



FACTORS INFLUENCING THE CONSTRUCTION OF
DUAL-TEACHER IN HIGHER VOCATIONAL SCHOOLS

SIQI LI

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

ACADEMIC YEAR 2022

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Independent Study Title Factors Influencing the Construction of Dual-Teacher in
Higher Vocational Schools

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Title	Factors Influencing the Construction of Dual-Teacher in Higher Vocational Schools
Number of pages	58 pages
Author	Siqi Li
Program	Master of Education in Educational Administration (International Program)
Advisor	Assistant Professor Smithirak Jantarak, Ph.D.
Academic Year	2022

ABSTRACT

The purpose of this study was to analyse the current situation and factors influencing the construction of "dual-teacher" teachers in higher vocational institutions. The study is based on constructivism and dialectical unity as the theoretical basis of understanding and structure. It is pointed out that the overall quality of teachers is not high, the foundation of teachers is not firm, the training mechanism of teachers is not sound, the system of teachers is not perfect, the evaluation mechanism of teachers is not perfect, and the motivation of teachers is not strong. The macro, meso and micro analyses may be influenced by national policies, school-enterprise collaboration, and teachers' internal needs. Based on affirming the construction of "dual-teacher" teachers in China's higher vocational colleges and universities, the corresponding countermeasures are proposed, mainly for the innovation of the recruitment and selection mode of "dual-teacher" talents,

Keywords: Dual-teacher, Higher vocational school

the establishment of the incentive mechanism of "dual-teacher" teachers, and the development of "dual-teacher" teachers. The main measures are to innovate the recruitment and selection mode of "dual-teacher" talents, establish the incentive mechanism of "dual-teacher" teachers, build a policy guarantee system, and establish a common platform for "dual-teacher" teachers in cooperation with schools and enterprises.

Keywords: Higher Education, Vocational Schools, Dual-teacher, Teacher

Acknowledgement

During my studies, the University of Southeast Asia has taught me to pursue my studies with its excellent learning ethos and rigorous research atmosphere. Special thanks to Dean Dr. Puttithorn Jirayus. On completing my thesis, I would like to express my most sincere gratitude and best wishes to all those who have cared for and helped me.

This thesis was completed under the careful guidance of my supervisor, Assistant Professor Dr. Smithirak Jantarak, who has a wealth of professional knowledge, a rigorous approach to learning, an unfailing commitment to excellence, a tireless teaching style, and an uncompromising commitment to the students. I have been deeply influenced by his professional knowledge, rigorous approach to learning, dedication to excellence, tireless teaching, and his unpretentious and down-to-earth personality, which have given me a lifelong benefit.

The completion of this thesis would not have been possible without the care and assistance of all other teachers, students and friends. I would also like to thank Director Zhang and Mr Tianye and all my fellow students for their encouragement and help during the research process.

Finally, I would like to thank my parents and family for their unfailing care, support and encouragement throughout my academic career.

Siqi Li

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Chapter 1

Introduction

1.1 Statement of the Research Problem

The core element and the first resource of education is the teacher. As the saying goes, whether a country is strong depends on its education level, and whether a country's education level is strong or not depends on whether the teaching force is strong. The level and capacity of a school is largely determined by the high quality of its teaching staff. If a school is to have a high level of education, then a highly qualified and competent teaching staff is the key. The construction of a "dual-teacher" teaching team is a special feature of higher education institutions and is one of the important factors in ensuring the quality and development of higher vocational education. Only by building a high quality and high level "two-teacher" teaching team can we ensure the smooth, scientific and healthy development of higher vocational education and reflect the characteristics of higher vocational education in China. However, how to build such a "dual-teacher" teaching team has become a problem for higher vocational institutions. Therefore, it is necessary to discuss how to build a "dual-teacher" teaching team, find a response strategy, analyse its influencing factors and gradually improve the quality of "dual-teacher" teachers. "Therefore, it is necessary for higher vocational colleges to deepen the reform and adapt to the social and economic development. In the

report of the 19th Party Congress, General Secretary Xi Jinping pointed out that "after a long period of effort, socialism with Chinese characteristics has entered a new era, which is the new historical orientation of China's development." The new era is more the aspiration and need of the general public for a better life in today's society, including the need for ecological, social, cultural, political and economic needs, as well as the need to enjoy better quality education and a higher quality teaching force [1]. In the new era, the requirements for teachers, especially those in higher vocational institutions, are to have a higher level of teaching and education, a higher level of knowledge, a higher level of ethics and a higher level of practical skills, and therefore in the new era there are also new requirements, new expectations and new positioning for teachers in higher vocational institutions. In November 2017, the Opinions on Comprehensively Deepening the Reform of Teacher Training in the New Era was reviewed and approved by the Leading Group Meeting on Comprehensively Deepening Reform chaired by General Secretary Xi Jinping, and was officially issued in early 2018. First of all, the official issuance of this document is the first time that the CPC Central Committee issued a guiding policy on the construction of the teaching force, and it is also an important and far-reaching guidance and arrangement for the construction of the teaching force made by the Party's leading group with General Secretary Xi Jinping as the core based on the new era, reviewing the situation and being far-sighted, which has since opened a new climax for the construction of the higher vocational teaching force in

China[2]. As a necessary part of higher education, higher vocational education is one of the important components of China's education system, moreover, it is an important type of education that cultivates many excellent skilled talents for China and occupies an important position in China's higher education. Higher vocational colleges and universities are responsible for training high-quality talents for service, management, construction, and production, and have their own special educational functions and the responsibility and mission of training applied and technical talents. Higher vocational colleges and universities are pivotal in promoting and facilitating the smooth development of China's economy and society. Because of the special educational functions of higher vocational colleges, they are obviously different from ordinary higher education institutions in terms of teaching methods, teaching contents, professional settings, faculty construction and teaching forms, etc. They have a unique positioning in this respect, and their talents training objectives are more set on the needs of society and enterprises. Practical teaching occupies an important position in higher vocational education, and it is clear from its VET attributes that practical teaching is one of the most important ways to train students with stronger hands-on skills. Therefore, it is necessary to build a team of highly qualified teachers who understand both practical and theoretical teaching, in order to produce skilled and application-oriented talents with good hands-on skills and theoretical knowledge. This is why the need for a "dual-teacher" teaching force in higher vocational institutions is clearly different from that of other general higher

education institutions in China, and it is a prerequisite and a necessity to ensure the quality of teaching in higher vocational institutions. Since the 18th National Congress, China has entered a new stage of social development and is gradually moving towards becoming an economic power. At the same time, with the continuous promotion of social economy and national policies, China's higher vocational education is developing rapidly and is full of vigour, vitality and combativeness. However, there are many shortcomings in China's higher vocational education. Compared with the needs of China's vocational education reform, there are problems such as low level of professionalism, rigid management system and mechanism, structural contradictions, insufficient two-way flow between schools and enterprises, single source and lack of quantity. Among the many problems, the most prominent one is the problem of "double-teacher" teachers, i.e. teachers with both practical and theoretical teaching abilities, which is a problem limiting the development of higher vocational education in China at present.

