

Creation of Risk Management Model for Educational Administration of Chinese Higher Vocational Colleges

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Abstract

With the continuous deepening of the reform of higher vocational education in China, Chinese higher vocational colleges have gradually shifted from being arranged by the government to legal entities that independently manage and bear civil liability. The marketization and popularization of higher vocational education not only provide opportunities for the development of them, but also greatly increase the risks of operating schools. Common risk forms include strategic management risks, internal control construction risks, teacher team construction risks, student work risks, campus security management risks, financial management risks, and so on. Based on the principles and processes of risk management, clarifying the logical relationship among the relevant variables of risk management, and constructing the risk management model for educational administration of Chinese higher vocational colleges is to form a scientific and systematic risk management mechanism within them, to effectively manage various potential and practical risks.

Keywords: Risk Management, Educational Administration, Chinese Higher Vocational Colleges

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Introduction

Since the 21st century, with the continuous attention paid by the Chinese government and society to the development of higher vocational education, it has achieved leapfrog development in terms of educational scale, cultivating many urgently needed high skilled talents for the whole society, and providing strong human resource support for local economic and social development. However, due to the rapid expansion of the scale of higher vocational education in recent years, the contradiction among the three major bottlenecks that constrain the development of higher vocational education, namely the conditions for education, the mode of education, and the level of employment, has become increasingly prominent. There are still problems in the development of higher vocational education, such as insufficient coordination between education and industry, schools and enterprises, professional settings and vocational positions, and unclear positioning of educational objectives (Liu Xiao, 2015). Especially for the research on risk management models in educational administration, there is a lack of clear conceptual definition and scientific analysis framework, as well as a lack of sound risk management mechanisms. Therefore, creating a comprehensive risk management model for higher vocational colleges is of great significance for promoting the development of higher vocational education.

Connotation of both Educational Administration and Risk Management

As a sacred and important cause of mankind, education is the driving force to shape the human soul and constantly promote the development of society. It can not only give people rich knowledge, but also improve their overall quality and ability. Educational administration is a standardized management activity that standardizes the entire education system and teaching process to achieve the goal of talent cultivation. Effective educational administration is the key to developing education (Deng Qani, 2014). Only by clarifying the importance of educational administration, analyzing the current problems in educational administration, and taking corresponding measures, can the education system be continuously improved, allowing the education industry to play its due role and potential impact.

From a national macro perspective, educational administration is a series of activities that the country organizes, coordinates, and controls the education system. From the micro level of educational organizations that undertake educational functions, educational administration is a series of activities within educational organizations that plan, organize, lead, control, and innovate educational and teaching tasks under the leadership of the national education administrative department.

Higher vocational education, as a type of education established for the first time in China, has typical cross-border characteristics, crossing the boundaries between profession and education, enterprises and schools, work and learning, and interdependent and mutually promoting regional economic and social development. Therefore, higher vocational education should particularly highlight its rigorous professionalism, rich practicality, and extensive adaptability. It is an important component of higher education, and its development quality is related to the overall development quality of national higher education. Higher vocational educational administration is a means and prerequisite to ensure the quality of higher vocational education. It includes the management of teachers' teaching methods, the management of students' practical learning activities, and the management of the linkage between schools, enterprises, and students (Ly Wei Jian, 2010). Higher vocational educational administration should always adhere to adjusting management objectives, objects, tasks, and strategies based on the market's demand for talent.

School education, like other human social practice activities, carries risks. Only by correctly understanding the objectivity of the risks in school educational administration, carefully studying and adopting prevention and control measures for educational administration risks and conducting education and teaching management activities safely and efficiently, can the function of school teaching and educating people be better played (Tang Hui, 2011). Risk management is an essential link in higher vocational educational administration. As the main body of higher vocational educational administration, higher vocational colleges bear the important responsibility of risk management.

Risk management refers to the organization, centering on the overall objective of the organization's operation, by implementing the basic process of risk management in all aspects of the organization's management and operation process, cultivating a good risk management culture, establishing and improving a comprehensive risk management system, including the organizational function system of risk management, internal control system, risk management

strategy, risk management measures and risk management information system, The process and method of providing reasonable assurance for achieving the goals of risk management.

To evaluate whether a vocational college can effectively manage risks, the first step is to examine whether the risk management mechanism of the vocational college is scientific and sound, and secondly, to evaluate whether it operates the mechanism in an orderly and efficient manner. The risk management mechanism of vocational colleges mainly includes decision-making mechanisms and internal control mechanisms. The strategic risk management of vocational colleges (such as organizational development strategy, investment risk management, etc.) depends on its decision-making mechanism, and the routine or tactical risk management in actual operation depends on its internal control mechanism.

Types of Risk Management for Educational Administration of Chinese Higher Vocational Colleges

At present, there are six main types of risks in Chinese higher vocational colleges:

1. Strategic management risks

Wang Yalan and Shao Hongmei (2022) believe that the strategic management risks of higher vocational colleges include: international cooperation risks, mixed ownership reform risks, investment risks and other strategic risks (Wang Yalan et al., 2022). The development planning risks and scale expansion risks of higher vocational colleges belong to strategic management risks.

2. Internal control construction risks

The quality of internal control construction in higher vocational colleges will directly affect the quality of teaching, finance, scientific research, and other work in them (Liu Tian, 2020). To effectively strengthen the risk resistance ability of higher vocational colleges, it is necessary to optimize their internal control. They should start from the current situation of their internal control construction, conduct in-depth discussions on the existing problems, and propose targeted optimization measures.

3. Teacher team construction risks

There are serious structural imbalances in the teaching staff of higher vocational education in China, a serious shortage of "double qualified" teachers, and overall low quality of teachers and so on (Liu Xu et al., 2017). Higher vocational colleges should, following the

national higher vocational education teacher qualification standards, increase the efforts of the teacher team in "talent selection, employment, education, and retention", establish and improve cooperation mechanisms for full-time and part-time teachers, and take measures such as improving the treatment of teachers to attract and motivate outstanding talents.

4. Student work risks

Student work risks in higher vocational colleges can be roughly divided into six kinds of risks: political risk, Moral risk, academic risk, safety risk, mental health risk, legal risk, etc. (Guo Changchun et al., 2016). Students are the training targets of higher vocational colleges, and student management is an important part of teaching work. Establishing a long-term risk management mechanism is conducive to improving the scientific level of student management in higher vocational colleges.

5. Campus security management risks

Campus security management risks are an important task in higher vocational colleges. Conduct cost-benefit and supply-demand analysis on campus security risk management in higher vocational colleges from an economic perspective, and construct its economic analysis model (Guo Shao Jun, 2019). This provides a reference paradigm for campus security risk management in higher vocational colleges, which helps to improve their level.

6. Financial management risks

Financial management risks in higher vocational colleges exist in various aspects of financial management. They include institutional risk, budget risk, income risk, expenditure risk, bill risk, asset risk, liability risk, and accounting foundation risk (Cui Jianguo, 2018). Propose risk management strategies from the key points of financial management in higher vocational colleges, which is beneficial for improving the level of financial risk management.

In short, the forms of educational risks in higher vocational colleges go far beyond the above. However, the above risk types are the main categories in the risk management of higher vocational education. Corresponding risk response strategies and plans are proposed for these risk types, thus forming a risk management system for higher vocational colleges.

Problems in Risk Management for Educational Administration of Chinese Higher Vocational Colleges

At present, there are several main problems in risk management for educational administration of Chinese higher vocational colleges:

1. Risk awareness is not fully universal. The risk awareness of teachers, students, and administrative logistics personnel in higher vocational colleges is not strong, and they have not yet achieved full risk education and established full risk awareness.

2. Lack of early warning and solutions for hidden risk events. Emphasizing the handling of explicit risk events, while not paying enough attention to implicit risk events, or lacking strategic and tactical thinking. Risk management is still in the stage of dealing with explicit risk events such as campus personal safety and facility equipment safety, while the perception of implicit risks such as school reputation and brand power is not strong, there is no warning mechanism, and there is a lack of solutions.

3. Lack of advance exercise for risk emergency response. Usually, solutions are proposed only when risks arise, and measures to deal with various possible situations are not prepared and rehearsed before the risks occur.

4. Lack of reward and punishment mechanisms for risk management effectiveness. The division of risk management functions and responsibilities is not clear, and the phenomenon of taking credit and pushing responsibility is serious.

The Construction Logic of Risk Management Model for Educational Administration of Chinese Higher Vocational Colleges

The logic of creating a risk management model for educational administration of Chinese vocational colleges is: according to the principles of risk management and the basic process of risk management, collect initial information on risk management, analyze the problems in risk management in vocational colleges, identify risk types, conduct risk assessments, propose corresponding risk management strategies, execute risk management plans, and supervise and control at the same time, Finally, evaluate and summarize the effectiveness of risk management. Specifically, it includes the following eight aspects: internal environment, goal

setting, item identification, risk assessment, risk response, control activities, and information and communication.

On February 15, 2018, International Organization for Standardization (ISO) issued the ISO 31000:2018 Risk Management Guide, which is an upgraded version of the first global risk management guide issued in 2009. According to this guideline, the standards for risk management mainly include three parts: the principles of risk management, the framework of risk management, and the process of risk management. Each component is interrelated and interacts with each other in the cycle.

1. The principles of risk management

The principles of risk management provide theoretical guidance for effective risk management and are a prerequisite for ensuring that organizations achieve good risk management results. It mainly includes eight principles: integration, structuration and comprehensiveness, customization, inclusiveness, dynamism, effective information utilization, personnel and cultural factors, and continuous improvement.

2. The framework of risk management

The success of risk management depends on the effectiveness of the management framework. The framework of risk management includes six elements: leadership and commitment, integration, design, implementation, evaluation, and improvement, set in the specific environment and different levels of the organization, integrated into the process of risk management, providing the foundation and guarantee for risk management for the organization.

3. The process of risk management

The process of risk management consists of six activities, namely communication and consultation, scope and background standards, risk assessment, risk response, recording and reporting, and monitoring and review. Its "main cycle process" consists of "risk identification - risk assessment - risk response - monitoring and review". The starting point of the cycle is "risk identification" (including dividing the risk scope, researching the risk background, and confirming the risk standards), and the ending point is "monitoring and review".

How to Implement Risk Management Model for Educational Administration of Chinese Higher Vocational Colleges

According to the risk management model of higher vocational educational administration and the principles and processes of higher vocational education risk management, this model is implemented from the aspects of risk management plan formulation, risk management identification, risk management estimation, risk response technology and tool selection, and risk management effectiveness evaluation.

1. The historical analysis and realistic thinking of the reform of the educational administration model in Chinese higher vocational colleges. It analyzes the theoretical and practical space of the reform of the risk management model for the educational administration of Chinese higher vocational colleges based on stakeholders.

2. The classification and interest demand analysis of stakeholders in Chinese higher vocational colleges. Using the Mitchell classification method, from the three aspects of legitimacy, rights and urgency, through empirical investigation, clarify the categories of stakeholders that affect the model of operating higher vocational colleges, and then analyze the interests and needs of all stakeholders in the process of operating schools.

3. Analyze the conflict among the interests and demands of the main stakeholders in the process of operating Chinese higher vocational colleges. To further clarify the obstacles to the innovative construction of risk management model for educational administration of Chinese higher vocational colleges.

