Theory is the holistic view, which treats the object as a whole. Kast (1985) believes that an organization is a system composed of many interdependent elements. The local optimization is not equal to the overall optimization. The job of managers is to

ensure that all parts of the organization can be coordinated and organically integrated so as to achieve the overall goal of the organization. Managers need to maintain the dynamic balance and relative stability between the elements and maintain a certain degree of continuity in order to adapt to the changes in the situation and achieve the expected goals.

Incentive theory refers to the theory of studying how to mobilize people's enthusiasm. It believes that work efficiency and labor efficiency are directly related to the work attitude of the workers, and the work attitude depends on the degree of satisfying the needs and the incentive factors. The incentive theory has evolved over a long period of time. The hierarchy of needs theory He arranged people's needs from low to high, successively, as follows: physiological needs, safety needs, social needs, respect needs, cognitive needs, aesthetic needs, and self-actualization needs. (Maslow, 1970) According to the two-factor theory, people's satisfaction and dissatisfaction with work are caused by two different factors: motivation and health care factors: lower levels of demand, such as salary, working conditions, interpersonal relationships, etc... Motivators: higher-level needs and more spiritual satisfaction, such as achievement, recognition, responsibility, and progress. Herzberg (1959) believes that managers should first eliminate unsatisfactory factors and ensure that working conditions, compensation, and management systems are reasonable. On this basis, we will create some opportunities for employees to play to their personal strengths so that employees can obtain achievements, enjoy a sense of achievement, and realize self-growth, so as to motivate employees. The expectation theory holds that the motivation for people to take an action depends on their value evaluation of the result of the action and their estimation of the likelihood of achieving the result. In other words, the magnitude of the incentive depends on the full expected value of the action that can achieve the goal and lead to a result, multiplied by the expected probability that he thinks will achieve the goal and achieve a result. It can be expressed as the formula: the theory can be expressed as the formula: incentive force = expected value * valence (Vroom, 1964). Incentive is mainly divided into external incentives and internal incentives in form. External incentive is mainly reflected in the material, which is the result of the organization's directly directing rewards and punishments. It is implemented through rules and regulations, various regulations, assessment and evaluation, reward and punishment measures, and other means, which are highly mandatory. In contrast, internal motivation focuses more on spiritual encouragement and on giving employees a sense of achievement and satisfaction. But the final form of its rewards and punishments is still reflected in material things. The ultimate goal of internal motivation is to influence employees' psychology and enhance their sense of belonging by constantly providing both material and spiritual motivation. From the perspective of the effect time, the external incentive is faster than the internal incentive, and even though the external incentive has the immediate effect, the internal incentive can affect the hearts of employees for a long time, and the effect lasts for a long time. And from the analysis of people's needs psychology, people in the minimum survival guarantee will gradually occupy a more important needs position.

The theory of sustainable development was first applied to ecological environment protection, which means that it can both meet people's immediate interests and meet the needs of long-term development. Later, the theory of sustainable development was introduced into management science. The improvement of the quality of the labor force is the key factor in economic takeoff, and higher vocational education should devote itself to the innovation and development of the workers' skills. From the development of higher vocational education itself, the quality and quality of higher vocational teachers are particularly critical. We must change the stale education mode to one of ability education, innovation education, and comprehensive quality

education. The application strategy of sustainable development theory in the management of higher vocational teachers based on the development strategy of sustainable development theory is to update the concept of teachers and establish a new teacher management mode. Schools should set up the concept of " people-oriented" , establish effective incentive mechanisms, and cultivate the concept of teacher competition. Secondly, the structure of teachers should be adjusted to optimize the allocation of resources. Thirdly, we should create a talent-training environment and improve the comprehensive quality of teachers.

Conceptual Framework
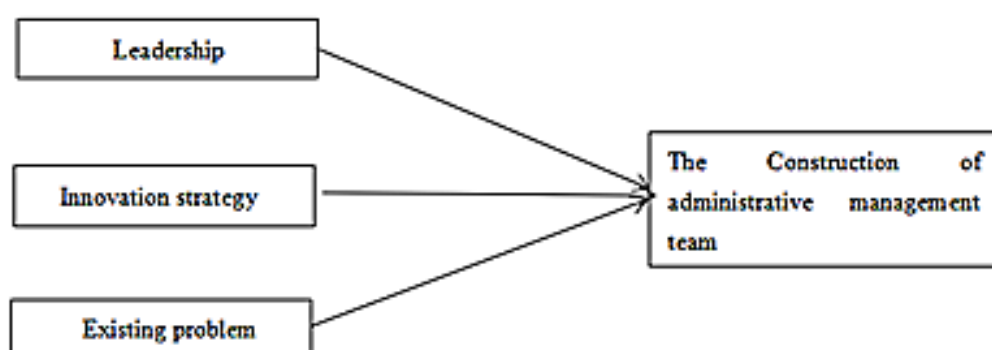
Research Methodology

This study was conducted using a combination of qualitative and quantitative methods. A questionnaire survey of 103 administrative team members of Weifang Vocational College of Nursing was conducted from February 13, 2023, to February 2, 2023. And performed a statistical analysis of the questionnaire. Participants were asked to fill out all their personal information to obtain the general demographic information.

Population and Sample

Questionnaire survey: A questionnaire survey was randomly conducted on 130 staff members of Weifang Nursing Vocational College, and 103 valid questionnaires were obtained, among which 64 people were male, accounting for 62.14% . There were 39 women, accounting for 64 men, or 62.14% . 39 women, accounting for 37.86% ; the age distribution ratio is 8 people under 25 years old, accounting for 7.77% . 24 people were aged between 25 and 35 years,

accounting for 23.30%. 51 people aged 35–45 years, accounting for 49.51% , 20 people were over 45 years old, accounting for 19.42%.