Therefore, the Ministry of Social Security and Human Resources, the Ministry of Finance, the National Development and Reform Commission and the Ministry of Education have jointly issued the "Implementation Plan for Deepening the Reform of "Dual-Teacher" Teacher Training in Vocational Education in the New Era". At the launch of the programme, Director General Ren Youqun introduced the situation of teachers and team building in higher vocational education in China, pointing out that so far, there are 191,000 "dual-teacher" teachers in higher vocational

institutions in China, and the level of "dual-teacher" teachers is gradually improving. The number of "double-teacher" teachers is increasing, but China's higher vocational education is also developing rapidly, so only higher education institutions need more and higher level "double-teacher" teachers, so the construction of a "double-teacher" teacher team is urgent. Experts and leaders in education and society have called for higher vocational institutions to respond to national policies, improve teacher training programmes, develop teacher training systems, and establish a team of "dual-teacher" teachers who are both practical and theoretical, in order to improve teacher qualifications and teaching standards in higher vocational institutions. The programme also states that by 2022, the number of "dual-teacher" teachers should account for more than 50% of all teachers in higher vocational institutions in China. In this paper, we focus on some of the factors that influence the development of a 'dual-teacher' teaching force in higher vocational institutions and the views of teachers or 'dual-teacher' teachers on the current policy, taking into account our own learning experiences. At the same time, we reviewed the relevant literature on the construction of "dual-teacher" teachers, designed questionnaires and interviewed teachers to analyse the current problems in the construction of "dual-teacher" teachers in some higher vocational institutions, analyse the causes and influencing factors, and put forward some feasible suggestions or countermeasures. The aim of this study is to make some feasible suggestions or countermeasures in order to improve the reference for the

construction of "double-teacher" teachers in higher vocational colleges and make due contribution.

1.2 The Research Objectives

The following issues are mainly investigated according to the basic situation of dual-teacher and non-dual-teacher teachers.

(1) To investigate whether there are differences in the gender composition of dual-teacher teachers and non-dual-teacher teachers

(2) To investigate whether there is a difference in the average age of dual-teacher and non-dual-teacher teachers

(3) To investigate whether there is a difference in the number of years of service between dual-teacher and non-dual-teacher teachers.

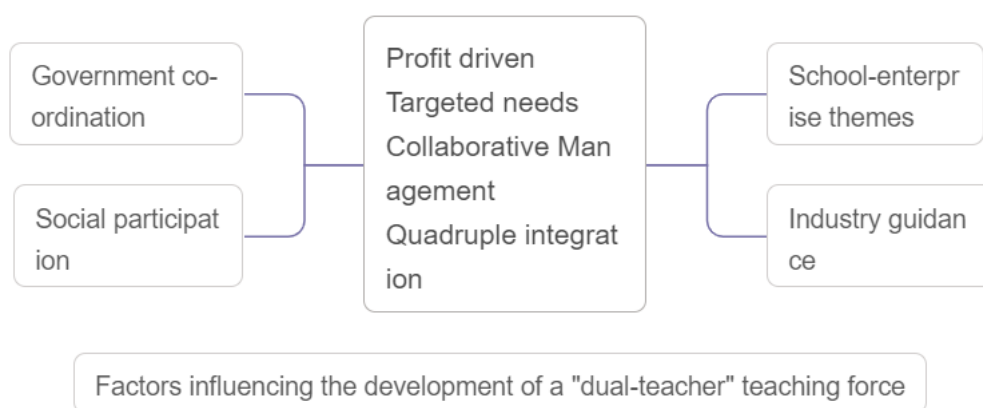
(4) To investigate whether there is an effect of job title on dual-teacher teachers

(5) To compare whether the type of teaching, the number of courses offered and whether participation in teaching competitions influences dual-teacher teachers.

1.3 Conceptual Framework

The construction of a "two-teacher" teaching team is a hot topic and a key focus of current research, and has received widespread attention from scholars and

experts, and relevant results have already appeared. However, since the 19th National Congress, the new era has ushered in new requirements and connotations for the "two-teacher" teaching team, which will face new challenges and opportunities. This paper takes the construction of a "dual-teacher" teaching team in the new era as the starting point, analyses the meaning of "dual-teacher", analyses the problems, causes and influencing factors in the construction, and proposes relevant strategies. The study finds that there is an interdependent relationship between the teaching team construction subsystems of the "two-teacher" structure, and that the factors affecting the construction of a "two-teacher" teaching team are mainly the following.



1.4 The Research Hypotheses

This paper adopts the comparative research method to explore the relevant research framework and strategies for the construction of "dual-teacher" higher

vocational education teachers in China; to investigate the current situation of the quality of teachers and the measures for the construction of "dual-teacher" teachers in higher vocational institutions in this region. The study will use questionnaires and interviews to find out the current situation of higher education teachers and the main problems of "dual-teacher" teacher training in schools; study the countermeasures to solve the problems and develop the theoretical hypotheses of the basic strategies; adopt the action research method to test and verify the suggestions made in a certain region; experiment, draw conclusions, improve, refine and enhance the quality of teachers in a certain scope. From the bottom-up level, the project will eventually be submitted to the government and education administration departments for the cultivation of higher education teachers and the strategic suggestions for the construction of "dual-teacher" teacher training teams in higher education institutions.

The construction of a "dual-teacher" teacher team in higher education institutions is a systematic project that requires the joint efforts of all parties in the society to complete. The basic strategic theoretical assumptions (models) are

National policy is the macro factor

Co-operative education between schools and enterprises is the meso factor

The internal demand of teachers is the micro factor

1.5 The Scope and Limitation of the Research

The main object of this article is to study all teachers who teach in higher vocational institutions. The qualified "dual-teacher" teachers are roughly summarized as follows: they have obtained professional and technical titles related to their specialties; they have obtained professional qualifications recognized or issued by the state (ministries); they have practical work experience in their specialties for a specified number of years; They should be responsible for the completion of applied technology research of the required level; they should be responsible for the completion of horizontal applied project research of the required amount or more; they should participate in the skills competition of their specialty and obtain the required level of awards; they should guide students in the skills competition and obtain the required level of awards; the standards formulated by each teaching unit in conjunction with the characteristics of their specialty in the industry, etc.