4. Seek the interest's coordination between higher vocational education and stakeholders. Use the theory of interests' coordination to analyze the role orientation of all stakeholders in the process of operating Chinese higher vocational colleges and seek the balance of interests of all stakeholders.

5. Based on the types of risk variables in the risk management model for educational administration of Chinese higher vocational colleges, continuously improve response strategies and solutions for different types of risks, and thus form a sound risk management system.

6. Strengthen the exercise of risk warning plans. At the same time, summarize and analyze the experience, operational mechanisms, and development trends of risk management in higher vocational education in developed countries, and promote the innovative development of risk management in Chinese higher vocational education.

Conclusion

At present, although Chinese higher vocational education has achieved significant results, there are still many problems and shortcomings in the educational administration system, teaching management mode, and education operation mechanism, especially in the imperfect risk management mechanism. The difficulties and challenges of educational administration in Chinese higher vocational colleges are often reflected in the response and handling of uncertain factors such as risks and crises. Therefore, based on the specific situation and existing problems of Chinese higher vocational colleges, we will innovate and construct a comprehensive risk management model in the educational administration of Chinese higher vocational colleges based on stakeholders, formulate practical response strategies and solutions, and concretize them into the goals, steps, main tasks, and important measures of medium - and long-term reform. It is of great and positive significance to rationalize the relationship among government, industry, enterprises, and schools, to rationalize the logical relationship between risk variables, to reduce the negative effects of educational risks, to improve the educational administration level and educational efficiency of Chinese higher vocational colleges, to meet the talent needs of social development, to better serve local economic construction, and to achieve stable, healthy, high-quality, and sustainable development of Chinese higher vocational education.

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The Model of Mental Health Education Management in Chinese Universities

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Abstract

Mental health management in Chinese universities is an important issue in the current field of educational management in China. With the increasing social pressures and intense competition in education, mental health problems among Chinese university students are becoming increasingly prominent. This paper aims to explore the current management model of mental health in Chinese universities and attempt to identify some improvement methods. The paper begins by describing the origin and development process of the management model of mental health education in Chinese universities, providing a detailed explanation of the concept, elements, organization, and resources of mental health education in higher education institutions. Furthermore, the paper presents recommendations for improving the management model of mental health in Chinese universities. It is recommended to increase the budget for psychological health education and enhance collaboration and coordination among relevant departments to form a more comprehensive management system, ensuring the rational allocation of resources and smooth flow of information. Additionally, it is proposed to enhance the development of the faculty by improving the professional qualifications and service levels of mental health professionals. Moreover, increasing the awareness of mental health among school leaders and placing greater emphasis on addressing and prioritizing student mental health issues is also crucial.

Keywords: Mental health education, Education management, Chinese universities

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Introduction

In recent years, the mental health problems of university students have attracted global attention. In every country, there are some university students who lose themselves due to mental problems, suffer from emotional troubles, affect their studies and lives, and even drop out of school. The American Council on Education reports that 70% of university presidents say their most pressing issue is student mental health. The mental health of faculty and staff are also a chief concern. (World Economic Forum(WEF), 2022) Chinese universities also face the same issues.

In China, all higher education institutions are equipped with mental health education service personnel to provide mental health education for students. The Ministry of Education in China has stipulated that universities must provide full-time mental health education teachers in a ratio of no less than 1:4000 of the student population, with a minimum of two teachers per school. Chinese universities have established campus mental health service centers, offering mental health courses, organizing promotional activities, and providing counseling and support services for students facing mental health challenges. These elements together form the unique model of mental health education management for Chinese university students.

The core goal of the model of mental health education management is to provide comprehensive support and resources to help students establish positive mental attitudes and develop the ability to cope with stress. The implementation of this model typically involves multiple levels of stakeholders, including students, faculty and staff, parents, and community resource providers. Schools play a crucial role in promoting mental health education by formulating relevant policies and guidelines, providing necessary training and support, and creating a positive campus environment. Faculty and staff also play an important role in the classroom, as they can provide care and support, as well as timely guidance for students to seek help.

The effectiveness of the model of mental health education management for university students has been widely recognized and acknowledged. By providing timely support and intervention, this model can help students reduce stress, improve their mental health status, and enhance their academic performance and quality of life. Such educational management

contributes to creating a supportive and inclusive campus environment, providing a solid foundation for students' overall growth and development.

Background of Mental Health Education Management

With the continuous increase of social pressure, mental health issues are widely prevalent among universities in China. According to the 2020 Mental Health Blue Book of China's National Mental Health Development Report (2019-2020), 18.5% of college students have a tendency towards depression, 4.2% have a high risk of depression, and 8.4% have a tendency towards anxiety. These psychological problems not only affect students' learning, life, and future development but also bring many challenges in terms of management, education, and public services to the schools. Therefore, it is imperative to study and innovate mental health education management in universities.

Modern campus mental health education originated in the United States. As early as the 1890s, a psychological clinic was established in Pennsylvania to provide psychological services to teachers and students. The development of school mental health education in the United States can be roughly divided into three stages. Before 1940, it mainly focused on children with mental disabilities or developmental disorders. After that, for the next 20 years, it began to focus on problem students. Since the 1970s, it has been directed at all students, teachers, and parents, with a focus on prevention and comprehensive services.

Since the 1980s, the mental health education in China has been gradually heating up, as some schools spontaneously organized mental health education. The Chinese Ministry of Education also issued a series of student mental health-related policies and guidance documents to offer official guidance. The policy of mental health education in China started from scratch, established a system gradually, and reflected the main concerns and development trends of Chinese mental health education.

The Development Process of Models for Mental Health Education Management in Chinese Universities

The work of mental health education in Chinese universities began in the mid-1980s. According to its main management models, it can be divided into three stages: obstacle-oriented psychological counseling, developmental mental health education, and psychological education.

Stage One: Obstacle-Oriented Psychological Counseling Model

Starting in 1985, some Chinese universities in Shanghai, Beijing, Zhejiang, Shaanxi, and other areas started to offer psychological counseling services. In 1989, the results of a mental health survey conducted on college students by the Chinese Ministry of Education showed that 20.23% of the 126,000 students surveyed experienced varying degrees of psychological obstacles. In order to ensure the healthy physical and mental development of university students, psychological counseling activities were rapidly developed for university students. From 1984 to 2000, the psychological health education model in Chinese universities mainly focused on psychological counseling. Staffs of the psychological counseling centers provided individual psychological counseling to university students who had psychological problems and solved the visitors' psychological problems one-on-one.

Stage Two: Developmental Psychological Health Education Model

Although psychological health education in Chinese universities developed rapidly after 1985, the obstacle-oriented psychological counseling model, which emphasized treatment over prevention, obstacles over development, could not meet the psychological needs of university students. Based on this, the mental health education in Chinese universities began to adjust its idea. In 2001, the Chinese Ministry of Education issued the document "Opinions on Strengthening Mental Health Education for University Students in Ordinary Higher Education Institutions" to promote mental health education in universities for the first time in the form of a special document, establishing the concept of developmental psychological health education. The developmental psychological health education model follows the laws of student physical and mental development and helps individuals to solve psychological conflicts in their developmental processes appropriately based on individual characteristics such as age, personality, and growth environment through various forms such as psychological

counseling, psychological health education courses, and practical activities. The model also aims to help individuals understand themselves, tap into their psychological potential, enhance their psychological qualities, promote their personality development, and improve their character.

Stage Three: Psychological Education Model

In December 2017, the Chinese Ministry of Education issued the document "Implementation Outline for Improving the Quality of Ideological and Political Work in Higher Education Institutions" and proposed to construct a "top ten" education system. Psychological education became a new model of mental health education in Chinese universities. Psychological education refers to the active psychological guidance of educational objects based on the laws of physical and mental growth and educational regulations. It relies on the "four-in-one" work pattern of education and teaching, practical activities, counseling and guidance, and prevention and intervention. The aim is to alleviate students' psychological confusion, develop their psychological potential, enhance their psychological qualities, improve their personalities, and cultivate new era individuals with ideals, abilities, and responsibilities.

Overview of the Model of Mental Health Education Management in Chinese Universities

Chinese scholars Guangrong, Jiang and Mengping, Lin (2000) believe that the model of mental health education management in schools should be constructed from three aspects: (1) Concept. Mental health education is a practice, but it should be based on a concept. If the model is limited to practical explanations, it cannot establish the rationality of the various elements of the system, nor can it establish the legitimacy of mental health education itself in schools. (2) Elements. The elements that form the basic framework of the model include the objects, goals, content, approach, and method of mental health education in schools. (3) Organization and Resources. This is the support and guarantee system for the implementation of mental health education in schools, which involves issues such as who is responsible for mental health education, how to allocate and coordinate resources, and how to use existing school and social resources. American scholar Shaw (1973) believes that the mental health

education model in schools should mainly answer three questions: who should receive counseling, why counseling is necessary, and how to conduct counseling. Although the views of domestic and foreign scholars may seem different, the essential contents are consistent. The model of mental health education management studied in this paper mainly includes the concept, elements, organization and resources of mental health education.

Concept

The psychological issues faced by current Chinese university students mainly involve multiple aspects such as life, study, and employment. Many students lack of the ability to regulate their own emotions and may feel depressed, anxious, or even suicidal under conditions of inadequate communication. These psychological issues have attracted widespread attention from various sectors of society.

In order to help students better solve their psychological problems, many universities have established professional psychological counseling centers to provide counseling services for students and teachers. Through these psychological counseling centers, students can obtain professional help and support, and psychological counselors can also understand the problems faced by students and help them find suitable solutions as much as possible. These psychological counseling centers have achieved significant results.

However, in order to form a long-term mechanism, we cannot rely solely on the help of psychological counselors. Universities should actively build education resources that are more in line with the actual needs of students, and provide more diversified and personalized psychological health services to assist students in improving their adaptability to life, emotional management, interpersonal communication skills, and ultimately improve their psychological health.

Elements

In the 40 years of development of psychological health education management in Chinese universities, the "Four-in-One" model of psychological health education has gradually formed, which includes education and teaching, cultural activities, counseling services, and preventive intervention as its core content.

Education and Teaching. Chinese universities have incorporated the course of mental health education into the overall teaching plan of the school, and have introduced the compulsory course "Psychological Health Education for College Students". Additionally, a

series of practical courses and elective courses related to mental health are also offered as complementary to the compulsory course.

Cultural Activities. Chinese universities widely promote psychological health knowledge through regular cultural activities. These activities take the form of various events and practices, such as the May 25 Student Psychological Culture Festival, World Mental Health Day on October 10, specific school-based activities, and other psychological practice activities. Psychological health education is integrated into students' life and learning in a more diverse and interesting way.

Counseling Services. In recent years, Chinese universities have continuously optimized their psychological counseling service platforms, strengthened hardware construction, and established counseling centers, emotion ventilation and Sandplay Therapy Room, etc. The university has improved the counseling service work mechanism and management system. With the advent of the post-epidemic era, university counseling services have gradually expanded from face-to-face counseling to forms of counseling, such as telephone counseling and online counseling, to meet the diverse needs of student counseling.