Income distribution is: 6 people with less than 4,000-yuan, accounting for 5.83% . 35 people from 4000 yuan to 6000 yuan, accounting for 33. 98%   6000–8000 yuan for 48 people, accounting for 46.60% . 14 people had more than 8,000 yuan, accounting for 13.59%.

Post distribution: 35 people were engaged in teaching management, accounting for 33.98% . 14 people are engaged in teacher management, accounting for 13. 59%   of all faculty. 38 people are engaged in student management, accounting for 36.89%   of the total. 16 people engaged in other comprehensive management accounting for 15.53%.

From the above data, the object of investigation is representative.

In this study, the self-designed administrative personnel of Weifang Nursing

Vocational College were used to investigate the problems and influencing factors in the construction of the administrative management team, and an interview outline was prepared. Through the literature review, relevant questions were prepared, including: (1) the severity of problems existing in the management team of the college in terms of management philosophy, management system, management mechanism, salary incentive, and growth space at the present stage; (2) Factors affecting the construction of the administrative management team; (3) The relationship between the factors affecting the construction of the administrative management team; (4) The purpose is to draw conclusions and put forward innovative methods through analysis.

Data Analysis

All the data are counted and summarized based on the data and data obtained in the questionnaire by a Likert five-level scale, from 1 to 5, from low to high: 1 point disagree, 2 point disagree, 3 point agree on average, 4 point agree, and 5 point agree.

Results

The seriousness of the problems in the construction of the administrative management team.

1. Table 1-1 shows that the total score of the management concept of the administrative team of Weifang Nursing Vocational College was 304, and the average score was 2.95. The total score of the problems in the administrative management team management system of Weifang Nursing Vocational College was 321 points, and the average score was 3.12 points. The total score of the problems in the administrative management team management mechanism of Weifang Nursing Vocational College was 328 points, with an average score of 3.18 points. The total score

of the salary incentive problem was 423, and the average score was 4.11. The total score of the problems in the administrative team of Weifang Nursing Vocational College was 102, and the average score was 3.83.

Therefore, it can be inferred that the administrative staff of Weifang Nursing Vocational College believes that the five problems in the construction of the administrative management team of the college can be divided into: salary system, growth space, control mechanism, management system, and management concept.

In view of the severity analysis of the problem, this paper focuses on the analysis of the salary system and the growth space.

Through Table 1-2, it is known that the 8 employees who are 25 years old have all chosen 5 points, and they think that the problem of salary incentives is very serious. The 24 employees, aged 25–35, had a total score of 115 and an average score of 4.79. These two parts are young administrators at the college. They believe that the biggest problem in the construction of the management team of the college is the low salary level and unreasonable distribution, which cannot play the role of motivating administrators.

Table 1-3 shows that 5 points are selected for all the income below 4000 yuan, which indicates that the problem of compensation incentives is very serious. The 35 employees earning 4,000–6,000 yuan also chose 5 points. These two parts are young administrative staff of the college or employees with low professional titles. They believe that the biggest problem in the construction of the management team of the college is that the salary level is low, which does not match their own jobs.

Table 1-4 shows that the average score of administrators engaged in student management is 4.73 points, which indicates

that the problem of salary incentives is very serious. Engaged in the management of administrative management personnel is divided into 4.28 points, the two parts for the college directly engaged in teaching task management and teachers' management of administrative personnel. They think that the biggest problem existing in the college management team construction is low engagement in the work task, longer work hours, more responsibility, and, compared with the teaching management, a lower salary level, making it difficult to have an incentive effect.

The results of Table 1-5 show that the average score of 24 employees aged 25–35 is 4.92, which indicates that the growth in college is limited and that this problem is more serious. The 51 employees aged 35–45 ranked second with an average score of 3.96. These two parts of the administration are young administrators of the college. They think they are still young and need a platform and opportunities to grow up, and they are eager to get continuous ability and quality improvement in college. Therefore, they believe that the growth space is also very important and that there are many problems with the personal growth of the administrative staff in the current administrative team.

The results of Table 1-6 show that the income was the highest average score of 6000-8000 yuan, reaching 4.71 points, followed by employees with 4000-6000 yuan, with an average score of 3.83 points. These two parts are usually the backbone of the administrative staff at the college. They are in the prime of their lives and have certain management experiences and certain management positions. They believe that the biggest problem in the construction of the management team of the college is the limited personal growth space.

Table 1-7 shows that administrative personnel engaged in teaching management averaged 4.54 points, while those engaged in student management administration were divided into 4.08 points. The two parts for the college directly engaged in teaching task management and teacher team management of administrative personnel are that they think the task is the heaviest college administrative task, the longest working time, and the biggest responsibility. Your own personal growth should be even bigger.

In addition, it can be seen that there are some problems in the management mechanism, management system, and management concept in the construction of the administrative management team of the college.

From the above results, we will discuss what the answer to the first research question should be: the Weifang Nursing and Vocational College administrative management team construction, salary system, growth space, control mechanism, management system, and management idea are certain problems, but the salary system and growth space are the two main problems.

Table 1.1 The score table of problems in administrative team of Weifang Nursing Vocational College

	Number of people	Fraction	Number of people	Fraction	Number of people	Fraction	Number of people	Fraction	Number of people	Fraction	Overall number of people	Gross score	Average score
Management philosophy	2	2	45	90	25	75	18	72	13	65	103	304	2.95
Management system	9	9	34	68	19	57	18	72	23	115	103	321	3.12
Management mechanism	4	4	24	48	35	105	29	116	11	55	103	328	3.18
Compensation incentive	1	1	8	16	11	33	42	168	41	205	103	423	4.11
Growth space	3	3	11	22	18	54	42	168	31	155	105	402	3.83

Table 2.1 The questionnaire of "Salary incentive" according to age characteristics

Age	Under 25	25-35 Years old	35-45 Years old	Over 45 years old
The average score	5	4.79	3.43	4.65

Table 3.1 The questionnaire of "Salary incentive" according to income characteristics