However, there is no precise definition of "double-teacher" teachers in each university, and the recognition of "double-teacher" teachers is somewhat subjective and one-sided. The conditions and rules for the recognition of "dual-teacher" teachers vary among the universities surveyed, which to a certain extent affects the accuracy of the survey results.

1.6 Terminology

Higher vocational education: First of all, higher vocational education is closely related to the educational reform and economic development of China. The Encyclopaedia of Chinese Education mentions about the current higher vocational education, which considers that through technical training and school education, graduates of general high schools, students of secondary vocational schools and skilled workers are educated for about three years, making them become skilled workers and applied talents in demand in society. The Dictionary of Education considers that higher vocational education should belong to the third level of education, which includes technical education and vocational education, either as continuing education after work or as technical training before employment. Higher vocational education mainly cultivates talents in finance and economics, politics and law, medicine, agriculture and forestry, engineering, science and arts.

Higher vocational colleges: Generally known as higher vocational colleges, they are usually used to train technical talents for the country and society. At present, higher vocational colleges in China have two levels of education, i.e. specialist and undergraduate degrees, with a wide range of students, including counterpart students, five-year junior high school graduates and fresh full-time high school graduates.

High-quality "dual-teacher": "Dual-teacher" teachers are the direction of China's teaching team construction and the highlight of the teaching team

composition, and the identification of "dual-teacher" teachers differs from one higher vocational institution to another. This factor also restricts the construction of a "dual-teacher" teacher team. At present, most scholars believe that "dual-teacher" teachers should first of all have the qualification of teaching in higher education, and in addition, they should also have work experience or be able to undertake practical teaching, i.e. they should have professional qualification certificate or professional technical qualification certificate.

The construction of a "dual-teacher" teaching team: this generally refers to the process of management, use, assessment, training and selection of teachers in higher education institutions. The construction of a "dual-teacher" teaching team is a wide-ranging, multi-faceted and persistent task. Obviously, the "dual-teacher" teacher team is a collective, a team, not a single old combination. The key to construction is to complement each other in terms of academic structure, ability structure, knowledge structure and age structure, and to complement each other's strengths.

1.7 The Benefits of the Research

The construction of a "two-teacher" teaching force has always been an issue of close concern to the State Council and the Central Committee of the Communist Party of China. Firstly, by reviewing the relevant literature on the construction of "dual-teacher" teachers, this paper collects information and raises

questions to draw the attention and concern of higher education institutions.

Secondly, we conduct a study on non-teacher teachers and teacher teachers to discuss the problems of the 'dual-teacher' system and the demands of teachers.

This paper proposes strategies for the construction of 'dual-teacher', which we hope will provide reference for higher education institutions.

Chapter 2

Theory and Literature Reviews

2.1 Concept and Theories

Vocational education is a specific form of education based on the mastery of production technology and theoretical knowledge of relevant professions and practical application of science, which determines the uniqueness of the quality of vocational education teachers. They must not only have the dedication and professional ethics to engage in vocational education, but also have a high level of theoretical and technical knowledge of vocational education, as well as a high level of professional skills, the ability to operate in production and the ability to solve practical problems that arise in production. Since the term 'dual-teacher' was first proposed by researchers in the field of vocational education in the 1990s, the focus of attention on 'dual-teacher' teachers has been on practical skills outside the classroom, while the focus on teaching skills has been The focus has been on practical skills outside the classroom, but not on teaching skills. The vocational education sector does not yet have a complete definition of how to assess the competencies of 'dual-teacher' teachers, and is still at the stage where education departments and schools in different regions are working on their own. The establishment of competency standards for "dual-teacher" teachers in vocational schools is a top priority for teacher competency building.

Some scholars have argued that Wang Yicheng was the first person to propose the concept of "dual-teacher" in China. Xiao Lingjun and Song Kui pointed out in their article 'Errors in the Study of the Concept of "Dual-Teacher" Teachers' that the initial proponent of the concept of "dual-teacher" teachers was Wang Yicheng, who was the head of the Department of Instrumentation and Electricity at Shanghai Metallurgical College at the time. Since the concept of "dual-teacher" was proposed, the state has issued a number of relevant policy documents that provide relatively clear definitions of the criteria for "dual-teacher" teachers and their connotations, but researchers still have different definitions of the concept of dual-teacher, the main ones being The term "double certificate", "double title", "double source", "double ability (double quality)", "double overlap" and so on. "double overlap" and other expressions. Qin Li in "Research on the Current Situation and Countermeasures of "Double-teacher" Teacher Team Construction in Higher Vocational Colleges", Gong in "Practical Research on "Double-teacher Quality" Cultivation of Higher Vocational Teachers", Wang Qiong in "Research on "Double-teacher" Teacher Team Construction in Higher Vocational Education in Shanxi Province The research on the construction of "dual-teacher" teacher team in higher vocational education in Shanxi Province", and Lei Xinliang's master's thesis on "Research on the construction of "dual-teacher" teacher team in higher vocational institutions in Lanzhou" have outlined this in detail.

Subsequently, many researchers have put forward their unique understanding

of "dual-teacher" teachers by integrating the above-mentioned statements into their definitions of "dual-teacher" teachers. For example, in her study on the construction of a 'dual-teacher' teacher team in higher vocational education in Shanxi Province, Wang Qiong points out that the so-called 'dual-teacher' teachers have both rich professional theoretical knowledge and strong professional and technical practical skills, as well as good industrial ethics, professionalism, management ability and adaptability. The so-called "dual-teacher" teachers are those who have rich professional theoretical knowledge and strong professional and technical practical skills, but also have good industrial ethics, professionalism, management ability and adaptability, and have "teacher qualification" and "lecturer (or above) title", as well as "intermediate (or above) title in the professional practice" or "industry patent qualification". Part-time professional teachers with "teaching qualification" and "lecturer (or above) title" as well as "intermediate (or above) title in the practice of the profession" or "industry patent qualification".