Preventive Intervention. Most Chinese universities have established a warning and control system, streamlined the management mechanism of the school-college linkage, home-school cooperation, and medical education, and improved the psychological crisis intervention mechanism of education prevention, information warning, intervention management, referral, and follow-up. In recent years, the focus of university work has shifted from psychological crisis intervention to crisis prevention education, emphasizing the cultivation of students' psychological quality to promote their overall development.

Organization and Resources

According to documents from the Chinese Ministry of Education (Chinese Ministry of Education(CME) ,2021), Chinese universities are required to strengthen daily early warning and prevention control. Each university is requested to establish a comprehensive and sound " University-school-class-dormitory" four-level early warning network.

The psychological education institutions in most Chinese universities have established a four-tiered working mechanism of "University-school-class-dormitory" for mental health education. This includes the following:

First level - Psychological Health Education and Counseling Center;

Second level - School Psychological Health Education Workstation;

Third level – Class Student Psychological Mutual Aid Group;

Fourth level - Dormitory Psychological liaison.

Through this mechanism, the four resources of university, school, class, and dormitory can play a role.

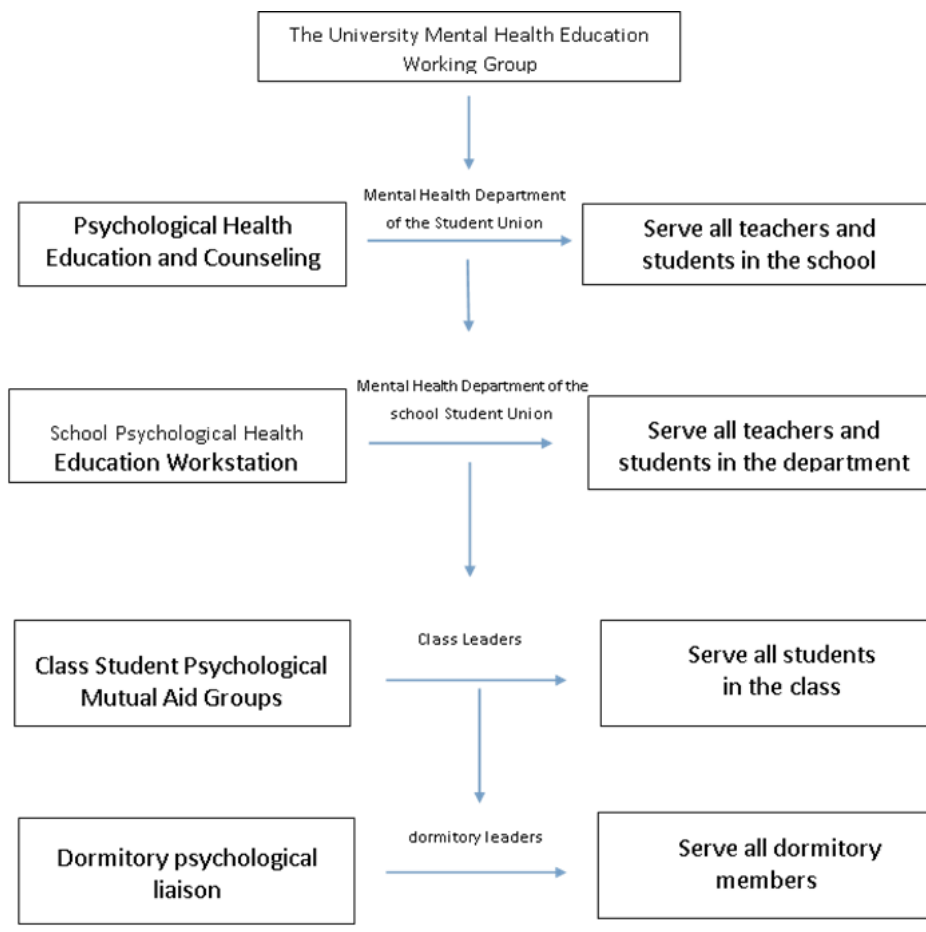


Figure 1: Four-tiered working mechanism of "University-school-class-dormitory".

Enhancing the Management Model of Mental Health Education in Chinese Universities

With the continuous development and progress of society, psychological health education in Chinese universities is receiving increasing attention. In order to achieve sustainable development of psychological health education and help students grow and develop, efforts should be made to enhance the management model of psychological health education in universities. Based on current research, several aspects can be considered.

How to Implement Risk Management Model for Educational Administration of Chinese Higher Vocational Colleges

Increase resource investment.

Universities should increase the budget for mental health education management and appropriately adjust resource allocation. This includes increasing the number and scale of mental health education institutions, providing more psychological counselors and counselors, and improving mental health education facilities and equipment.

Establish a comprehensive management system.

Universities should establish an interdisciplinary and comprehensive management system for mental health education, integrating various resources and services to promote information sharing and collaborative work. Departments should enhance cooperation and communication, forming an efficient network for mental health management.

Strengthen faculty development.

Cultivate more highly qualified and experienced psychological counselors and counselors. Universities should provide more training opportunities and professional development support to enhance the professional level of practitioners in mental health education management.

Strengthen the attention of school leadership.

University leaders should enhance their understanding and awareness of mental health education, incorporating it into the important agenda of university development. The leader should provide resource support, establish clear policy guidance, and actively participate in and promote the management of mental health education.

Overall, enhancing the management model of mental health education in Chinese universities requires a comprehensive and long-term effort. Through increased resource investment, the establishment of a comprehensive management system, faculty development, and strengthened leadership attention, universities can promote the improvement of student mental health and provide better support and assurance for their overall development.

Conclusion

In conclusion, the mental health education management model in Chinese universities aims to meet student's needs by providing various services and activities, including regular counseling and therapy sessions, mental health education courses, group support activities, and mental health promotion events. Through these initiatives, schools can enhance students' awareness of mental health issues, improve their emotional regulation and problem-solving skills, and establish healthy social support networks. This model takes into account the unique challenges faced by Chinese university students, such as academic pressure, adaptation to campus life, and societal expectations. It emphasizes early intervention and prevention of mental health problems, implementing comprehensive measures through both individual and group approaches. In the future, the mental health education management model for Chinese university students will continue to evolve and improve. With the increasing societal emphasis on mental health, schools will further strengthen the provision of mental health services and support to meet the diverse needs of students. Additionally, the government and various sectors of society will actively participate, providing more resources and support, to collectively promote the progress of mental health education for Chinese university students.

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Dilemma and Outlet of Knowledge Management for Student Affairs Management in Higher Vocational Colleges

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Abstract

Knowledge management is a multidisciplinary field involving people, technology and processes. The application of knowledge management for student affairs management in higher vocational education colleges is not only an inevitable requirement for the development of the new era, but also responds to the development trend of the reform of student affairs management mode and working mechanism in higher vocational education in China in recent years. This is the innovative performance of knowledge management in the application of student affairs management in higher vocational education. Reasonable application of knowledge management not only helps to stimulate the vitality of the student affairs management team, and improve the sharing, dissemination and innovation of knowledge, but also improves the work performance of student managers, stimulates the innovation consciousness of managers and improves the core competitiveness of colleges and universities. However, at present, there are still many weak links in the application of knowledge management in the process of student affairs management in vocational colleges in China: unstable student affairs administrative team, antiquated management methods, the insufficient role of higher vocational college promotion, the resistance of the personal behavior, loose organizational structure, barriers to organizational learning and difficulties in knowledge sharing. This study mainly proposes targeted solutions to the above difficulties to

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maximize the integration of effective resources in higher vocational colleges, to explore new student affairs management models and to improve student affairs management.

Keywords: Higher Vocational Colleges, Knowledge Management, Student Affairs Management

Introduction

With the advantage of the knowledge economy and information age, knowledge plays an important role in economic development and becomes the most important capital of an organization. Being under such a big background, the use of knowledge management practices is widely considered to be a way to enhance organizational performance in business, government and other organizations. Knowledge management plays an important role in any organization by facilitating the capture, storage, transformation and dissemination of knowledge in order to achieve organization goals (Agarwal., Poo,D.C.C., and Goh, J.M. 2005). Knowledge management concepts are gaining acceptance in the field of education. Being a talent base integrating knowledge, application and innovation, colleges become the main battlefield for the exploration and practice of management theory. Dhamdhere, S.N. (2015) states a successful knowledge management implementation in an educational institute is a bigger challenge when compared with commercial outfits. According to Petrides, L.A. and Nodine, T.R. (2003), in the educational context, knowledge management is explained as a set of practices that helps a college to improve their teaching, research and administrative roles and encourage the use and sharing of data and information in decision making.

Student affairs management is a particularly important part of college educational administration in Chinese colleges. Student affairs management is a knowledge-intensive work, which requires the integration of multi-disciplinary knowledge. It is important to adopt knowledge management. Facing the knowledge economy, the management of student affairs in colleges is faced with a rare opportunity, but also full of challenges. At present, great changes have taken place in the fields such as the social politics, the economic culture, the social function, the value orientation, the thinking mode and the behavior mode and group evolution of young students. These changes have put forward new requirements for the functional tasks, scale structure, work contents and methods of the student affairs management (Sun, L.W. and Zheng, Y.2011). Shi, J.F. and Yang, M.R. (2014) regard that the traditional management of college student affairs and educational model will be seriously challenged affairs management.

As a new management mode, there are unique advantages of knowledge management for student affairs management. In the case that the application of knowledge management for student affairs management in higher education colleges is relatively backward, finding out

the suitable methods for student affairs management in higher education colleges to establish the management departments and to formulate knowledge management processes in order to promote knowledge accumulation and sharing, as well as the conversion between tacit knowledge and explicit knowledge, so that it can achieve the purpose of improving the management department's resilience and innovation ability, and improving student affairs administrators' abilities and work efficiency.

The Connotation of Knowledge Management for Student Affairs Management in Higher Vocational Colleges

In essence, student affairs management in higher vocational colleges refers to the process of planning, organizing, coordinating and controlling the study and activities of college students. College students are the main body, college students are the training goal, and all-round education and management are carried out for students according to the national policies, principles and regulations. It is also the process of college students' planned and targeted learning (Zhao, H.P.,2011). In China, in a broad sense, the concept of "student affairs management" includes not only student administration in a narrow sense, but also the management of college students' ideological and political education, including students' ideological and moral management, healthy body and mind management, classroom learning management, labor management, aesthetic education management, extracurricular activities management, etc. Some even cover students' management with ideological and political education management. Ou, X.L. (2005) also refers that student affairs management includes ideological and political education, daily management, and various kinds of guidance and services for students.

The global economic integration, the differentiation of cultural values, and the plurality of moral evaluation standards have profoundly affected the students in higher vocational colleges. The traditional management mode and single working mechanism of college students' affairs can't adapt to the background of knowledge economy, and the management mode and operating mechanism of college students' affairs need to be reformed and innovated.” Knowledge permeates the whole process of student affairs management, which not only challenges the working mode of student affairs management, but also requires the student affairs management team to change their thinking and strengthen the knowledge-

based construction of the team. Meanwhile, the management of student affairs in higher vocational colleges should adapt to the characteristics of students. Because each student's growth environment and background are different, their ideas are also very different, and their values tend to be diversified. Colleges and universities need to carry out targeted work according to the characteristics of college students, so student affairs management is a complex and systematic work. It is also a knowledge-intensive work, which requires the integration of multi-disciplinary knowledge.