Income	Below 4,000 yuan	4000-6000 yuan	6000-8000 yuan	More Than RMB 8,000 yuan
The average score	5	5	3.83	2.42

Table 4.1 The score table of " Salary incentive" In Weifang Questionnaire of Nursing Vocational College According to Job Characteristics

Post	Teaching Management	Teacher Management	Student Management	Integrated Management
The average score	3.46	4.28	4.73	3.86

Table 5.1 The score table of "Growth space" in Weifang Nursing Vocational College

Age	Under 25	25-35 Years old	35-45 Years old	Over 45 years old
The average score	3.86	4.92	3.96	3.6

Table 6.1 The score table of "Growth Space" according to income characteristics

Income	Below 4,000 yuan	4000-6000 yuan	6000-8000 yuan	More than RMB 8,000 yuan
The average score	3.67	3.83	4.71	2.93

Table 7.1 The score table of "Growth Space" in Weifang questionnaire of Nursing Vocational College according to post characteristics

Post	Teaching management	Teacher management	Student management	Integrated management
The average score	4.54	3.21	4.08	4

Factors affecting the construction of the administrative management team

2. Table 2 shows that the total score of the important management concept for the construction of the administrative management team is 3 2 0 points, and the average score is 3.1 1 points. The total score for the importance of the management system to the construction of the administrative team is 3 3 0, and the average score is 3.2 0. It is considered that the total score of the management mechanism for the construction of the administrative management team is 303, with an average score of 2.94. The total score for the importance of salary incentives to the construction of the administrative team was 4 3 5, and the average score is 4.2 2. The total score for the importance of growth space to the construction of the administrative team was 417, with an average score of 4.05.

Therefore, it can be inferred that the administrative staff of Weifang Nursing Vocational College believes that the two most important factors affecting the construction of the administrative management team in higher vocational colleges are the salary incentive and growth space.

In addition, it can be seen that the management system, management concept, and management mechanism also affect the construction of the administrative management team in higher vocational colleges.

From the above results, the answer to the second question we want to discuss is that the five factors affecting the construction of the administrative management team of higher vocational colleges are ranked by their influence degree: salary incentive, growth space, management system, management concept, and management mechanism.

Table 2 The score table of the influencing factors affecting the administrative management team construction of Weifang Nursing Vocational College

	Number of people	Fraction	Number of people	Fraction	Number of people	Fraction	Number of people	Fraction	Number of people	Fraction	Overall number of people	Gross score	Average score
Management philosophy	4	4	36	72	23	69	25	100	15	75	103	320	3.11
Management system	6	6	28	56	29	87	19	76	21	105	103	330	3.20
Management mechanism	4	4	35	70	35	105	21	84	8	40	103	303	2.94
Compensation incentive	0	0	5	10	15	45	35	140	48	240	103	435	4.22
Growth space	1	1	8	16	18	54	34	136	42	210	103	417	4.05

The relationship between the factors affecting the construction of the administrative management team

3. As can be seen from Table 3 , the administrative personnel of Weifang Nursing Vocational College believe that the correlation degree between salary incentive and management concept is 452, that between it and management system is 4 4 8 , that between it and management mechanism is 4 1 2 , and that between it and growth space is 4 3 8 , which is the highest correlation degree among all factors. Secondly, the degree of correlation between growth space and control system is 3 8 9 , and the degree of correlation between management theory and management mechanism is 356.

Therefore, it can be inferred that the salary incentive plays an important role in the management concept, management system, management mechanism, and growth space and has the highest relationship with these four factors. In higher vocational colleges, the salary system of the administrative management team is the foundation, and the management concept, management system, management mechanism, and growth space determine the design, formulation, and implementation of the salary system of colleges and universities. On the other hand, the salary system in turn affects the management concept, management system, management mechanism, and growth space.

In addition, it can be further seen that the importance of management concepts and management systems for the construction of an administrative team in higher vocational colleges Only with an advanced management concept and a perfect management system can higher vocational colleges ensure the smooth implementation of the other three factors.

From the above results, the five factors affecting the construction of the administrative management team of higher vocational colleges have different degrees of correlation, which influence and interact with each other. However, the salary system, management concept, and management system have the highest correlation with other factors.

Table 3 Statistical results of the correlation questionnaire of influencing factors of administrative team construction of Weifang Nursing Vocational College

	Management philosophy	Management system	Management mechanism	Compensation incentive	Growth space
Management philosophy	-	321	356	452	406
Management system	321	-	289	448	389
Management mechanism	356	289	-	412	215
Compensation incentive	452	448	412	-	438
Growth space	406	389	215	438	-

To sum up, we get the following answers: The construction of the administrative management team in higher vocational colleges is a comprehensive system engineering effort involving the management concept, management system, salary system, growth space, and system implementation work. These five factors

influence and interact with each other. Among the five factors, the salary system and the growth space play the most important roles

Conclusion and Discussion

This paper discusses in depth the construction of an administrative management team in higher vocational colleges. Finally, the study is summarized, and targeted and innovative countermeasures are formulated.

（1）This study draws the following conclusions about the problems existing in the construction of an administrative management team in higher vocational colleges and universities: One is the main problem of the administrative team construction in higher vocational colleges: the salary system and growth space. The second is the management idea, management system, and management mechanism, all of which have certain problems. The conclusion can be given to higher vocational colleges for the administrative management team using system theory and the construction of salary system reform as the core of team construction optimization measures to provide a reference basis.

（2）The following conclusions are obtained from the analysis of the factors affecting the construction of the administrative management team in higher vocational colleges: First, the main factors affecting the construction of the administrative management team in higher vocational colleges are the salary incentive and growth space; the other is that the management concept, management system, and management mechanism also have certain influences. This conclusion can serve as a reference basis for higher vocational colleges to formulate a scientific and reasonable salary system and build a growth platform for teachers and staff to make future decisions and decisions based on the incentive theory.