2.2 Literature Reviews

In 1995, the concept of "dual-teacher" teachers was first explicitly mentioned in the document "Notice of the State Education Commission on the Construction of Model Vocational Universities". The document "Opinions on Strengthening the Cultivation of Talents in Higher Vocational High School Education" issued by the Ministry of Education stated that "'double-teacher' is both a teacher and an engineer,

accountant, etc.". The concept of "double-teacher" teachers was first used in the Notice on the Research Work on the Teacher Training Team in Higher Vocational High School Education issued by the Ministry of Education. The Evaluation Programme for the Level of Talent Cultivation Work of Higher Vocational High School Institutions (for trial implementation) set specific criteria for defining double-qualified teachers, providing a policy basis for higher vocational schools to build a double-qualified teacher team. Article 10 of the Decision of the State Council on Vigorously Promoting the Reform and Development of Vocational Education and Article 16 of the Decision of the State Council on Vigorously Developing Vocational Education put forward the requirements of strengthening the construction of teachers, establishing a high-level teacher team and enhancing the training of "double-teacher" teachers. Chapter 17 of the National Medium- and Long-term Education Reform and Development Plan proposes to "strengthen the construction of teachers in vocational schools, with emphasis on 'dual-teacher' teachers." Article 7 of the "Opinions of the Ministry of Education on Comprehensively Improving the Quality of Teaching in Higher Vocational Education" proposes to gradually establish a qualification certification system for "two-teacher" teachers, and to study the development of standards and admission systems for teachers in higher vocational institutions.

The strengthening of the construction and training of dual-teacher teachers at the policy level has given a great impetus to the improvement of the professional

quality of vocational education teachers in China, especially those in higher vocational education. Since the 1995 Circular, a series of relevant policies and documents have been issued one after another, and the connotation of "dual-teacher" teachers has gone through several stages, including the introduction of the concept, initial development, clarification of evaluation criteria, and a tendency towards maturity. Firstly, there are various names, such as "dual-teacher", "dual-teacher qualification" and "dual-teacher quality", but the meaning is basically the same; secondly, with the development of the times Secondly, with the development of the times, the connotation of "two-teacher" teachers has gradually become clearer and richer; thirdly, the description of "two-teacher" teachers has become more and more specific and operable. In the process of development, emphasis has been placed on the professional practice of teachers, and the dual title is only one of the manifestations of a 'dual-teacher' teacher.

The amount of literature on the study of 'dual-teacher' teachers in China is already quite large and covers a wide range of areas, but it mostly belongs to basic theoretical discussions and some experience summaries, with many fundamental issues left untouched or unresolved. There are reviews on the study of "dual-teacher" teachers alone, such as Tang Linwei and Zhou Xingxing's Review of Research on "Dual-Teacher" Teachers in Vocational Colleges, which reviews concepts, standards, training models, management and development trends. Most of the studies on the construction of a "dual-teacher" teacher team focus on the problems

and countermeasures of a "dual-teacher" teacher team. For example, Lou Shizhou and Miao Gang proposed the competency structure of teachers in vocational schools in the European Union in "New Developments in the Competency Structure of Teachers in European Union Vocational Schools". Theoretical model of teacher competence standards is proposed from the perspective of "teaching" in Ning Hong's Theoretical Model of Teacher Competence Standards. Tong Li's 'Exploring the Design of Teacher Competency Standards in Higher Education Institutions' proposes that the generic competencies, professional competencies and core values of teachers form the framework of teacher competency standards in higher education institutions.

However, if we search with the keywords of "dual-teacher" and "competence", we find that there are not many studies on the competence standards and capacity building of "dual-teacher" teachers in vocational schools. The establishment of competency standards for "dual-teacher" teachers in vocational schools is one of the priorities for building the competency of "dual-teacher" teachers. "A clearly defined framework of competency standards for 'dual-teacher' teachers can effectively help professional teachers to understand the direction of their efforts and use it as a standard of behaviour to promote the development of a 'dual-teacher' teaching force in vocational schools. However, little research has been conducted on the competency standards. Some of these studies discuss theoretical models of competency standards for 'dual-teacher' teachers, but they

do not specify the content of the standards. Some of these studies have analysed the competency standards of 'dual-teacher' teachers, but have not discussed the competency standards of 'dual-teacher' teachers in detail. Some of the studies and analyses of the professional competencies and core competencies of "dual-teacher" teachers are related to the study of team building. There are also international comparisons of the development of 'dual-teacher' teacher competencies, but most focus on teacher training models.

In recent years, scholars in China have been discussing how to realize the strategic transformation of higher vocational education from scale and quantity to connotation, quality and efficiency development, and on the one hand, the issue of "double-teacher" professional faculty construction in higher vocational education has become a hot topic to ensure the quality of education and teaching in higher vocational institutions. In order to summarize the research situation and main views on the construction of "double-teacher" teacher team in higher vocational education, China Knowledge Network has published a series of articles on "The construction of "double-teacher" teacher team in higher vocational education", "The construction of "double-teacher" teacher team in higher vocational education" and "The construction of "double-teacher" teacher team in higher vocational education". 14, 14, 40 and 162 articles were searched respectively with the themes of "higher vocational "double-teacher" teacher team construction", "higher vocational "double-teacher" teacher team construction" and "higher vocational college

"double-teacher" teacher team construction", with the time span of The period was from January 2000 to January 2015. The literature related to "Double-teacher" teacher team construction in higher vocational education was categorized and summarized to provide reference for better summarizing the research results of "Double-teacher" teacher team construction in higher vocational education.

2.3 The current situation of "dual-teacher" teacher team construction in higher vocational institutions

2.3.1 The overall quality of the "dual-teacher" teaching team is not high

The characteristics of higher education institutions should be innovative, comprehensive, scientific and practical, so the full-time teachers of higher education institutions are required to have practical and theoretical teaching abilities, which is also the most important requirement for the teaching team of such institutions. On the one hand, some teachers have solid basic professional knowledge and high academic qualifications, but their practical skills can hardly meet the teaching requirements; on the other hand, some teachers lack professionalism and theoretical knowledge, but have stronger practical operation ability [3]. The analysis of the reasons for this phenomenon is as follows: firstly, teachers are mostly formal when they carry out enterprise practice. It is difficult to reach a long-term cooperation between enterprises and universities, and it is often the case that enterprises are not motivated and have low enthusiasm, while universities are head over heels. Secondly, there is a lack of institutional guarantee

for the construction of a "dual-teacher" teaching team, which focuses on formality in recognition and does not set evaluation and assessment targets. Thirdly, teachers are overburdened with tasks. In addition to regular teaching, they also need to take up practical training courses, skills competition guidance and administrative work.