Knowledge management is the formal management of knowledge, so as to facilitate the generation, acquisition and reuse of knowledge. Knowledge management should apply knowledge concretely, and guide practice through knowledge, so as to make Explicit knowledge internalization and tacit knowledge externalization (Nonaka and Takeuchi ,1995) as it can be seen in Figure 1, which is conducive to the transmission and sharing of knowledge

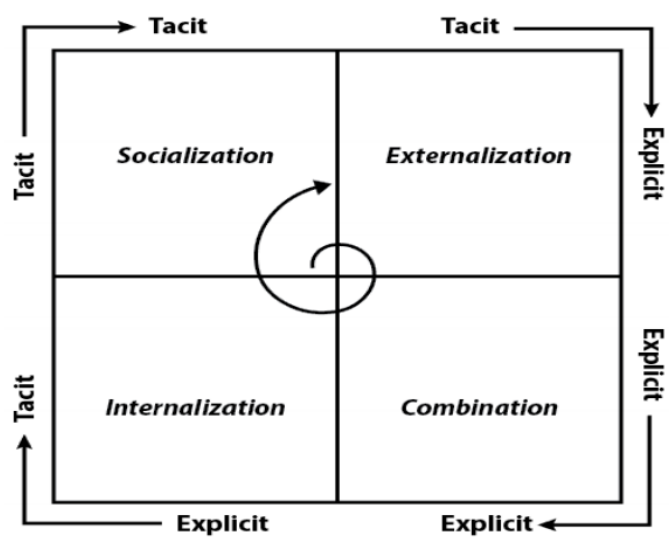


Figure 1: The Knowledge Spiral

Knowledge innovation is the highest target of knowledge management. Innovation for student affairs management is an objective requirement of the development of the times. Only by maintaining continuous innovation in student affairs management can higher vocational colleges adapt to the development of the situation and improve the level of management. With the deepening of the reform of higher vocational education in China, student affairs management is bound to face more and more new situations and encounter

more and more new problems, and it is a big problem to solve the contradiction between new situations and new problems, and old ways and old routines. In fact, the majority of front-line student affairs administrators have created many effective initiatives of knowledge management that can further improve and strengthen this innovation to enrich student work. Knowledge management is the process of creating, sharing, using and managing the knowledge and information of an organization. Andreev, Ivan. (2022) also notices that knowledge management can be separated into three main areas: accumulating knowledge, storing knowledge and sharing knowledge. Thus, knowledge management for student affairs management is the knowledge resources within the higher vocational colleges should be managed effectively to meet the knowledge needs of the organization, promote the transformation, sharing and innovation of knowledge within the organization, avoid the waste of knowledge, increase the knowledge accumulation of the organization and improve the core competitiveness of the organization.

The Main Dilemma of knowledge management for student affairs management in Higher Vocational Colleges

The Unstable Student Affairs Administrative Team

Firstly, Higher education colleges do not know enough about the importance of student affairs management, and often neglect the important role of student affairs management and student affairs administrators to the stable development of the colleges and the growth of students, and do not make enough in supporting the student affairs administrative team, investing in the construction of them and creating good working conditions.

Secondly, there are some misunderstandings about student affairs administrators among other teachers in the colleges, such as "only those who cannot be academic teachers can do student affairs management" and "everyone can do the student affairs management". As a result, student affairs administrators suffer from the "professional embarrassment" of lacking identity.

Thirdly, student affairs administrators are under heavy workload and pressure, and their remuneration is low, so they have limited prospects for personal development. Since there is no professional training for prospects in higher vocational colleges, student affairs management is not a promising career, which can neither make the existing managers feel

comfortable to work for a long time nor attract relevant professionals to join the student affairs management career, and the management of student affairs administrative team ignores the professional orientation, which causes the lack of professionalism and professionalism of student workers. As a result, student workforce turnover is too frequent, and even student work positions are called "temporary posts" and "transit stations".

These above three factors cause instability in the student affairs administrative team, which is not conducive to the knowledge transfer and sharing in student affairs management, and makes it difficult to apply knowledge management.

The Antiquated Management Methods of Student Affairs Management Under Knowledge Management

From the viewpoint of the current management style of student affairs management in higher vocational colleges, the straight-line functional section management style is the main way. However, from the perspective of knowledge management, this management style is still rough, and in the new era of student affairs environment in colleges, two major shortcomings are highlighted: First, it cannot adapt to the current requirements of the proliferation of student affairs management tasks and strive to carry out student-oriented work comprehensively, and it cannot adapt to the new requirements of student affairs administrators' and their teams due to the proliferation of information and knowledge. If higher vocational colleges still follow the original top-down command and execution management, not only can they not adjust the working strategies according to the changes of student affairs management needs and working environment, but also can easily form a disconnection between education and the actual situation.

Secondly, one student affairs counselor directly faces the front-line work, forming a situation of "hundreds of tasks from above and only one person doing it", which is not conducive to the strength of the student affairs administrative team as a whole. The original management style tends to put the responsibility on the individual, each student affairs administrator is responsible for the orders and requirements from different authorities and superiors, each person can only complete the task based on his or her own knowledge and experience, and if the student affairs administrator responsible for a specific task is not in place in time, there will be a vacancy in the work of one person, and no one can replace the remedy.

Resistance in the personal behavior of student affairs workers

1. Ambiguity in understanding

Some student affairs counselors think that knowledge management is a matter for the leaders, and it does not matter much to them personally. Some student affairs counselors are so busy with daily affairs that they lack an understanding of knowledge management and its necessity, and thus lack enthusiasm for knowledge management.

2. Influence on the value of tacit knowledge

The awareness that knowledge is an intangible asset is strengthened, and what has value is not willing to be contributed. Many student affairs counselors think that the tacit knowledge they possess is their personal value, and if they share this tacit knowledge with others, they may lose the "authority" in this area. As a result, student affairs counselors may develop an "aggregation mentality" to prevent others from possessing their unique tacit knowledge and are reluctant to knowledge sharing (Liang, Q.C. 2011).

The Loose Organizational Structure

The current organizational structure of student affairs management in higher vocational colleges in China is shown in Figure 2.

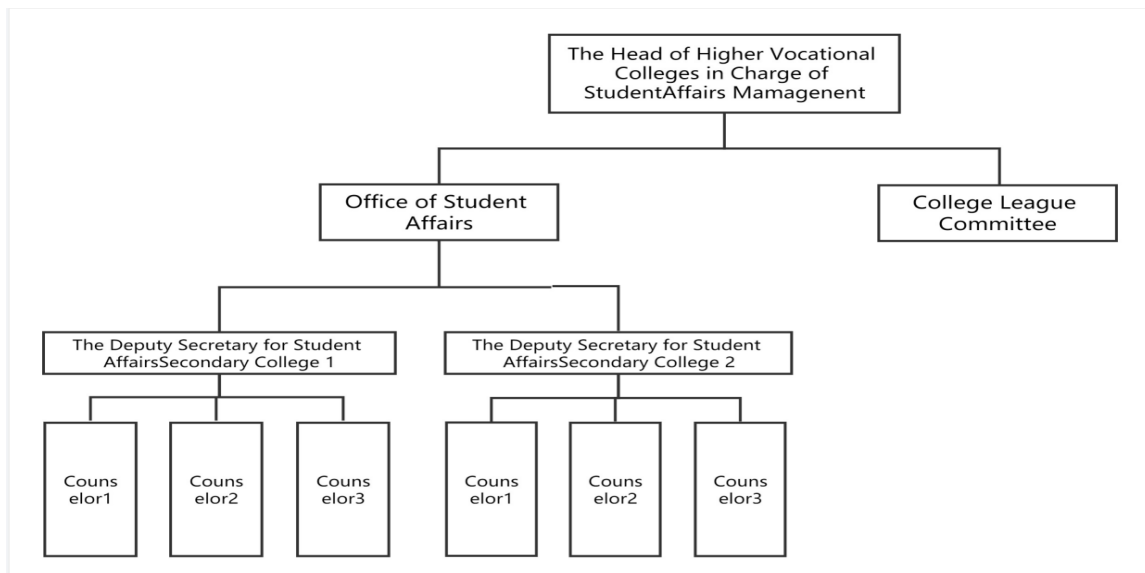


Figure 2: The current organizational structure of student affairs management in higher vocational colleges in China

This organizational structure has a great organizational looseness defect in the current student affairs management environment: the student affairs management workers directly facing the front line are isolated by the linear hierarchical authority relationship, a tight organizational structure in a straight line, but very loose in a horizontal way.

Specifically, front-line student affairs administrators are in a critical position because they have to translate the demands of their superiors into demands on students through specific educational activities, and at the same time they have to smoothly reflect student needs and timely conditions to higher levels, and their work status directly determines to a large extent the effectiveness of student affairs administration. The current situation is that the front-line student affairs workers can keep close contact with their parent organizations in the line function hierarchy, but horizontally they are separated by faculties and departments and lack communication and contact, so they cannot bring into play the overall ability of the student affairs management team and rely more on the individual ability of the student affairs management workers and cannot form an organic whole. This is not conducive to the development of the potential of student affairs managers and knowledge management.

The Barriers to Organizational Learning

The term organizational learning intellectual disability refers to the various factors that pose barriers to the learning behavior of organizations and their members. As colleges and universities strive to change and improve, organizational learning has emerged as an important tool to facilitate change. Peter St. Gee proposed seven major intellectual barriers to organizational learning, mainly limited thinking, blaming outside, lack of initiative in holistic thinking, focus on individual events, stories of boiling frogs, the illusion of learning from experience, and the myth of managing groups (Kezar, Adrianna J.; Holcombe, Elizabeth M.2020).

The same organizational learning barriers exist in the student affairs administrative team, mainly in the following: Firstly, there is a lack of holistic thinking. Contrary to the systematic thinking of “knowledge management organization”, the “limited thinking” in the student affairs administrative team of higher vocational colleges has become a major intellectual obstacle to the development of student affairs. The main reason for this lack of holistic consciousness is that student affairs administrators tend to focus on the scope of their own departments and faculties, each focusing on his or her own duties and responsibilities, without a sense of responsibility for the results of the interaction of all functions. Secondly, there is a lack of common recognition of the vision. At present, the vision of the student affairs

management workforce in higher education institutions basically stays on the report and is not proposed by the leaders in the organization, nor is it commonly recognized by everyone in the organization. Thirdly, there is an obsession with experience and practice. Years of experience in student affairs management have become a kind of burden on the student affairs management team, which not only makes the student affairs management workers form stereotypes in their thinking and have no desire and motivation to innovate, but also makes the student workers unable to go out of the narrow scope of experience to accept new knowledge. These barriers to organizational learning are not conducive to knowledge sharing and knowledge innovation within the organization.

The Difficulties of Tacit Knowledge in Knowledge Sharing

In the management of student affairs in higher vocational colleges, explicit knowledge mainly refers to knowledge in the form of special activity materials and other forms, which exists in archives, computer databases, etc., and is expressible, materially carrier, and definitively knowable. Explicit knowledge is knowledge that can be easily obtained, easily understood and easily communicated, and is tangible and structured knowledge, which is public and easily shared (Ou, X.L.2005).