（3）This study draws the following conclusions based on the degree of correlation between the factors affecting the construction of the administrative management team in higher vocational colleges: One is how the five factors influence each other through interaction; the second is how salary incentive, growth space, and other factors have the highest correlation; this conclusion can give higher vocational colleges, out of the perspective of sustainable development, the confidence to establish salary incentive and growth space as the leading administrative planning reference for future decisions.

Innovative Countermeasures

(1) Establish a salary system suitable for higher vocational colleges.

The salary management system suitable for high vocational schools mainly consists of three parts: salary, bonus, and welfare, among which the salary should account for the largest proportion. The salary level is mainly influenced by the knowledge, ability, and responsibilities of the managers, the short-term performance of universities, and the short-term performance of individuals. In order to reflect the principle of "excellent labor and excellent remuneration", the salary should be composed of the fixed salary and the floating salary, of which the floating salary accounts for a large proportion. The bonus consists of a year-end bonus and a special bonus, and its amount is mainly determined by the contribution of the managers to the university, the medium-term performance of the university, and other factors. If university administrators are

competent in the year-end assessment, they can get a year-end bonus. If university administrators are competent in the year-end assessment or make special contributions to the management of universities, the amount of the special bonus should be greater than the amount of the year-end bonus to encourage university administrators to carry out their work creatively. Welfare is mainly divided into two parts: state welfare and school welfare. Its welfare level is mainly influenced by its age, length of service, and contribution to colleges and universities. Different colleges and universities have different educational characteristics and different development strategies, which should also have different welfare contents and different welfare levels.

（2）Improve the career development plan of the adhministrative management team personnel.

When the staff enters each team and becomes a member of it, they form an inseparable relationship with the team. Team members to perform the tasks assigned by the team, team design team members daily work, and development planning, so the team in the task setting and issuing should be around the team at this stage, and after a staged work target, planned, purposeful work allocation, is conducive to the continuity of work and prospective. At the same time, because the team shoulders the growth planning of team members, it pays attention to timely communication with team members and timely understanding of personal growth intentions. At the same time, the overall development plan of the team is transmitted to each team member so that both sides can take care of each other in the corresponding planning to achieve a win-win goal. In order to further enhance the vision of employees for further study, the team can pay attention to creating a learning atmosphere through team teaching and research and stimulate members to have the desire for spontaneous learning. In

the allocation of work tasks, appropriate consideration should be given to reducing the workload of members undergoing on-the-job study as an incentive to encourage employees to actively further their own study. This not only helps to improve the humanization of the management style but also lays the foundation for the long-term development of the team. Training should be conducted to continuously improve the pursuit of the career of the teaching staff.

（3）Improve the system of administrative management team construction in colleges and universities.

The construction of the administrative management team is the guarantee for the team to perform the management and assessment responsibilities of the team members. The construction of a team system in colleges and universities is imperative. In order to do a good job in the system construction and ensure the effectiveness of its future implementation, the school level and the human resources department should act as the guidance and supervision layer of this work. First of all, it should be established by the school according to the requirements of the team qualification of the public for the record, then from the school level to develop the team management system outline and allow the team not to change the relevant regulations, according to the professional nature of the team and the actual situation of the team, suitable for the team construction management team management system. Secondly, all the faculty and staff of the school must allocate a certain team according to the nature of the work and the business scope, participate in the team work, calculate the workload of the team, and accept the team assessment. Third, the department in charge and the human resources department supervise the management and work operations of each team. The human resources department has the right to hold

accountable the relevant team leaders and even the department leaders for problems such as unclear division of labor, uneven division, ineffective management, and slow work in the team. The effective implementation of the team system requires an excellent team leader to lead the implementation. In addition, the success of the team's strategy largely depends on the plan and organization of the team leader. Although it is a shortcut to select a team leader, in the fierce market competition, the relative lack of talents cannot meet the needs of the organization for recruitment. Therefore, organizations must strive to take a systematic approach to identify and develop high-potential candidates suitable for current and future key positions. It is one of the methods to ensure the normal operation of the team to conduct management and business knowledge training for the current leader to strengthen management and business knowledge learning. Through the training, the team leader realized that the individual has the responsibility to make strategic plans for the development of the team. Be able to clearly put forward the current work objectives and an effective implementation plan, the short-term work objectives and an implementation plan, as well as the long-term work direction.

（4） Optimize the professional construction mechanism of the administrative team in universities.

To strengthen the professional construction of the administrative management team, we must first strengthen the construction of professional spirit. The core quality of specialization is professionalism. We should strengthen professional ethics education and firmly establish a sense of service. Through learning, the correct understanding of the extreme

importance of cultivating high-quality innovative talents, setting up a strong dedication and sense of responsibility, aligning their job closely with the development of the school, and giving full play to their role in teaching management, they cogently accomplish " management education" , " service" , meet the changing higher education situation, and meet the needs of the rapid development of colleges and universities. Secondly, we should strengthen the professional research of administrative management. Administrative personnel are not only general service personnel but also both teaching administrators and educational teaching researchers. The management and research work of administrative personnel should have a place in colleges and universities. Management is not only a science but also an art. Managers need to study teaching management deeply, communicate with front-line teachers and students, and improve the management level and teaching quality. It is necessary to actively advocate education and teaching research among administrative personnel, create conditions to encourage teaching and teaching management personnel to conduct scientific research, and implement scientific research incentive mechanisms for them so as to continuously improve the management level of administrative personnel and continuously enhance the professional level of administrative management work.

Finally, we should improve the professional skills of administrative management. The administrative management team should have a certain level of professional consciousness and a sense of professional belonging. To improve the professional ability of management. Professional ability includes professional knowledge and professional skills. We should

keep up with the trend of teaching reform, combine the current situation of the team, adopt a variety of methods, both expert lectures and skill training, and go out for communication, constantly broaden our vision, enrich the teaching management knowledge, and improve the professional degree of administrative management.