2.3.2 The foundation of "dual-teacher" teacher team construction is not firm

When recruiting teachers, higher vocational institutions often refer to the standards of high titles and high academic qualifications, and due to the restrictions of recruitment mechanism or policies, the talents entering universities are mostly teaching or research-oriented. What is more noteworthy is that new university teachers are often fresh graduates who have just completed the transition from student to teacher role from one campus to another and lack practical experience and skills in the industry[4]. For the introduction of talents, there are many restrictions, such as the requirement of master or doctor in education, and the requirement of associate professor or professor in title, but the talents with practical experience and operation skills often cannot meet the above requirements, thus making it difficult for some talents with practical teaching ability to enter the universities to work. For this reason, it is difficult for many higher education institutions to build a "double-teacher" teaching team when introducing or recruiting talents.

2.3.3 Incomplete cultivation mechanism of "two-teacher" teachers

The training of teachers in higher vocational institutions is mostly carried out

in the way of combining enterprise practice and practical training bases after joining. In terms of training time, "double-teacher" teacher training should be long-term and cyclical, but the training adopted by universities is often immediate, which does not meet the requirements and makes it difficult to achieve the training effect; in terms of motivation, "double-teacher" teacher training has obvious In terms of motivation, "dual-teacher" teacher training is obviously purposeful and utilitarian; in terms of training content, "dual-teacher" teacher training should focus more on enterprise practice and the mastery of professional operating skills, rather than some non-conforming content; in terms of training organisation, "dual-teacher" teacher training should be planned in advance, organised, disciplined, and with a clear vision. In terms of training organisation, teacher training should be planned in advance, organised, disciplined and institutionalised[5]. In the long run, short-term industry training organised by vocational institutions does not allow teachers to fully grasp the latest frontiers of development and the latest technologies in the industry, so it is difficult to achieve results.

2.3.4 The system for building a "dual-teacher" teaching force is not perfect

Although there are documents issued by the state for reference in the construction of "dual-teacher" teachers, and higher vocational institutions are actively establishing their own systems, the construction of "dual-teacher" systems does not meet expectations on the whole, and some higher vocational institutions are only superficial in establishing the systems. Some institutions of higher

education are only superficial in establishing the system and only include the "double-teacher" standard, while the corresponding incentive system, promotion path and assessment system are lacking[6]. In addition, some systems lack the practical assessment of "double-teacher" teachers, and are mostly replaced by scientific research results, and the incentive methods are not integrated with teachers' development.

2.3.5 Imperfect evaluation mechanism for 'dual-teacher' teachers

Higher education institutions usually use scientific research results, students' comments, colleagues' evaluations and experts' lectures to assess teachers' theoretical teaching ability, but there is still no unified evaluation method to assess the operational ability and practical experience of "dual-teacher" teachers, which to a certain extent limits the ability of "dual-teacher" teachers. The development and construction of "dual-teacher" teachers is to a certain extent restricted[7]. For example, teachers are usually required to have academic papers, presided over projects and teaching achievements when evaluating their titles, but these requirements are obviously limited in relation to practical ability and enterprise experience. Teachers' participation in activities such as mentoring students, posting exercises and fixed-term practice are difficult to reflect in the regular appraisal system and also provide assistance in title promotion, thus the above reasons greatly reduce teachers' motivation. Therefore, it is particularly important to determine what kind of evaluation indicators are used to assess the quality of

teachers' "dual-teacher" skills.

2.3.6 "Dual-teacher" teachers are not well motivated

At present, there is a lack of systematic and long-term incentive measures and plans for the development of a "dual-teacher" teaching force. In general, higher education institutions have set up promotion channels for teachers who are both teaching and research-oriented, research-oriented and teaching-oriented, but few have established a promotion system for "double-teacher" teachers[8]. The treatment and social status of "dual-teacher" teachers are basically the same as those of other types of teachers, but there is a considerable gap in their development prospects, and higher education institutions have failed to provide a system of promotion for "dual-teacher" teachers in terms of awards and merits, academic upgrading, job promotion, title evaluation, continuing education, performance allocation, annual assessment and teacher evaluation. "This has limited the enthusiasm of "dual-teacher" teachers in their development. In addition, compared with ordinary higher education institutions, teachers in higher education institutions are not well paid and are not attractive to high-level talents urgently needed by industries and enterprises, thus to a certain extent affecting the entry of skilled talents into higher education institutions.

Chapter 3

Research Methodology

3.1 Population/Sampling Methods/Variables

The survey was conducted using a self-administered questionnaire, supplemented by interviews, with the aim of identifying the extent of teachers' recognition of a 'dual-teacher' teaching force, combining this with the literature, identifying problems and proposing countermeasures.

The survey respondents were divided into full-time teachers, including dual-teacher teachers and non-dual-teacher teachers. The direction of the survey focused on the recognition of the dual-teacher team building and management system and the extent of knowledge of dual-teacher teachers. The answers to the questions were either very satisfied (5 points), satisfied (4 points), average (3 points), dissatisfied (2 points), very dissatisfied (1 point), or very much aware (5 points), aware (4 points), average (3 points), not aware (2 points), very little aware (1 point), or very helpful (5 points), very helpful (4 points), very helpful (4 points), very helpful (1 point). Helpful (assigned 4 points), average (assigned 3 points), not helpful (assigned 2 points), very unhelpful (assigned 1 point). The survey mainly investigated the working years of full-time teachers, their titles (intermediate and below; senior), their teaching type (practical or theoretical teaching), their practical experience in enterprises (yes or no), their qualifications (yes or no), their training experience (yes

or no), etc. In addition to this, the survey also investigated whether dual-teacher teachers were employed, how they were treated, and whether they knew about "dual-teacher" and whether it helped in assessing their titles. In addition to this, we also investigate whether dual-teacher teachers are employed, how they are paid and whether they know about dual-teaching and whether it helps in assessing their titles.

3.2 Data Collection

The survey was conducted by a random sample of full-time teachers, and the questionnaires were filled out on the spot to ensure their authenticity and validity. A total of 256 questionnaires were distributed and 240 questionnaires were collected on site, with a recovery rate of 94%, of which 232 were valid questionnaires, with an efficiency rate of 91%. 127 of the 232 valid questionnaires were answered by non-teaching staff, accounting for 54.74%, while 105 were answered by teaching staff, accounting for 45.26%.

3.3 Instruments/Research Design

This thesis was analysed using SPSS, which contains many techniques that make data preparation very easy. It can open multiple datasets at the same time, facilitating comparative analysis and database conversion processing across different databases during the research process. More powerful data management features

are available to help users use other applications and databases through SPSS. Support for data files in Excel, text, Dbase, Access, SAS and other formats. SPSS is very comprehensive in covering the entire process of data analysis and provides a complete data analysis process such as data collection, data management and preparation, data analysis and reporting of results. It is particularly suitable for designing survey projects, performing statistical analysis of data and producing relevant graphs in research reports.