However, tacit knowledge is the difficult-to-transfer knowledge that fails to be written down, which often exists in the human brain and manifests itself through actions. Tacit knowledge contains human values, beliefs, foresight, experience, skills, abilities, etc. Therefore, it has cultural, emotional and cognitive factors in it, and is an intangible wealth of knowledge. Tacit knowledge is not easily recognized, its value is not easily measured, it is not easily understood and grasped by others, and it is not easily measured (Liu, Z.2011). Compared with explicit knowledge, the sharing of tacit knowledge is obviously more difficult. Most experienced student affairs counselors are not reluctant to share knowledge. Thus, the difficulty of sharing tacit knowledge is an obstacle to the implementation of knowledge management for student affairs management (Liang, Q.C. 2011).

The Main Outlet of knowledge management for student affairs management in Higher Vocational Colleges

Using knowledge Acquisition Mechanism to Build the Necessary Knowledge Base for Student Affairs Management in Higher Vocational Colleges

Student affairs management is time-critical and task-heavy, as the first-line student affairs management counselors are busy in the complicated student affairs all day long, sometimes even if they often work overtime, they cannot finish the work, and they cannot do the educational research. Student affairs managers should strengthen their study, broaden their learning channels and scope, clarify their work, summarize their experience and grasp the rules. Student affairs workers should be good at using the Internet, literature and other media, learn from the valuable experience of old student affairs management, actively combine their work to carry out educational research and build a knowledge base for personal knowledge management.

The departments of Student affairs of higher vocational colleges should actively build the knowledge base of student affairs. It includes a student affairs case library, auxiliary resource library, electronic library, etc. The excellent cases of student education and management in colleges at home and abroad should be compiled into books for references, the auxiliary resource library should be composed of what student affairs managers have seen and heard and thought when they went out for training, and the cutting-edge theoretical achievements of student work at home and abroad should be built into an electronic library to form a theoretical, practical and innovative knowledge base of student affairs in colleges, so as to provide a good platform for the student affairs management team, especially for the new student affairs counselors (Dong, F.G. and Zhao, Y.B. 2007). It provides a good platform for the student affairs management team, especially the new student affairs counselors, to learn.

Using Knowledge Sharing Mechanisms to Promote Student Affairs Management

Knowledge Exchange

After the knowledge base of student affairs management in higher vocational colleges is established, how to utilize and share the knowledge is an issue worth studying. At present, knowledge sharing has become the key to the effective implementation of knowledge management. Due to the lack of a good mechanism for knowledge sharing and the fact that

not every student affairs manager or counselors consciously and willingly shares his or her own experience or knowledge collected over a long period of time, the key to knowledge sharing is to establish a perfect mechanism for knowledge sharing, create a good atmosphere for knowledge sharing and enrich various means of knowledge sharing (Zhao, W. 2010). In higher vocational colleges, the sharing of students' management knowledge can be realized in the way shown in Figure 3 below.

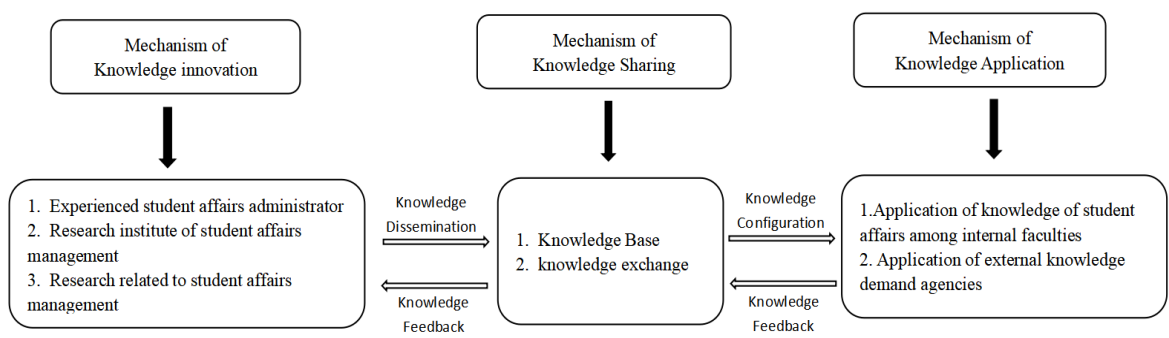


Figure 3: The Ways of knowledge sharing about student affairs management

At present, many colleges and universities have created student work exchange platforms, such as "student management seminar", "counselor salon", "counselor association", etc., to provide students with the opportunity to learn and improve each other. It is a good platform for student workers to learn and improve each other, especially for new student workers. The Student Work Office can classify projects according to the topics related to student affairs management, select experienced counselors to open projects, establish a database including student work papers and case studies, and use various forms such as theoretical discussion, case analysis, and lecture training to enrich the business content of student affairs management, improve working methods and methods, enhance interest in work, and strengthen the classification of work guidance.

Using the Innovation Mechanism of Knowledge Application to Constantly Update and Improve the Knowledge Base of Student Affairs Management

Knowledge innovation of student affairs management in higher vocational colleges mainly refers to the process of student affairs managers acquiring new knowledge through scientific research, pursuing new development, exploring new laws, creating new doctrines

and accumulating new knowledge in this process, and applying them to student affairs management. Higher vocational colleges are a place where intellectuals gather, especially in some comprehensive colleges, where the development of various disciplines is relatively completed and the most advanced and active ideological concepts and technical innovation forces of contemporary society are gathered, especially in recent years, domestic colleges and universities have accumulated a large number of theoretical achievements on the ideological and political education work of college students, which provides a wide range of knowledge for the innovation of student affairs and makes the research and practice of student affairs in higher vocational colleges. The research and practice of implementing knowledge management in student affairs management in higher education institutions can be developed. Because of the special characteristics of student affairs management in terms of working targets, working environment and working methods, student affairs managers need to constantly learn, receive and update their own knowledge base in order to meet the requirements of the development of the times and the development of working targets.

Establishing the necessary incentive system for knowledge conversion

An incentive system matching with knowledge management work should be established in higher vocational colleges so that knowledge can flow and be transformed freely (Chen, F.X. 2007). First, a systematic incentive system for knowledge sharing can be designed and formed, for example, the incentive system for knowledge transformation can be linked with the evaluation of titles, performance assessment, year-end evaluation and fund allocation, so that the damaged interests of knowledge providers can be compensated, and even the compensation amount can exceed the damaged expectations, which is a kind of motivation for other faculty members to provide knowledge resources, so that they can participate in sharing activities with a more positive attitude. Second, an intra or inter-college intellectual property protection system can be designed so that intellectual property content related to higher education can be regulated and protected. This can, on the one hand, motivate faculty members to work harder on knowledge innovation, and on the other hand, prevent unnecessary intellectual property troubles in the process of knowledge innovation, so that a sustainable cycle can be formed between knowledge innovation and vested interests.

Conclusion

Knowledge management is an advanced management idea and model, which is an effective method and measure for organizations to improve their core competitiveness. In the background of knowledge economy, the traditional management mode and single working mechanism of student affairs management in higher vocational colleges are no longer suitable. The new student affairs management mode and operation mechanism of higher vocational colleges are in urgent need of reform and innovation. To improve the efficiency of student affairs management in higher vocational colleges, knowledge management must be implemented. This study introduces knowledge management into the practice of student affairs management from the viewpoint of improving the practical effect of student affairs management in higher vocational colleges, analyzes the main obstacles to the application of knowledge management in student affairs management in higher vocational colleges at present, clarifies the weak links, recognizes the shortcomings in the implementation process, selects effective ways according to local conditions in light of the actual situation, and proposes effective application such as establishing knowledge sharing mechanism and incentive measures in higher vocational colleges. The measures help colleges explore new student affairs management modes and improve the management level of student affairs to a certain extent.

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Management of Student Affairs in Chinese Higher Vocational Education

Jingtong Cai¹ and Ganratchakan Lertamornsak²

Abstract

Management of student affairs is an important module in higher educational administration, which has not only management and service functions, but also education functions. In the new era of high quality and high-level development of education, the management of student affairs plays an irreplaceable role in higher education that promoting the all-round development of students and enhancing the quality of personnel training. Effective management mode of student affairs providing students with high-quality education guidance and services, which is conducive to improving students' satisfaction, students' individual development, and better promote the growth of students. The student source structure of higher vocational colleges is more complicated than that of ordinary colleges and universities. How to build the management level of student affairs in higher vocational colleges which is suitable for the new era is the new requirement that these colleges and universities must face, and the student affairs researchers need to further think about new problems and cope with new challenges. This paper reviews the relevant literature, sorts out and summarizes the relevant concepts and contents of student affairs management, and puts forward some suggestions for reference and application of student affairs management in higher vocational colleges in China.

Keywords: Student affairs, Management of Student Affairs, Chinese Higher Vocational Education

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Development of Blended Learning Model in Chinese Vocational Colleges

Lidan Chen¹ and Ganratchakan Lertamornsak²

Abstract

Development of blended learning models in Chinese vocational colleges There are ways to create an effective blended learning model. It combines the benefits of traditional and online education. to become an important aspect of higher education administration research As an important part of China's higher education The blended learning model has also been applied in Chinese vocational colleges. However, how effective the blended learning model is in Chinese vocational colleges remains a question. Therefore, there is a need for an effective blended learning model for Chinese vocational colleges. Based on the theory of intellectual learning Creative learning theory and the concept of blended learning Blended learning models in Chinese vocational colleges tend to have four characteristics: situational learning, cooperation, learner centered. and help of teachers This article discusses 1) Introduction 2) The importance of creating an effective blended learning model 3) Theory related to blended learning model 4) Concepts about blended learning model. 5) Development of blended learning models in Chinese vocational colleges and 6) Conclusions

Keywords: Blended Learning, Development of Blended Learning, Chinese Higher Vocational Education

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Introduction

With the development of information technology, education informatization has become a new form, and higher vocational education, which is an important part of China's higher education, has been integrated into the blended learning model revolution.

The impact of the epidemic has accelerated the development of this model, hence blended teaching, which integrates online and offline teaching organizations, has become a new trend as the epidemic prevention and control is gradually normalized and schools have fully resumed classes.

In 2019, China's Education Modernization 2035 pointed out that modern information technology should be used to accelerate the reform of talent training mode and overcome the defects of traditional education and online education. It attracted much attention as soon as been put forward, which was regarded as the development direction of higher education in the future. While the blended teaching is in full swing, how the effect of teaching and learning, how to establish an effective blended learning mode and other issues also pay much attention.