Defects and Prospects

This study has certain deficiencies. Although this paper analyzes the administrative team construction of higher vocational colleges, deeply analyzes the current administration of higher vocational colleges, and puts forward innovative countermeasures, for China's higher vocational colleges, the administrative team construction provides certain aspects of countermeasures, but due to geographical restrictions and college teachers, only 103 teachers were selected as a research object, the research number is not strong, the representativeness is not strong, the questionnaire design is relatively simple, the problem design has larger deficiencies, and at the same time, we can only conduct level research; further studies could not be performed.

The sample size can be increased, and the sample's representativeness can be improved in the future. To improve the universality of the study conclusions, an online questionnaire can be used to collect data on the administrative team construction factors of various vocational colleges. At the same time, problems in the questionnaire design can be closely combined with The Times to make the problems more representative.

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The Influencing Factors of the Reading Promotion Reform in University Library: A Case of Jining University

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ABSTRACT

Taking the library of Jining University as an example, this paper mainly discussed the present situation and promotion strategies of reading promotion reform in university libraries. The topic of discussion focused on the following issues: the current reading situation and business philosophy of the library of Jining University, how to improve the reading borrowing volume in the management technology level, and to find out the strategies of library reading promotion reform. In this paper, quantitative research method was used, and 400 questionnaires were collected from teachers and students at Jining University in the first half of 2023 academic year. The statistical data analysis included percentage, mean, standard deviation and multiple regression analysis. The results of the study showed that the university libraries provide -free reading services for readers, promote library services by means of marketing, promote multi-party cooperation to improve service quality, and provide diversified services for readers as much as possible.

KEYWORDS: Reading Promotion, Diversification Marketing, Advanced Technology

Introduction

Intelligent terminals have gradually penetrated into all aspects of people's study and life, and become an indispensable and irreplaceable part. With the advent of the intelligent digital age, various resource construction platforms in the library industry have developed rapidly, and various academic service search engines have also developed more and more perfectly. The personalized and humanized service mode provided by university library reading is the only way for the development of university library in the future. On the basis of previous research on reading promotion and intelligent library, this study studies the influencing factors, reform needs and implementation measures of reading promotion in university libraries. Through in-depth exploration, it analyzes the current situation of reading promotion in libraries, clarifies the reform direction of reading promotion in line with the orientation of libraries, combines reading promotion closely with the construction of intelligent libraries, expands active, accurate and information-based reading promotion services under the background

of intelligent libraries, establishes a data-driven reading promotion system of university libraries to meet readers' needs, and further develops the intelligent service level of university libraries and readers' satisfactory reading experience.

Purposes

As an important part of the national library undertaking, university libraries will play an important role in the nationwide reading promotion activities, which is of great significance to the reading promotion reform of university libraries. The purposes of the study aimed at analyzing the present situation and problems of reading promotion at the library of Jining University and to put forward a new theory of reading promotion reform in university library to make up for the deficiency of reading promotion research in the library of Jining University at present.

Research Objectives

1. To study the demand of reading promotion reform in university library.

2. To study the reform measures of reading promotion in university library.

Literature Review

Reading promotion theory was first put forward by Britain. In September 1998, Britain put forward the slogan of "building a nation of readers" to promote reading, and 1998-1999 was set as "National Reading Year". Reading promotion refers to strengthening the cooperation between libraries and educational institutions, governments, bookstores, etc., promoting reading through different modes, and creating an atmosphere of reading for all. Madeleine Bayard, an American scholar,

proposed to vigorously develop cultural infrastructure and carry out reading for all through network cooperation with state government agencies, libraries, cultural institutions, publishing houses, etc.

Regarding the diversity of reading promotion forms, Duan Mei（2011）and others said that a good reading atmosphere should be created by vigorously developing college students' readers' associations, carrying out love book drifting activities, creating "oxygen bar for the soul" and establishing reading festivals. Keren Dali （2020）said that the reading promotion forms of university libraries in North America mainly include inviting individual readers to participate in cooperation, group activities and developing collections and resources to support non-academic reading. According to Smith Rochelle （2008）, university libraries promote readers' reading by showing, guiding, designing programs, cooperating with other libraries, expanding styles, developing readers' consulting skills and so on. Ellen Kleijnen and others found that family reading atmosphere has an important influence on reading attitude and reading behavior, emphasizing the importance of parents as partners of school libraries in promoting reading;

After Aittola M（2003）, a Finnish library scholar, first put forward the concept of "smart library", many scholars began to study it. Sumeer Gul and Shohar Bano linked smart library with smart service, and Bundy Alan proposed that the smart service of library is gradually formed based on the current traditional library service, through the integration of new technologies and the expansion of new ideas. Gaohui Cao and others gave three dimensions of the concept

of smart library: technology, service and people, and put forward three strategic principles. Some scholars have studied the intelligent service mode and discussed the construction of the intelligent library service mode. Giyeong Kim, a scholar, put forward two intelligent service modes of libraries, while Zhang FY, a scholar, thinks that the intelligent service mode of libraries needs to provide accessible, accurate and convenient services for all users.

As for the related technologies of intelligent service, Cheng and others put forward RFID technology to build an intelligent search service system to realize the identification, positioning and tracking of related books in the library, which laid a foundation for the universal application of RFID technology in the library. Chang CC and others studied data mining technology, studied the characteristics of different reader groups by mining users' reading records, and encouraged to predict readers' needs through data mining, thus realizing intelligent search and recommendation.

Hypotheses of the study

In the existing literature related to this study, the following hypotheses are put forward:

1. The willingness to use library resources has a significant positive impact on the reform of reading promotion in university libraries.

2. The characteristic factors of library facilities have a positive influence on the influencing factors of reading promotion reform in university libraries.