This study used an adapted version of the "Scale of Factors Affecting the Construction of 'Dual-Teacher' Teachers in Higher Vocational Education" as a measurement tool. The process of developing the instrument was as follows: First, the research team searched and read the relevant literature. The research team mainly reviewed the scales developed by Ke Jianglin [13], Jensen [27], Page [28], Luthans [8], Avolio and others [11] and other relevant materials. Secondly, the dimensions and items of the scale were formed. Based on the above-mentioned literature, relevant dimensions were constructed and specific items were formed based on the job characteristics and professional working conditions of "double-teacher" teachers in higher vocational education. Thirdly, experts' evaluation. Firstly, five doctors specialising in psychology and education were invited to evaluate the presentation of each question, the homogeneity of the questions and the relevance of the content of the items, and to make comments and suggestions. Secondly, the questionnaire was initially revised according to the

above-mentioned comments to further improve its content validity. Finally, based on the above analysis and discussion, the current measurement form was developed.

3.4 Statistics and Data Analysis

Data entry and analysis of data was carried out in this study using SPSS 22.0 software. measures were expressed as $\bar{x} \pm s$ and t-tests were performed. The percentages of count data were expressed as n (%) and a chi-square test was performed. $p < 0.05$ was considered a statistically significant difference. The data were analysed in three ways: a comparison of general information of non-dual and dual-teacher teachers, a survey of non-dual and dual-teacher teachers' perceptions of "dual-teacher", and a survey of non-dual and dual-teacher teachers' recognition of the "dual-teacher" system. The data were analysed to examine the factors affecting the development of a "dual-teacher" teaching force.

Chapter 4

Data Analysis Result

4.1 Demographic Analysis of The Respondents

Data were analysed using SPSS 22.0 software. Measures were expressed as $\bar{x} \pm s$ and t-tests were performed. The percentages of count data were expressed as n (%), and the chi-square test was performed. $p < 0.05$ was considered a statistically significant difference.

The presentation of result of the data analysis is technically correct, using the standard format, and completely confirms with the research objectives and research hypotheses.

4.2 Statistical Analysis Results

Based on the questions in the research objectives mentioned earlier and by analysing the relevant graphs, it was possible to draw the following conclusions.

The general information of dual-teacher and non-dual-teacher teachers is detailed in Table 1.

(1) According to Table 1, it can be seen that there were 105 full-time teachers dual-teacher teachers in this survey, of whom 60 were male and 45 were female; there were 127 non-dual-teacher teachers, of whom 69 were male and 58 were female; the difference in gender composition between dual-teacher and non-dual-teacher teachers was not statistically significant ($p > 0.05$).

(2) Comparing the age of the two teachers, the average age of the dual-teacher teachers was (40.05 ± 3.90) years, while the average age of the non-dual-teacher teachers was (38.24 ± 3.27) years, and the average age of the dual-teacher teachers was significantly higher than the average age of the non-dual-teacher teachers, with a statistically significant difference ($P < 0.05$).

(3) Further the working years of the two were found to be (6.41 ± 0.37) and (6.21 ± 0.49) years for the dual-teacher and non-dual-teacher teachers respectively, with the mean working years of the dual-teacher teachers being slightly higher than the mean working years of the non-dual-teacher teachers, with a statistically significant difference ($p < 0.05$). An analysis of the age and years of work of the two shows that a higher proportion of the teachers who had worked longer were dual-teacher teachers.

(4) Comparing the titles of the two, 55.24% (58/105) of the dual-teacher teachers were intermediate or below and 44.76% (47/105) were senior; 69.29% (88/127) of the non-dual-teacher teachers were intermediate or below and 30.71% (39/127) were senior; the percentage of senior titles of dual-teacher teachers was significantly higher than that of non-dual-teacher teachers. The difference was statistically significant ($p < 0.05$).

(5) However, when comparing the number of provincial-level and above projects hosted by both teachers, it was found that 69.52% (73/105) of dual-teacher teachers hosted one or more projects, and 30.48% (32/105) hosted one or less

projects; 63.78% (81/127) of non-dual-teacher teachers hosted one or more projects, and 36.22% (46/127) hosted one or less projects. The number of topics hosted by dual-teacher teachers at provincial level or above was significantly higher than that of non-dual-teacher teachers, and the difference was statistically significant ($p < 0.05$). In addition to the above, comparing the type of teaching, the number of courses held and whether they participated in teaching competitions, the results showed that there was no statistically significant difference between dual-teacher teachers and non-dual-teacher teachers ($P > 0.05$).

Table 1 Comparison of general information on non-dual and dual teachers n (%)

(mean $\pm$ standard deviation)

Category		Non-dual teacher (n=127)	Dual-Teacher Teachers (n=105)	X ² /t-value	P-value
Average age (years)		38.24 $\pm$ 3.27	40.05 $\pm$ 3.90	3.845	0.000
Gender	Male	69 (54.33)	60 (57.14)	0.184	0.668
	Female	58 (45.67)	45 (42.86)		
Average years of service (years)		6.21 $\pm$ 0.49	6.41 $\pm$ 0.37	3.448	0.001
Title	Intermediate and below	88 (69.29)	58 (55.24)	4.866	0.027

	Senior	39 (30.71)	47 (44.76)		
	Hands-on teaching	22 (17.32)	16 (15.24)		
Type of teaching	Theoretical teaching	105 (82.68)	89 (84.76)	0.182	0.669
	Two courses and less	28 (22.05)	19 (18.10)		
Number of courses held	Two or more courses	99 (77.95)	86 (81.90)	0.556	0.456
Teaching	Did not participate	32 (25.20)	23 (21.90)		
Competition	Participated	95 (74.80)	82 (78.10)	0.980	0.322
Number of topics hosted	Once and below	46 (36.22)	32 (30.48)		
at provincial level and above	Once and more	81 (63.78)	73 (69.52)	0.850	0.357

According to Table 2, the knowledge of dual-teacher and non-dual-teacher teachers about the meaning of "dual-teacher" differs, with dual-teacher teachers having a mean score of (3.22 ± 0.35) and non-dual-teacher teachers having a mean

significant difference ($P < 0.05$).