The importance of building an effective blended learning mode

In view of the current Internet era with innovative development of information technology and updating network platforms, information and communication technologies are playing an increasingly critical role in all stages of education and teaching (UNESCO,2019). Blended learning is the direction of future development of education because it brings benefits. Under the influence of the development of science and technology, education is also constantly evolving and innovating. The popularity of the internet has now deeply influenced the educational revolution and blended education is the product of this influence. Professor Ding pointed out that the current traditional education and online education are "converging" and "integrating", gradually forming a blended education pattern of "mutual interlink" (Xingu 2005). The application of blended teaching aims to overcome the defects of traditional education and online education. It can not only give play to the leading role of teachers, but also reflect the initiative, enthusiasm and creativity of students as learning

subjects (Kekana 2005). It can change students' passive learning habits and effectively improve class interaction and learning efficiency (Dongmei 2020). To some extent, blended education is more acceptable than traditional education. In practice, compared with traditional teaching, blended teaching can bring greater teaching satisfaction (Vo, Zhu & Diep 2017) and be favored by more teachers and students (Marquis & Ghosh 2017). Therefore, many schools are actively trying to integrate online education into traditional education. Due to the outstanding advantages, there will be more schools will choose blended teaching in the future. In the wake of the COVID-19 outbreak, many schools have switched to online teaching to protect students' health. Online education can break through the geographical restrictions, and students can receive real-time education in front of a computer. Therefore, more schools are trying to adopt and accept online education. As the epidemic gradually weakened, schools resumed face-to-face teaching but online education was partially retained due to its advantages. "We can no longer go back to the state of teaching and learning before the outbreak of the epidemic," Wu Yan, Director General of the Department of Higher Education of China, pointed out at the 2020 Working Meeting of the National Association of Higher Education Directors and the Teaching Steering Committee of Higher Education, indicating that blended teaching will be the norm in the future (China's Ministry of Education 2020). Therefore, it is of great theoretical and practical significance to focus on the current situation and progress of blended teaching, then building effective blended learning mode.

Although the existing blended teaching is an improvement compared with traditional teaching, it still has the following problems. Firstly, it has weak importance of practical teaching. It is a common phenomenon that students carry out simulation operations in accordance with the practical instructions provided by teachers in computer practice. Although they get correct results, most students do not have a deep understanding of the operation principle. Such practice is of little significance to improve the practical ability and innovation ability. Secondly, despite the introduction of various multimedia technologies, the teaching methods have not changed substantially from "chalk + blackboard" to "computer + large screen projection". The teaching methods are still one-sided output, and the lack of teacher-student interaction makes it impossible for students to exert their autonomy in learning. Thirdly, it is difficult for teachers to monitor the actual learning effect of students. In online learning, it is difficult for teachers to supervise and manage learners' learning behavior and learning progress in time due to the separation of time and space. After students find problems in the process of independent learning, they seldom communicate with classmates

or teachers through the network teaching platform, or only communicate at a shallow level, and it is difficult for teachers to get feedback from students. Qin Zhongxiao and Du Xiaohan (2022) believe that teaching strategies, teaching models, technical support and teaching evaluation still need to be optimized to effectively guarantee high-quality blended learning. Therefore, the practical effect of blended teaching is not satisfactory. With the widespread implementation of blended learning, part of students, teachers and schools are not adapted to this new model. Scholars such as Owston, York and Murtha (2013) have found that high-achieving students rate blended courses highly, while the opposite is true for low-achieving students. Compared with undergraduates, higher vocational students have poor academic performance, weak self-control and low motivation for learning and cannot adopt blended learning well. Compared with traditional teaching, blended teaching requires teachers to prepare and instruct online materials, which requires more time and energy from teachers (Jing 2018), but the students do not put in the same effort (Jing & Qian 2019) resulting in poor overall teaching results. In addition, the availability of relevant institutions and service support in schools also directly influences teachers' implementation of blended teaching reform (Jing 2018). Affected by financial allocations, some higher vocational colleges have far less equipment than undergraduate colleges, bringing prominent maladaptation.

China's vocational education is a product of the transition from a planned economy to a market economy in the 1980s. According to the statistics of China's Ministry of Education, China has built the world's largest vocational education system (2023). In 2021, China had 11,200 vocational schools with more than 29.15 million students. To train advanced professional technical and management talents, higher vocational education belongs to the special education with strong vocational and application in higher education. After nearly 40 years of development, China's vocational education has made remarkable achievements, but there are still two main difficulties in the face of the rapidly changing modern society. On the one hand, vocational education has the commonness of education, it bears the important function of inheriting technical skills, and shoulders the mission of training diversified talents. Vocational education should support learners' all-round development while respecting their own unique personality. Xie Dexin and Zhuang Jiayi (2020) pointed out that vocational education should pay more attention on human development and encourage lifelong learning. Jiang Xiaoming and other scholars (2021) indicated that vocational education should cultivate "complete people" with cognition for living. Therefore, the function requires vocational education to explore and reform the mode of talent training and teaching mode

also needs to be constantly updated and adapted to change. On the other hand, along with the swift development in economy and science, the social requirements for higher vocational colleges have also changed, and the development of higher vocational colleges is also facing new challenges. Higher vocational education aims to cultivate people suitable for employment, which is called employment-oriented. Hence, the social requirements of employee impel higher vocational colleges to change their teaching objectives and teaching method. In studying the trend of vocational education in post-modern society, Jiang Xiaoming and other scholars concluded that there are three main challenges facing vocational education in the new global background. Firstly, the new wave of scientific and technological revolution has brought great impact on the traditional vocational education model of skill training; secondly, the transformation and upgrading of industrial development requires timely adjustment of the supply of vocational education; thirdly, customized production mode has triggered the transformation of the traditional work world, calling for high-quality comprehensive talents. At present, the teaching methods of many higher vocational colleges have been relatively backward and unable to meet the requirement of employers. Investigations done by Ministry of Human Resources and Social Security indicated that the talent gap rate in China's major manufacturing industries will reach 48 percent by 2025(2021). Therefore, it is an important topic of vocational education to train talents who can adapt to the society with the reform of teaching mode.

Theories related to the blended learning model

According to the research and interpretation of relevant scholars, it can position the blended teaching mode of online and offline as the optimization organization, integration, presentation and application of teaching resources with the help of modern educational technology, Internet technology and information technology under the guidance of cognitivism and constructivism learning theories. It integrates traditional face-to-face class teaching, practical teaching and online teaching to seek the complementary advantages, so as to achieve the best teaching efficiency and effect of a teaching mode. Therefore, cognitive learning theory and constructivism learning theory are the main theoretical basis of blended teaching.

Cognitive Learning Theory

Cognitivism likens the senses to a camera that can take a picture of the world and store it in a mental image, using that image as a map that is encoded in a slightly different form from the object structure. Cognition is the process by which people acquire knowledge or apply it, similar to computer information processing. Cognitive learning theory holds that human is the subject of spontaneous learning. It shall be selective and depends on the individual's choice of cognitive object. The quality of learning accounts for the result, so the result of learning can reflect the adaptation of the learning process; focus on learning initiative, internal motivation, and past experience. Therefore, it points out that students shall take the initiative to practice theoretical knowledge and interact with others and the environment in practical activities to improve their own ability level. Cognitive theory extends to situational cognition theory. This theory holds that learning is effective when it takes place in a meaningful context. Situational cognitive learning theory is a vital learning theory that emerged after the 1990s under the background of in-depth research on constructivism learning theory and the cultivation of knowledge innovative talents as the needs of social reality. It emphasizes the situational simulation of learning activities and cultivates students' ability to deal with problems in practice by creating practical fields. Situational learning is based on the theory of situational cognition, which advocates that learning should focus on solving practical problems in life and be carried out in specific situations. Situational learning can help learners memorize what they have learned, then evaluate the learning effect in situations. Therefore, it is the core of the theory of situational cognition that students should be in a situation with cue guiding function when learning.

Constructive Learning Theory

Constructivist learning theory holds that the people can organize experience and develop knowledge by using internally constructed basic knowledge. Many scholars apply constructivism to education and class. The view of constructivism is generally expressed as cognitive, social and radical. The cognitive constructivism believes that learning is a process of summarizing personal experience and reconstructing personal understanding and knowledge, then regards cognitive restructuring as an element in completing the learning process. The constructive view of cognition holds that learners should interact with their environment, and in the process of interacting with phenomena that are inconsistent with their constructed knowledge, which is concerned with personal development. The social constructivism theory

holds that individual cognitive processing is influenced by the society and the culture in which they live, since learning is first a process of entering into a common culture. Therefore, special attention should be paid to the cultural conventions in the learner's environment. Radical constructivism believe that knowledge is not passively received by individuals through feeling or communication, but is actively constructed by cognitive subjects. On the other hand, they point out that knowledge is not only the discovery of an objective reality, but also the function is to comply and help personal experience world. It holds that all knowledge is constructed in the dialogue between the individual and the experiential world, which is based on the cognitive process of the individual. It pays special attention to the interaction between the individual and his physical environment, but ignores the sociality of learning. In general, constructivism believes that learning is not only a process in which teachers transfer knowledge to students, but a process in which students construct knowledge. Learners are not passive information absorbers, on the contrary, they should actively construct information, and such construction can only be formed by learners themselves. Therefore, it implies that learners are not passive stimulus recipients, but should actively choose and process external information. Meanwhile, learning is not simply the accumulation of information, but also includes the change of ideas and restructuring caused by the conflict between new and old experiences. The learning process is not a simple input, storage and extraction of information, but a two-way interaction process between old and new experiences. In addition, many constructivists, especially social constructivists, value the role of social interaction in learning, so constructivists encourage cooperative learning and interactive teaching. Cooperative learning indicates that students can learn in a group or small team. Group members rely on each other, communicate and cooperate with each other, then take responsibility for learning some subject materials together. Cooperative learning can promote students' learning construction activities, also communication and discussion among learners can help learners construct new and deeper understanding. In cooperative learning, learners' ideas and problem-solving ideas are made explicit in the communication process, while learners can better monitor the understanding and thinking process. In the communication, they need to reach a common understanding and build a complete representation, which is the key to solving the problem. Interactive teaching means that at the beginning, the teacher is the leader who needs to demonstrate the use of various understanding strategies. As the teaching progresses, the teacher gradually raises the requirements so that learners can use these strategies independently, then the teaching control is transferred dynamically from the

teacher to the student. Therefore, it is important to consider cooperative learning and interactive teaching when building blended learning model.

Professor He, who has been devoted to the theory of educational technology and blended learning for his whole life in China, has conducted in-depth and detailed research on constructivism for years. He indicates that building blended learning model should base on constructivism learning theory. Professor He (2005) points out that the constructivism learning theory advocates student-centered learning theory and requires students to transform from passive receivers of knowledge into subjects of information processing with active constructors of knowledge meaning. He required teachers not to simply impart and instill knowledge, but to help and promote students' active construction of knowledge. On this basis, he proposed that the teaching mode under the guidance of constructivism theory was student-centered. Teachers, as organizers, mentors, helpers and facilitators, shall adopt situational, collaborative and conversational methods in the whole teaching process, then give full play to students' initiative and enthusiasm, encourage them to actively and effectively complete the knowledge construction. Since then, he has emphasized many times that there is no contradiction between the leading role of teachers and the principal position of students, pointing out that the two can be unified under the learning environment of constructivism.