3. Librarians' work enthusiasm has a positive impact on the reform of reading promotion in university libraries.

Conceptual Framework
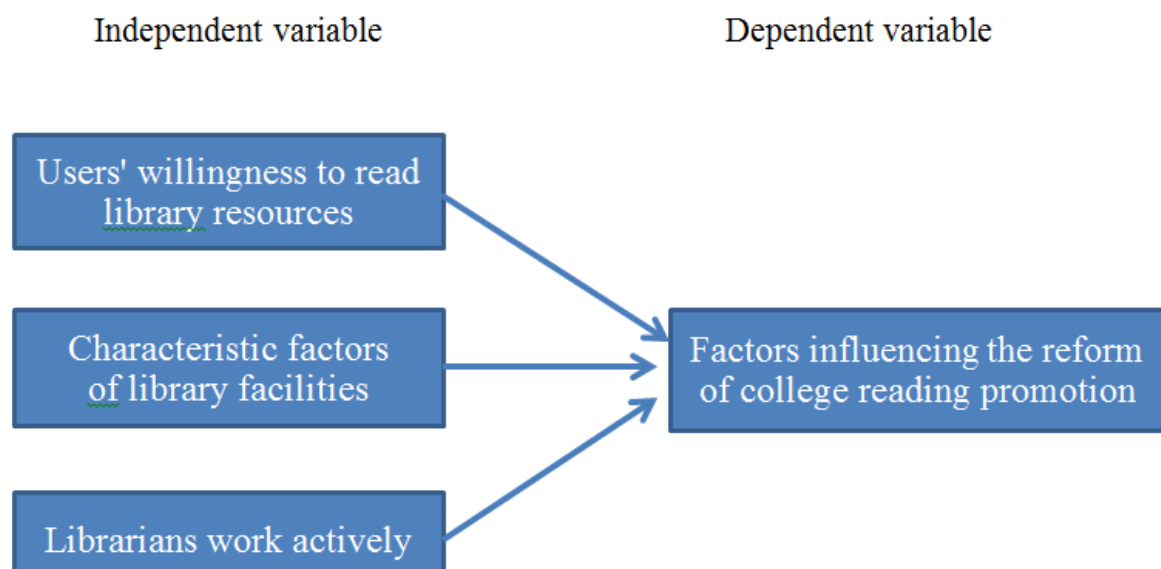
Research Methodology
Sample

Subjects: This study adopts the method of questionnaire survey, selects teachers and students of Jining University as the research objects, randomly selects 400 teachers and students of Jining University as a sample, and takes gender, major and education level as control variables for research.

Research method and design

The questionnaire of this study consists of five parts: the first part to the fifth part are the demographic characteristics of readers, the test of readers' participation in reading promotion activities, the factor analysis test of library facilities characteristics, the analysis of librarians' satisfaction with their work enthusiasm and the analysis of readers' factors on reading promotion reform. The first part counts the basic situation of readers' information, and the last four parts of the scale items require participants to answer according to the Likert scale. According to the description of the items, the scores range from 1 "very disagree" to 5 "very agree".

Analysis of research results

Through reliability analysis and validity analysis, the validity and reliability of this research sample are ensured. Through the variable reliability analysis of the questionnaire and the expert evaluation validity analysis of the questionnaire, to test the practicability of the selected topic.

Reliability Analysis is showed in table 1.

From Table I, we can find that the variable reliability coefficient is greater than 0.9, which shows that the internal consistency of the questionnaire is very high and almost completely acceptable, and that the reliability of the research data is of high quality.

In this study, the author consulted a large number of references. After the questionnaire survey was designed, relevant experts judged it to improve the validity of the prediction questionnaire. The evaluation results are shown in table 2

As can be seen from Table 2, the overall validity of the questionnaire in this study is very high.

Table 1 Reliability Statistics

Variable	Cronbach's Alpha	N of Items
Usefulness	.935 _	6
ease	.919	6
ability	.947	6

Table 2 Expert validity test evaluation form

Expert number	Evaluation of the Overall Validity Design of the Questionnaire				
	very suitable	suitable	basically suitable	inappropriate	very inappropriate
1	✓				
2	✓				
3		✓			
4	✓				

Basic Information Analysis of Samples

In Jining University, readers were invited to distribute questionnaires to them, and 403 questionnaires were collected, of which 400 were valid, with a total effective recovery rate of 99.2%.

For the statistical analysis of the questionnaire, the basic information of 400 valid samples is analyzed by using spss 25.0 software. The specific results are shown in Table 3, Table 4 and Table 5.

It can be seen from Table 3 that the sample selection is based on the gender ratio of male and female readers in the investigated universities, and the ratio of sample to total is close to 1:50, which is in line with reality and the data is reasonable.

From Table 4 it can be seen that the subjects of this survey cover four educational

levels: junior college, undergraduate, master's degree and doctoral degree. Because most of the students in Jining University have junior college and undergraduate degree, and the respondents for master's degree and doctoral degree are teachers with fewer personnel, the proportion of survey results is reasonable, which conforms to the actual proportion of the whole readers of the school and ensures the accuracy of data.

It can be seen from Table 5 that the survey objects cover teachers and students of different majors, which not only ensures the integrity and authenticity of the samples, but also is more conducive to reflecting the different reading directions of different majors. The collected samples basically conform to the overall student distribution structure of Jining University and have good representativeness

.

Table 3 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	186	46.5	46.5	46.5
	Female	214	53.5	53.5	100.0
	Total	400	100.0	100.0	

Table 4 Education level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior college	86	21.5	21.5	21.5
	Bachelor Degree	292	73	73	94.5
	Master Degree	10	2.5	2.5	97
	Doctoral Degree	2	0.5	0.5	100.0
	Total	400	100.0	100.0	

Table 5 Professional background

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Normal class	171	42.7	42.7	42.7
	Non-normal class	229	57.3	57.3	100.0
	Liberal arts	147	36.7	36.7	36.7
	Science and engineering	168	42	42	78.7
	Sports art	85	21.3	21.3	100.0

Analysis of Results

From Table 6 and Table 7, we can see that the characteristics of library facilities, readers' willingness to use library resources and librarians' enthusiasm for work are independent variables, and the influencing factors of reading promotion reform in university libraries are dependent variables for linear regression analysis.