Table 2 Non-dual and dual-teacher teachers' perceptions of 'dual-teaching' n

(%) (mean $\pm$ standard deviation)

Category		Non-dual teacher (n=127)	Dual-Teacher er Teachers (n=105)	χ^2/t -value	P-value
Corporate	Yes	57 (44.88)	65 (61.90)	6.680	0.010
Practice	No	70 (55.12)	40 (38.10)		
Level of understanding of the "two teachers" (points)		3.06 $\pm$ 0.43	3.22 $\pm$ 0.35	3.065	0.002
Industry	Yes	51 (40.16)	82 (78.10)	33.817	0.000
Qualifications	No	76 (59.84)	23 (21.90)		
Help with "two-teacher" teaching (points)		3.10 $\pm$ 0.54	4.06 $\pm$ 0.41	14.990	0.000
Training	Yes	65 (51.18)	78 (74.29)	12.976	0.000
	No	62 (48.82)	27 (25.71)		

According to Table 3, the satisfaction level of non-teaching and teaching staff

with the "two-teacher" management system was (3.02 ± 0.32) and (3.16 ± 0.47) respectively, and the satisfaction level of non-teaching and teaching staff with the "two-teacher" management system was slightly higher than that of teaching staff with the "two-teacher" management system. The difference was statistically significant ($p < 0.05$), with non-dual teachers being slightly more satisfied with the 'dual teacher' management system than dual teachers.) However, the overall satisfaction level of both teachers was not high, indicating that the "two-teacher" management system needs to be further enhanced and improved. Subsequently, the survey found that 38.10% (40/105) of the dual-teacher teachers and 72.44% (92/127) of the non-dual-teacher teachers thought that "dual-teacher" was helpful in assessing their titles. The difference was statistically significant ($p < 0.05$). The reason for this analysis may be because the dual-teacher teachers were not helped by their title evaluation, while the non-dual-teacher teachers may have subjectively perceived help because they were not dual-teachers. Further comparison of whether promotion was helped and whether treatment was improved likewise revealed that the percentages of dual-teacher teachers who believed that promotion was helped and treatment was improved were 51.43% (54/105) and 31.43% (33/105) respectively, while the percentages of non-dual-teacher teachers who believed that promotion was helped and treatment was improved were 67.72% (86/127) and 62.20% (79/127). The difference was statistically significant ($p < 0.05$). The survey on employment found that non-dual teachers and dual teachers maintained

a uniform opinion here, with 23.81% (25/105) of dual teachers believing in employment and 30.71% (39/127) of non-dual teachers believing in employment, with no statistically significant difference ($p>0.05$). This indicates the need to improve the treatment of dual-teacher teachers in the management system.

Table 3 Recognition of the 'two-teacher' system by non-two-teacher and two-teacher teachers n (%) (mean $\pm$ standard deviation)

Category		Non-dual teacher (n=127)	Dual-Teacher Teachers (n=105)	X ² /t-value	P-value
Whether you think it helps to assess the title	Yes	92 (72.44)	40 (38.10)	27.647	0.000
	No	35 (27.56)	65 (61.90)		
Satisfaction with the "two-teacher" management system (points)		3.16 $\pm$ 0.47	3.02 $\pm$ 0.32	2.595	0.010
Consider whether to employ	Yes	39 (30.71)	25 (23.81)	1.370	0.242
	No	88 (69.29)	80 (76.19)		

Consider	Yes	86 (67.72)	54 (51.43)		
whether		41 (32.28)	51 (48.57)	6.372	0.012
promotion	No				
helps					
Perception					
of whether	Yes	79 (62.20)	33 (31.43)		
treatment				21.803	0.000
has been	No	48 (37.80)	72 (68.57)		
upgraded					

4.3 Hypothetical Test Results

The results of the above SPSS data analysis show that the factors influencing the construction of a "dual-teacher" teaching force mainly revolve around the following points.

4.3.1 National policy is a macro factor

For example, in 1995, the State Education Commission put forward the concept of "dual-teacher" teachers for the first time, suggesting that "dual-teacher" teachers have become a national education policy. For example, in 1995, the State Education Commission first introduced the concept of "two-teacher" teachers,

suggesting that "two-teacher" teachers had become a national education policy. Later, in 2008, the Assessment Programme for the Training of Talents in Higher Vocational Institutions was promulgated, giving more authoritative recognition to 'dual-teacher' teachers. Two years later, the National Medium and Long-term Education Reform and Development Plan (2010-2020) pointed out the need to strengthen the construction of practical training bases and "dual-teacher" teachers, and ultimately improve the level of vocational education. In 2014, the Decision on Accelerating the Development of Modern Vocational Education was promulgated by the State Council, which again pointed out that the system of teacher practice in enterprises should be implemented, teacher qualification standards should be improved, the construction of a "dual-teacher" teacher team should be accelerated, and high-level "dual-teacher" teachers should be promoted. training bases[9]. It is clear from the above that national policies are an important guarantee for the construction of a "dual-teacher" teaching force.

4.3.2 Co-operative education between schools and enterprises is a meso factor

In 2015, the International Labour Organization proposed that the education system for VET teachers should have the following four levels, including lifelong learning and continuing education, pedagogy and pedagogical learning, enterprise work or non-academic industrial experience, and higher professional education. However, in our system of training vocational education teachers, teachers are not

planned to have the opportunity to practice in enterprises. It is clear that in order to train a qualified teacher in a vocational institution, it is necessary to focus on practical skills development and professional education. However, in China's "dual-teacher" teacher training system, school-enterprise collaboration and co-education are ineffective, and the sharing of risks, results, management, construction, organisation and planning are mostly formal, thus limiting the construction of "dual-teacher" teachers[10].

4.3.3 Teachers' intrinsic knowledge

4.3.3 The intrinsic needs of teachers are a micro factor

Higher vocational institutions are tasked with the mission of training technical talents for society, and the quality of the teaching force is the key to ensuring their mission. Whether the teacher team can meet the development trend of the industry and enterprises, and whether they can master new materials, new equipment, new technology and new techniques directly affects whether the teacher team can gain a foothold in the education field. Therefore, higher education institutions need not only policy support to build a "dual-teacher" teaching force, but also the intrinsic needs of teachers themselves [11].

Chapter 5

Conclusions and Discussion

5.1 Conclusions and Discussion

Through research and study, it can be found that the main problems in the construction of "dual-teacher" teachers are: greed for more and more, blindly raising the requirements and expanding the scope for no reason; putting the cart before the horse - skill quality instead of professionalism; rushing for success, equating certificates with competence; lack of support and The problems of an inadequate system to support the growth of teachers.