Concepts related to the blended learning model

After the millennium, the research on blended learning has become increasingly diverse with the technological development. It was first proposed by Cooney et al in their research on preschool education published in 2000, then the theoretical and empirical studies had developed rapidly in the following decade. At present, there is no clear and unified standard for the definition of blended learning. Sun Manli (2015) summarized the definition from various parties and pointed out that blended learning was a learner-centered teaching mode that organically integrated traditional face-to-face class teaching with modern online learning based on certain teaching objectives to achieve optimal learning objectives. According to Jared M. Kamen Carman (2014), a scholar at Utah State University, blended learning consists of five elements of offline real-time learning, custom paced learning, collaboration, assessment, and learning aids. Offline real-time learning refers to teacher-led synchronous class learning, in

which teachers attract students' attention and guide their thinking by asking questions, then use examples or reasoning methods to help learners solve problems in the real world by using the knowledge learned in the course. Meanwhile by simulating students' learning or working environment, students can practice and enhance confidence. Self-paced learning refers to online learning, in which learners are free to arrange their learning time according to their own learning progress. The teaching design principles of online learning based on effective implementation, e.g., rational use of examples, interaction and exercise forms. Cooperation includes two types of cooperation between learners (Peer-to-Peer) and between learners and mentors (Peer-to-Mentor). It is to discuss the learning content between students through emails and other forms, but also to receive one-to-one guidance from teachers. This element is also in line with the constructivist view that "man is a person in the social sense, acquiring new knowledge and deepening his understanding of things through social interaction with others". Assessment is about testing what have already known, so as to adjust the learning experience, and students can test the effectiveness of different learning styles through assessment. Learning aids are reference materials that help students stick to their studies and apply what they have learned to work practice, which include printed materials, job assistance, and Personal Digital Assistant (PDA) downloads.

Development of blended learning model in Chinese Vocational Colleges

Under the guidance of cognitive learning theory and constructivist learning theory, the blended learning model applied in Chinese vocational colleges tend to has four characteristics. Firstly, situation-based learning, that is, teachers shall set meaningful problem situations according to the instructions, so that learners can take the initiative to master knowledge related to problem situations in the process of inquiry. The situation is the core element, which requires not only the traditional learning space, but also the space to enrich the online learning situation. In this type of learning model, "rich scene" means natural, physical, or virtual, functional environment construction, but also the real working environment, which can be provided by learning model. A large number of meaningful scene presentation not only enables learners to apply the theoretical knowledge they have learned

to real life, but also forms a scattered and combined "scene information field" of information reflected by different information sources in the surrounding environment, thus enabling them to deepen their understanding of knowledge. Especially blended learning should serve for vocational orientation in vocational education. Therefore, when setting the scene, it should be noted that the scene should be updated in time and match the reality. Secondly, it shall focus on collaborative learning between classmates and teachers. Cooperative learning can provide students with advantages that traditional teaching cannot provide. Jared (2014) mentioned in his research that group cooperation could complete meaningful learning tasks and solve practical problems better than individual efforts alone. Since China has a large number of vocational education students, cooperative learning can reduce teachers' teaching pressure and improve teaching efficiency. Thirdly, it should provide a student-centered environment in which students can give full play to their own experience and background knowledge. Learning activities should be carried out around the learning characteristics of learners. Because human is the subject of spontaneous learning. Learning shall be selective process and depends on the individual's choice of cognitive object. Besides, student-centered environment also benefits in human development because it can make choice base on individual requirements. Fourthly, teachers' main body status changes to the dominant position. In the traditional teaching mode, it is the teacher who occupies the main position in the class, and the knowledge transfer is forcibly instilled by the teacher through the way of preaching. In the cognitive theory-based teaching model, teachers no longer play a dominant position, but act different roles according to the learning content and teaching progress, such as mentor, supervisor and helper. Among these roles, they have common identity, that is, they are the dominant leader of teaching activities. Students can complete various learning tasks under the guidance, and minimize the influence of the teacher, thus weakening the leading role until the student can complete the learning activities independently. These four characteristics should be embodied in five elements of blended learning. For example, it is necessary to combine online learning assessment with offline learning assessment, learning process assessment with learning result assessment, theoretical learning assessment with practical application assessment, personal self-assessment with group assessment, system platform assessment with teacher assessment in the evaluation process.

Number of new operating systems developed by educational institutions using digital technology and the management project on innovation and creative work to develop desired learner competencies in a changing context, an increase of 13 items. 2) Learners have competencies according to the National Vocational Education Qualifications Framework and new characteristics that demonstrate being capable of Adapt in a changing context regarding morality, ethics, and desired characteristics. at the highest-level Student competency in knowledge and skills found that the vocational category increased by an average of 11.67 percent and the applied basic subject category increased by an average of 14.12 percent, and the ability to apply and take responsibility. is at the highest level; 3) 57.21 percent of students who graduate have jobs in business establishments and self-employment; 4) students' satisfaction with the new normal of educational institution administration is at the highest level and 5) satisfaction of school administrators and teachers with the format at a high level

Conclusion

In the era of network information, UNESCO advocate the deep integration of new technology and education and teaching to realize education informatization. Blended learning model is the product of education informatization. The progress of science and technology with the development of the Internet may promote the development and innovation of education. Traditional education and online education are also constantly integrating and complementing each other. Therefore, blended learning is the future development direction of education. After the outbreak of COVID-19, schools and students passively accepted and adapted to online teaching. As the epidemic gradually weakened, schools resumed face-to-face teaching, and the advantages of online education were partially retained due to its ability to break through geographical restrictions. Therefore, blended learning will be the future trend. However, blended education still has three problems in practice: Firstly, it cannot effectively carry out practical teaching; secondly, despite the introduction of various multimedia technologies, the teaching method has not changed substantially; thirdly, it is difficult for teachers to monitor the actual learning effect of students. Therefore, the practice effect of

blended teaching is not satisfactory at present. With the widespread implementation of blended learning, some students, teachers and schools are unable to comply with this new model. China has now built the world's largest vocational education system, with remarkable achievements after nearly 40 years of development, but in the face of fast-changing modern society, it still faces two main difficulties: Firstly, it should respect human development in education; secondly, it should train people who can meet the social needs. Therefore, it is necessary to break through the dilemma by improving the learning mode. The application of blended Learning is generally based on Cognitive Learning Theory and Constructive Learning Theory. The former derives from the episodic cognitive theory, which emphasizes that situations can help learners remember. Constructivism believes that knowledge is constructed by self, hence cognitive constructivism supposes that learning is the summary and reconstruction of past experience, social constructivism points out that learning is influenced by social culture, radical constructivism emphasizes subjective initiative, and knowledge is constructed by people actively rather than passively. According to these two theories, scholars believe that blended learning should contain five elements: Offline real-time learning, customized pace learning, cooperation, assessment and learning aids. Combined with the characteristics of Chinese vocational and technical schools, blended learning should pay attention to four characteristics in the future development process. Firstly, it provides scene learning to strengthen students' understanding, which can match the learning skills with the current situation of vocational practice. Secondly, it provides cooperative learning to improve learning efficiency. Thirdly, it provides a student-centered learning environment by requiring students to specify learning plans according to their own conditions, then fully respect students' self-development. Fourthly, the dominant position of teachers should be changed from the former leader to the mentor, so as to stimulate students to learn skills independently, rather than simply passively accept them, so as to establish an effective blended learning model of Chinese vocational education under this guidance.

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Amending the Chinese University Constitution

Hao Wu¹ and Ganratchakan Lertamornsak²

Abstract

University constitutions must comply with the provisions of higher laws while embodying their own characteristics. Therefore, considering the current context of amending some laws in China and the requirements for China's modernization, It is therefore extremely important to vigorously promote the revision of China's university constitution. The next round of amendments should focus on implementing the comprehensive process of people's democracy. Improving the efficiency of governance systems and mechanisms Protection of the rights and duties of teachers and students and emphasizing the distinctive characteristics of each university. Its objective is to develop the rule of law and modern governance in higher education through amending the university constitution. Meanwhile It is important to focus on gathering opinions and suggestions from various stakeholders. throughout the editing process This serves as an important step during the revision of the constitution of Chinese universities. This is to ensure a more democratic process and increase the possibility of a revised constitution.

Keywords: Constitution, University, China

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Introduction

After years of construction, the task of "one school, one constitution" for Chinese higher education institutions has been accomplished. As a foundational document for universities, the university constitution plays a crucial role in various aspects, including university leadership, educational direction, governance standards, and the rights and responsibilities of teachers and students. Currently, Chinese higher education is undergoing rapid transformation. Simultaneously, the fast-paced changes driven by Chinese-style modernization and the shifting demographic structure in China have introduced a multitude of uncertainties for the future development of Chinese universities. Therefore, Chinese universities seize the opportunity of revising their constitutions to reassess the management model and development strategy that best suit their growth, clarify their relationships with organizers, managers, social groups and organizations, teachers, and students, and achieve a harmonious and balanced coordination between the university's internal development and the overall progress of the country and society. This task holds particular significance.

Review of the Development of China's University Constitution

The university constitution is the governing document within universities. It is developed by the university's governing bodies to ensure the university's autonomy in accordance with the provisions of the higher education establishment charter, national or local education laws, and regulations. It serves as a fundamental framework for the organization and fundamental rights of the university, holding legal significance.

The establishment of China's university constitution has been a gradual and time-consuming process. Prior to the reform and opening up, the development of China's university constitution was relatively slow. During this period, higher education was primarily under governmental control, and the university constitution was formulated and implemented by the government. It mainly focused on aspects such as organizational structure, program offerings, enrollment, teaching, and research.

After the reform and opening up, China's university constitution underwent significant reforms and developments. As higher education began transitioning towards marketization, autonomy, and diversification, the university constitution also underwent corresponding changes. The government-led approach to developing and revising the constitution shifted to a model of university-driven formulation, with government guidance and supervision. This transformation aimed to align the university constitution with the principles of rule of law, highlighting student autonomy, academic freedom, and faculty autonomy.

In 1995, the "Education Law of the People's Republic of China" was enacted, followed by the "Higher Education Law of the People's Republic of China" in 1998. These laws articulated specific content and requirements for China's university constitution.

In the 21st century, the "National Medium and Long-term Education Reform and Development Plan (2010-2020)" was issued by the Central Committee of the Communist Party of China and the State Council in July 2010. The plan explicitly called for the enhancement of the modern university system with Chinese characteristics and the strengthening of the university constitution. All types of universities were instructed to formulate their constitutions in accordance with the law and manage the institution based on the provisions in the constitution.

In 2011, the Ministry of Education released the "Interim Measures for the Formulation of University Constitutions." These measures aimed to improve the internal governance structure of universities, enhance the rules and decision-making procedures for party and government affairs, and promote the sound development of university democracy.

Since then, China's university constitution has undergone substantial and extensive development, with the implementation of the "one school, one constitution" nationwide initiative. By February 2017, all universities under the Ministry of Education and central departments had completed the formulation or revision of their respective constitutions.

Reasons for the revision of the university constitutions in China's new era

China's education reform is facing numerous challenges and complexities, necessitating higher education managers to possess a proficiency in employing the principles of the rule of law to drive reforms. It is essential for them to ensure that major reforms are conducted in

accordance with the law, establish regulatory frameworks within the boundaries of legal norms, and ensure that reforms progress under the guidance of the rule of law. The university constitution holds significant importance as it serves as the fundamental document defining the role and status of universities. Therefore, when revising the constitution, it is crucial to consider the evolving requirements influenced by external factors, as well as the internal changes occurring within the education system.