The R-square value of the model is 0.877, which shows that the characteristics of library facilities, readers' willingness to use library resources and librarians'

enthusiasm can explain 87. 7% of the changes in the influencing factors of reading promotion reform in university libraries.

It can be seen from Table 8 that when the model is tested by F, it is found that the model has passed the F test (F=944. 097, P=0. 000 < 0.05), which shows that the model construction is meaningful.

Table 6   Variables Entered/Removed a

Model	Variables Entered	Variables Removed	Method
1	Sum administrator, Sum feel Sum facility[b]	.	Enter
a. Dependent Variable: Sumreform			
b. All requested variables entered.			

Table 7 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.937[a]	.877	.876	.30488

a. Predictors: (Constant), Sum administrator , Sum feel, Sum facility

Table 8 ANOVA a

model		Sum of Squares	df	Mean Square	f	Sig.
1	Regression	163.270	3	87.757	944.097	.000[b]
	Residual	36.902	397	.093		
	Total	300.172	400			

a. Dependent Variable: Sum reform
b. Predictors: (Constant), Sum administrator , Sum feel, Sum facility

Table 9 Coefficients [a]

model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.064	.051		1.251	.212
	Sum feel	-.021	.072	-.005	-.295	.000
	Sum facility	.660	.028	.672	23.370	.000
	Sum administrator	.292	.027	.311	10.971	.000

This paper takes readers' willingness to use library resources, the characteristic factors of library facilities and librarians' enthusiasm as independent variables, and takes the influencing factors of reading promotion reform in university libraries as dependent variables to make linear regression analysis. It can be seen from the above table that the model formula is: the influencing factors of library reading promotion reform = 0.064 +0.021 * the willingness to use library resources +0.660 * the characteristic factors of library facilities +0.292 * the enthusiasm of librarians. The R-square value of the model is 0.877, which shows that the willingness to use library resources, the characteristic factors of library facilities and the enthusiasm of librarians can explain 87.7% of the changes in the factors of library reading promotion reform.

The model has passed the F test (F=944. 097, P=0. 000 < 0.05), which shows that at least one of the library resources use intention, library facilities characteristic factors and librarians' work enthusiasm will affect the level of library reading promotion reform factors. There is an influence relationship, which shows that there is no autocorrelation in the model, and there is no correlation between sample data, so the model is better. Finally, the concrete analysis shows that:

The regression coefficient of the willingness to use library resources is-0. 021 (t=-0. 295, p=0. 000 < 0.01), which shows that the willingness to use library resources has a significant positive impact on the reform of reading promotion in university libraries.

The regression coefficient of the characteristic factors of library facilities is 0. 660 (t=23. 370, p=0. 000 < 0.01), which shows that the characteristic factors of library facilities have a positive impact on the influencing factors of reading promotion reform in university libraries.

The regression coefficient of librarians' work enthusiasm is 0. 292 (t=10. 971, p=0. 000 < 0.01), which shows that

librarians' work enthusiasm has a positive influence on the reform of reading promotion in university libraries.

Comprehensive analysis shows that the willingness to use library resources, the characteristics of library facilities and the enthusiasm of librarians will have a positive impact on the influencing factors of reading promotion reform in university libraries.

Discussion, Conclusion and Recommendations

Research conclusion

This study takes the readers of a university library in Jining City as the research object, investigates by means of questionnaire survey, and combines the actual situation of the university, analyzes the factors affecting the reform of university library, and finds a feasible way for the reform of reading promotion in university library.

It can be seen from the above figure that the characteristics of library facilities, the willingness to use library resources and the enthusiasm of librarians have positive influences on the influencing factors of reading promotion reform in university libraries. That is to say, the more characteristic factors of library facilities, the stronger the willingness to use library resources, the higher the enthusiasm of librarians, and the more favorable the influencing factors of reading promotion reform in university libraries.

Concrete measures

Focusing on the influencing factors of reading promotion reform in university libraries, this paper puts forward some concrete implementation measures of the reform.

1. Using marketing means to promote library services

The willingness to use library resources has a positive impact on the influencing factors of reading promotion reform in university libraries. In terms of library resources, we should be closer to readers' preferences. In terms of services, we should innovate the promotion of digital resources, break through the barriers of reading distance, upgrade artificial intelligence consulting services, and achieve accurate reading promotion services. With the help of some new media, the library can increase the reading volume of the library, which is conducive to the development of the brand building of the library. The library can fully show its high- quality service to the outside world, make use of the propaganda and promotion of new media, build the brand of library's characteristic activities, and publicize the cultural concept of the library, so as to broaden the reading promotion mode of the library and enhance the reading position of the library among readers.

2. Provide readers with barrier-free reading services

The characteristics of library facilities have a positive impact on the influencing factors of reading promotion reform in university libraries. Therefore, in the aspect of library facilities resources, from the reform and construction of literature resources, space resources and equipment resources, it provides comprehensive resource guarantee for the reform; Readers use mobile phones, tablets, networks and other resources to obtain the corresponding information resources of the library at any time. Mobile phones, tablets and other electronic devices are convenient to carry and can provide barrier- free reading services for readers anytime and anywhere. By setting up a barrier-free reading environment for readers, libraries can meet readers' needs for information and facilitate barrier- free communication between readers and librarians. Therefore, in order to meet the needs of readers to obtain information

resources from the library at any time, university libraries can make full use of the new media platform to carry out some corresponding reading services.