The reasons for these problems are, firstly, incomprehensive understanding, as China's higher vocational education started late, and in the face of increasingly fierce competition, some institutions have failed to recognize the importance, necessity, urgency and long-term nature of the construction of a "dual-teacher" teaching force for the development of higher vocational education. The social status and remuneration of teachers in higher vocational institutions are in reality different, resulting in a lack of motivation for the growth of "dual-teacher" teachers and a lack of teachers with "dual-teacher" qualities. "Thirdly, the mechanism is not perfect, and the planning, implementation, management and assessment of teachers' skills training are lagging behind. At the same time, the mechanism of "going out" in the process of training "double-teacher" talents and the mode of

cooperation is not sound, thus weakening the enthusiasm of teachers' growth.

5.2 Suggestions

The construction of a "two-teacher" teaching team has many influencing factors, involves a wide range of long-term and complex. Therefore, it is necessary to set the mentality of the teacher team building, to make it clear that this is a systematic project, and to build a "dual-teacher" teacher team building path from the micro, meso and macro levels. To this end, I have made several suggestions.

5.2.1 Innovate the recruitment and selection mode of "two-teacher" talents.

The selection and recruitment of teachers in higher vocational institutions should be based on scientific strategic planning and long-term development and should be based on the proportion of teachers and their professional needs. It is important that the distinction between higher education institutions and those with academic qualifications is made, and that the "entry barrier" is controlled by requiring three to five years' experience. When examining the abilities of recruiters, more emphasis should be placed on aptitude tests, with a focus on practical experience and corresponding vocational skills certificates for the position in question, and evaluation criteria and methods should be developed based on expert opinion[12]. Generally speaking, auditions, interviews and skills tests should first be conducted to examine practical abilities, followed by theoretical knowledge, so as to ensure that people with practical skills are not excluded from the written

part of the examination. In addition, higher vocational institutions should be given more power and freedom in talent recruitment, and should lower the title and education requirements for technical talents who are in urgent need and particularly outstanding, and explore more introduction channels. The university should explore more channels for the introduction of technical talents, and adopt flexible methods of introduction, such as "double appointment" and "double attachment", to improve the applicability and practicability of the teaching staff. In short, we should shift from pursuing high academic qualifications to focusing on application and practice, so as to lay a solid foundation for the construction of a "dual-teacher" teaching team.

5.2.2 Establish an incentive mechanism for the "two-teacher" teaching team.

To establish an incentive mechanism, it should be tilted towards "two-teacher" teachers in the evaluation of awards and merits, overseas training, continuing education, job promotion, title evaluation, performance allocation, scientific research projects, annual assessment, teacher evaluation and talent introduction. The professional skills assessment should be taken as an important indicator for the promotion, assessment, evaluation and admission of teachers in higher education institutions, and more incentives and support methods should be adopted to encourage and support teachers to exercise their professional skills at the front line of production, to practice in enterprises and to gain practical experience[13]. In terms of performance pay, the treatment of "dual-teacher"

teachers should be improved, and for those with excellent performance in the assessment, a research project fund should be set up, and a salary reward system should be established to encourage teachers to participate in applied technical research projects in enterprises and support the transformation of results. In terms of further study abroad and academic upgrading, more opportunities should be given to "double-teacher" teachers; in terms of job and title promotion, green channels should be opened up or targets reserved for "double-teacher" teachers. Only through unremitting, multi-measures, overall linkage and multi-party participation can the construction of "two-teacher" teachers in higher vocational colleges be achieved.

5.2.3 Build a policy guarantee system.

The government's policy on "dual-teacher" teachers is authoritative and mandatory, and it is the most effective and direct way to directly intervene in vocational education. At the macro level, "dual-teacher" teacher training refers to the policies and regulations of education authorities and the government, education systems and education concepts. The government should give full play to its functions, change its concept, raise awareness, play a monitoring role, participate in the construction of "dual-teacher" teachers, play a linking role, promote the deep integration of enterprises and institutions, improve the system, provide policies for the construction of "dual-teacher" teachers. The government should increase its support, and enterprises need to be able to provide a harmonious environment [14].

The government should increase its support, enterprises should change their mindset, and higher education institutions should increase their motivation to improve the teacher practice system and enhance school-enterprise cooperation under the coordination of the government. Improve the management system of "two-teacher" teachers, develop job evaluation methods, build a salary management system, and develop an assessment and evaluation system, so as to provide policy protection for the construction of "two-teacher" teachers.

5.2.4 Build a platform for the joint construction of "dual-teacher" teachers through school-enterprise cooperation

Cooperation between schools and enterprises is an important means and method for the cultivation of "double-teacher" teachers. On the basis of resource sharing and teacher co-build, teachers from higher education institutions are allowed to practice in the front line of enterprises, so as to improve their practical teaching ability. Establishing the mechanism of school-enterprise dual-teacher training, reconstructing classrooms and linking jobs allows enterprises to fully participate in the process of cultivating talents in higher education institutions, integrating learning situations into the corporate environment and allowing corporate culture to penetrate into campus culture[15]. The talents of enterprises and schools should follow the humanized management mechanism of "two-way flow, mutual part-time and mutual employment", establish the system of "double teachers co-teaching" and "double professional leaders", and the institutions and

enterprises should jointly formulate the evaluation of grades, graduation practice, and the training of talents. Enterprises should work together to develop quality standards for assessment, graduation practice, practical training, curriculum construction, professional construction and teaching plans, and employ skilled craftsmen and professional technicians from enterprises as part-time teachers, so as to achieve mutual recognition and role exchange between technicians from enterprises and teachers in schools.

5.3 Recommendations

The mission and responsibility of higher vocational education is to provide applied talents for the society, and the development of "dual-teacher" teachers is therefore a guarantee of the mission and responsibility of higher education institutions. It is therefore of great significance to build a high-quality "double-teacher" teaching force in the new era, which will contribute to the development of the teaching force, the connotation of vocational education and the development of higher vocational institutions. It is of great practical and theoretical significance to study the construction of "double-teacher" teachers in higher vocational institutions. In this paper, we take dual-teacher teachers and non-dual-teacher teachers as the targets of investigation, review relevant literature, collect information and ask questions. Under the guidance of national policies, the incentive guarantee, assessment system and recognition criteria related to the

construction of "dual-teacher" teachers have been developed and some results have been achieved, but there is still a need to further improve the standardization criteria, school-enterprise cooperation and dynamic recognition. This paper takes dual-teacher teachers and non-dual-teacher teachers as the objects of investigation, and draws some conclusions and strategies, but is limited by its objective conditions and insufficient theoretical knowledge and is slightly shallow in its analysis of problems and limitations.

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