External factors

As the guiding framework for the operation of higher education institutions, the university constitution must be dynamic and in compliance with higher-level laws and regulations. Since the implementation of the 'one school, one constitution' policy, the central government and the State Council have made a series of decisions and initiatives to reform and develop China's higher education. This necessitates the revision of university constitutions by higher education institutions to align with new ideas, requirements, tasks, and circumstances. For instance, in 2018, the 'Higher Education Law of the People's Republic of China' underwent its second amendment. In 2020, the Ministry of Education issued the 'Opinions on Further Strengthening the Rule of Law in Higher Education', and in 2021, the Ministry of Education issued the 'Notice on Starting a New Round of Revision of University Constitutions'. The promulgation of these new laws and systems requires that China's university constitution be closely integrated with the school's 14th Five-Year Plan, while highlighting the institution's positioning and characteristics to promote high-quality development.

Internal factors

After years of development, numerous higher education institutions have gradually defined their roles in the new era of school reform and development, gaining invaluable experience and establishing standardized and innovative internal management systems. Hence, through the revision of the university constitution, each institution can align with its specific circumstances to reinforce internal institutional mechanisms, streamline management systems, promote sound institutional framework, and establish comprehensive governance structures. During the constitution revision process, it is vital to further refine and emphasize the institution's unique characteristics to identify the direction for future reforms, enhance self-supervision mechanisms, and provide robust institutional support to lead the institution towards new developments in the new era.

Issues to be addressed during the revision of university constitutions

By reviewing the revised university constitutions of certain universities in 2017, it becomes evident that the scope and magnitude of revisions in the constitution revision process have been increasing over time, with some universities making revisions across all chapters. Notably, the most substantial changes in the revised constitutions were related to the universities' management systems and internal organization. This signifies the development and maturation of university constitutions alongside the modernization of governance systems and capabilities in the new era.

With the advancement of classification-based education between applied and academic universities, it is imperative for the university constitution to address evolving concerns regarding the management and governance systems, academic autonomy, academic freedom, and mechanisms to safeguard the rights and interests of teachers and students. While the revisions undertaken in 2021 proved effective, there are still lingering issues that warrant continuous attention as guidelines for enhancing supporting regulations and future revisions of the constitution.

It is crucial to ensure that the revised university constitutions align with the changing landscape of higher education, emphasizing the need for robust management systems that accommodate the diversity of universities and their specialized disciplines. Adequate provisions should be included to protect academic autonomy and promote academic freedom, allowing institutions to flourish in their pursuit of knowledge and innovation.

Furthermore, the revised constitutions should establish comprehensive mechanisms to address grievances, ensure the protection of teachers and students' rights and interests, and provide transparent avenues for conflict resolution and appeal.

To enhance the effectiveness of the revised constitution, it is essential to strengthen the supporting regulations and guidelines that accompany it. These regulations should provide clarity and detail on implementing the constitution's provisions and ensure their consistent application across all university departments and administrative levels. Regular review and evaluation of the constitution's implementation should be conducted to identify areas that require further refinement or adjustment.

Continuous engagement and collaboration among relevant stakeholders, including university administrations, faculty members, students, and staff, should be encouraged

throughout the revision process. This inclusive approach will help ensure that the revised constitution reflects the collective aspirations and values of the university community, fostering a sense of ownership and commitment to its successful implementation.

By addressing these issues and incorporating comprehensive reforms, the revision of university constitutions will contribute to the continued advancement and excellence of higher education institutions in China. It will pave the way for adaptive and sustainable governance, enabling universities to navigate the evolving educational landscape and meet the needs of the future.

Simplification of the constitution revision process with inadequate implementation of the democratic process:

Upon examining the available records on constitution revision, it is evident that the process lacks clarity and fails to adhere to a democratic framework. The proposed revisions stem from various entities such as the university party committee, executive committee of the party committee, president's office, school council, board of directors, constitution committee, faculty and staff representative conference, and the president. However, the proposals are disorganized and fail to reflect the authority and coverage of the constitution revision body.

Furthermore, while the initial stage of proposing revisions is initiated, there seems to be a lack of explanation and specification of the revision procedure, resulting in an opaque and non-public revision process. This approach carries the potential risk of transforming the constitution revision into a simple and standardized process, where implementation merely involves replicating higher-level laws, regulations, or interdepartmental standards. Such a simplified approach could lead to low efficiency and difficulties in ensuring the legitimacy and diversity of the revision process.

Deviation from law and regulation understanding leads to inadequate regulation implementation:

Some universities lack an awareness of the rule of law, resulting in insufficient implementation of the legal provisions and mandatory requirements of the competent authorities. For example, in line with the content of the first item of Article Three, Section One of the "Notice of the General Office of the Ministry of Education on Accelerating the Formulation, Approval and Implementation of University Constitutions," which requires

universities to publish the constitution prominently on the school's homepage, accompanied by explanatory articles and related regulations, the author randomly visited ten university websites and found that some universities did not set up a separate column on the homepage, and those that set up a separate column did not promote it prominently. Instead, the university constitution was usually set under the secondary heading of "School Overview." The universities that set up a separate column also did not publish explanatory documents and related regulations in conjunction. In addition, when higher-level laws amended certain contents, university constitutions did not follow suit in a timely manner.

Inadequate internal oversight mechanisms resulting in difficulties in safeguarding rights and obligations:

Over the implementation of the university constitutions, many universities are still in the initial stage of promotion, as many universities failed to implement the relevant provisions of the university constitutions, or put the university constitution aside after it was officially established so that it became marginalized and dogmatic during implementation. For example, the university did not hold learning activities among teachers, students and staff, and they were not familiar with the university constitution's rules, resulting in their inability to exercise oversight over the implementation of the constitution. Legal rights and interests of teachers and students were not adequately protected, and the university constitution failed to play an effective role in maintaining the responsibilities and interests of teachers and students, as the pathways for appeals as stated in the constitution are not explicit.

These issues significantly highlight the inadequacy of the implementation and monitoring of the constitution, and a lack of proper supervision mechanisms both internally and externally in the university. In turn, impeding the full implementation of the constitution, whereas to safeguard the rights and obligations clearly defined in the constitution.

Homogeneity of the constitution content resulting in a lack of distinctive teaching features:

As the "Interim Measures for the Formulation of University Constitutions" require the inclusion of the ten items and nine items that must be stated in the university constitution, many universities have adopted a dogmatic interpretation of that standard. When drafting the university constitution, some universities either directly adopted legal regulations or slightly modified them, or referenced other universities that already had similar regulations. In

In addition, many of the university's regulations and systems lacked a targeted and practical nature, so the regulations and systems that were formulated by the minority of schools also applied to the vast majority of schools, with no emphasis on the school's characteristics or differentiating features. Finally, some universities failed to widely consult various stakeholders in the constitution-making process, leading to the inability to reflect the consensus of all members, which also prevented the full expression of the school's features in the university constitution.

Suggestions for the Revision of University Constitutions:

The revision of university constitutions is an ongoing process with repercussions for the entire institution. It is crucial not only to incorporate new changes and comply with evolving laws and regulations but also to address the pressing need for modern university governance in the current era. Therefore, it is essential to enhance the constitutional status, modify full and homogeneous articles, establish the constitution's primacy in the university management process, clarify specialized oversight mechanisms, and safeguard the interests of all stakeholders.

Follow the law and regulations, grasp the pulse of the times, and implement fully democratic processes:

The revision of university constitutions must adhere strictly to relevant laws and regulations. This ensures that the revision process is legal and compliant, thus preventing any violations of higher-level laws or regulations. Additionally, universities should conduct a comprehensive review of the rules and regulations of various internal departments, rectifying any deviations that do not align with the constitution's requirements.

Furthermore, university constitutions should be closely aligned with the changes occurring in the present era, as well as the development of universities themselves. They should be frequently updated and improved to meet the needs of modern higher education. Lastly, any revisions to university constitutions should prioritize openness, transparency, fairness, and broad participation. It is crucial to strictly adhere to the requirements of a fully democratic process throughout the revision procedure.

Improve supervision mechanisms, protect the interests of all parties, and adhere to high-quality development:

In order to enhance supervision mechanisms and safeguard the interests of all stakeholders, it is crucial to fully consider the viewpoints of various parties during the revision of university constitutions. Following the proposal of revisions, the constitution drafting organization should be comprised of representatives from university party and government leaders, academic organization leaders, teacher representatives, student representatives, relevant experts, as well as representatives from university organizers or supervisory departments. Additionally, it is advisable for the drafting organization to also invite representatives from relevant social sectors, well-known public figures, retired faculty representatives, and alumni representatives, among others.

Furthermore, universities should actively seek input from government departments, internal organizations of the university, teachers, students, and staff to ensure a wide range of perspectives are taken into account. It is imperative to enhance and clarify the institutional supervision mechanism and establish specialized institutions responsible for implementing, supervising, and handling complaints related to the constitution. By doing so, the effective implementation of the university constitution can be assured, thereby protecting the rights and interests of both teachers and students.

This comprehensive approach will enable universities to foster a high-quality development process that enhances the timeliness, authority, operability, protection, and overall progress of the university constitution.

Summarize the achievements of the university's development, anchor the direction of education, and highlight educational characteristics:

In accordance with the 'Interim Measures for Formulating University Constitutions,' significant aspects of higher education institutions, such as educational purpose, development goals, and organizational and management system changes, can be revised through the constitutional procedure. Therefore, it is imperative for universities to continuously review and consolidate successful experiences that can be preserved and upheld throughout the university's development. This practice ensures institutional guarantees and continuity for the future.

Furthermore, in line with the guidance provided by the national classification of education, the constitution should clearly define the explanations applicable to both applied and academic universities. This includes outlining the direction of education, rules and regulations, as well as the distinctive educational characteristics of the institution, all of which should be summarized and positioned based on the university's recent development.

By summarizing the accomplishments achieved during the university's growth, establishing a clear educational direction, and emphasizing the institution's unique educational features, universities can align their constitution with their current and future development needs. This approach facilitates a coherent and strategic approach to education, ensuring the university remains at the forefront of academic progress and meets the demands of the ever-evolving educational landscape.

Conclusion

The revision of university constitutions in China is carried out in accordance with relevant laws and regulations. Ideally, universities should have the autonomy to continuously modify and improve their constitutions in line with their own development. However, in reality, the Ministry of Education often issues announcements urging universities to amend their current constitution documents. This reflects a lack of awareness regarding the significance of university constitutions and highlights the concentration of official thinking. The establishment of a modern university management system requires the guarantee of a university constitution. Therefore, universities should seize the opportunity during the constitution revision process to further clarify their autonomy in education, implement modern management practices, and emphasize their distinctive characteristics and positioning. This will allow them to showcase new achievements in reform and development. It is crucial for universities to identify new directions for development, enhance their governance and management structures, safeguard the rights and obligations of teachers and students, promote academic freedom, encourage research-led scholarship, and foster democratic management. Additionally, universities should accelerate their progression towards a legal framework for operations and governance, making use of the constitution-building process as a catalyst. Through a comprehensive review and updating of current management regulations, universities can establish a solid foundation for governance that is based on the rule of law, paving the way for their high-quality development and leading the way in academic excellence.

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