3. Improve the team cooperation level of librarians

It is found that librarians' work enthusiasm has a positive effect on the influencing factors of reading promotion reform in university libraries. Therefore, librarians should take readers as the center to carry out management reform, select promotion methods and time, and improve data management mechanism in order to achieve efficient reading promotion management. First of all, to strengthen the construction of learning organization, the team should read the common vision of promotion reform under the background of smart library, carry out regular group learning according to the common vision, form a good learning culture, and work together for the reading promotion reform of library; Secondly, it is necessary to form scientific management norms, clarify positive and negative incentive methods, improve librarians' work initiative, and enhance librarians' motivation to polish their personal abilities and realize self-transcendence; Finally, we should promote the team's progress by means of calibration, compare with other excellent reading promotion teams in university libraries, learn their advanced practices, and make up for the shortcomings of the team in some aspects.

4. Promote multi-party cooperation to improve service quality

At the same time, in terms of external support, teachers are invited to actively participate in reading promotion by recommending professional literature and leading students to read together. Libraries can complement each other's advantages by cooperating with departments and teachers, and by recommending teachers and

disciplines, so as to enhance readers' reading experience. First of all, the library and departments should unite to build a standardized subject service team and create a systematic reading knowledge platform and information space. Secondly, realize the sharing of "talent" resources. Collecting good promoters or reading "creativity" from readers can not only promote library reading promotion, but also arouse readers' enthusiasm. Finally, we can cooperate with database providers, information technology companies, network operators, etc. to carry out reading services and obtain technical support to make up for our own strength.

5. Library should provide diversified services for readers

In the aspect of team building, by popularizing the concept of intelligent service, we can improve librarians' intelligent service ability and team cooperation level, and build a professional team proficient in intelligent library. Reading interactive services can be carried out by using various online media platforms, virtual communities and other platforms. Through various service platforms of the library, using the interactivity of reading, using readers' reading sharing meetings and other ways, readers' tacit knowledge is deeply excavated, and a place is provided for readers to share their experiences with other readers. It can upgrade artificial intelligence consulting service, combine the progress of artificial intelligence with the availability of online resources, apply artificial intelligence to consulting service, liberate librarians from simple problems, and organize and interact quickly with the support of powerful computing power to solve complex problems that cannot be answered manually.

Conclusion

Under the current background of reading for all, the development environment

and situation of libraries are becoming more and more complex. Libraries should combine their own development, make full use of the existing information resources, high- tech services, professional services and other advantages, try to make up for the lack of talents, funds, technology and other aspects, and seize the opportunity of reading for all to promote the development of libraries in the current social environment, such as some electronic resource companies and network periodical institutions to help the reading service of libraries, so as to actively develop the reading promotion reform of libraries.

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    4.7 Research result with pictures, charts or graphs as needed.
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  address)
- abstract
- keywords
- introduction
- objectives
- hypotheses (if any)
- research benefits
- research methodology
  (samples/research instruments/analysis)
- research results and discussions
- recommendations
- acknowledgement (if any)
- references
	- article's title in Thai and in English
	- author's CV
	  (name-surname/affiliation/E-mail
	  address)
	- abstract
	- keywords
	- introduction
	- conclusion
	- recommendations
	- references

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address/E-mail	15	normal, flush left
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(Smith & Wexwood, 2010)

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(Martin-Consuegra, Molina, & Esteban, 2007)

In subsequent citations, only use the first author's last name followed by "et al." in the signal phrase or in parentheses.

Martin-Consuegra et al. (2007)
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Use the first author's name followed by "et al." in the signal phrase or in parentheses.
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(Albright, Wayne, & Fortinbras, 2004; Gibson, 2011; Smith & Wexwood, 2010). or (Harris et al., 2001; Martin-Consuegra, Molina, & Esteban, 2007)

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                      Location: Publisher.

Example: Milgram, S. 1974. *Obedience to authority: An experimental view* (2nd ed.). New York, NY: Harper & Row.

5.2 Book Chapters
Format: Author, A. A., Author, B. B., & Author, C. C. Year. Title of chapter. In A. A. Editor, B. B. Editor, & C. C. Editor (Eds.), *Title of book* (Ed., pp–pp). Location: Publisher.
Example: Lilienfeld, S. O., & Lynn, S. J. 2003. Dissociative identity disorder: Multiple personalities, multiple controversies. In S. O. Lilienfeld, S. J. Lynn, & J. M. Lohr (Eds.), *Science and pseudoscience in clinical psychology* (pp. 109–142). New York, NY: Guilford Press.

5.3 Journal Articles
Format: Author, A. A., Author, B. B., & Author, C. C. Year. Title of article. *Title of Journal, volume*(issue): pp–pp.
Example: Adair, J. G., & Vohra, N. 2003. The explosion of knowledge, references, and citations: Psychology's unique response to a crisis. *American Psychologist, 58*(2): 15–23.

5.4 Thesis/Dissertation
Format: Author, A. A., Author, B. B., & Author, C. C. Year. *Title of article.* [Doctoral dissertation or master's thesis] Name of University.
Example: Bruckman, A. 1997. MOOSE Crossing: Construction, community, and *learning in a networked virtual world for kids* [Doctoral dissertation] Massachusetts Institute of Technology.

5.5 Internet Document
Format: Author, A. A., Author, B. B., & Author, C. C. Date of publication. *Title of Web page.* Retrieved Month Day, Year, from URL (Web address) of the Web page.
Example: Holder, B. J., & Matter, G. 2008. *The innovative organization.* Retrieved December 11, 2016, from http://www.geocities.com/CollegePark/Library/1048/innova.html

5.6 Proceedings of Meetings
Format: Author, A. A., Author, B. B., & Author, C. C. Year. Title of article. In A. A. Editor, B. B. Editor, & C. C. Editor (Eds.), *the Name of Conference* (pp. ..-..). Place of conference.
Example: Shobhadevi, Y. J., & Bidarakoppa, G. S. 1994. Possession phenomena: As a coping behaviour. In G. Davidson (Ed.), *Applying psychology: Lessons from Asia-Oceania* (pp. 83-95). Carlton, Australia: Australian Psychological Society.

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