



VOCATIONAL SCHOOL TEACHERS' PARTICIPATION IN SCHOOL
MANAGEMENT

by

YAOXIN ZHANG

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

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ABSTRACT

This research mainly through the questionnaire investigation of a vocational college teachers. The results show that most vocational education teachers have a relatively correct understanding of the significance of participating in school management and believe that teachers' participation in school management is not only conducive to the development of schools. It confirms that most vocational education teachers are willing to participate in school management for the sake of school development. The survey results show that the degree of vocational education teachers' participation in school management is not high, and the average value of actual participation of teachers in a certain vocational school is 3.15. The interview further confirmed that in the practice of school management, teachers' enthusiasm and participation in management are not high.

Keywords: Vocational School Teachers' Participation in School Management

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Table of Contents

Abstract	II
Acknowledgements	III
Table of Contents	IV
Chapter 1 Introduction	1
1.1 Statements of the Research Problem	3
1.2 The Research Objectives	4
1.3 Conceptual Framework	6
1.4 The Research Hypotheses	7
1.5 The Scope and Limitation of the Research	9
1.6 Terminology	9
1.7 The Benefits of the Research	10
Chapter 2 Theory and Literature Reviews	11
2.1 Theories	11
2.2 Literature reviews	12
Chapter 3 Research Methodology	29
3.1 Population/Sampling Methods/Variables	31
3.2 Data Collection	37
3.3 Instruments/Research Design	38
3.4 Statistics and Data Analysis	39

Chapter 4 Data Analysis Result	40
Chapter 5 Conclusions and Discussion	50
5.1 Conclusions and Discussion	50
5.2 Suggestions	52
5.3 Recommendations	55
References	50
Biography	55

Chapter 1

Introduction

1.1 Statement of the Research Problem

1.1.1 Teaching and learning and management background

The construction of modern vocational education school system needs the participation of teachers. In the 21st century, the rapid development of world politics, economy, science and technology has put forward higher requirements for the education of various countries, especially the vocational education as a complex of knowledge production and technology transmission. With China's vocational education to the modernization, popularization and internationalization, socialization, the direction of scientific vocational education managers gradually realize that if you want to make school survive in the fierce competition and development must be a shift from the traditional "as the center" the object "people-centered" makes every effort in all aspects of school management to improve the participation of all participants. In the process of school management, there are many subjects involved in the management, such as administrative departments, teachers, students, parents, communities and so on. As the subject of school education, teachers are also the most direct implementer of school management, so their participation in school management is of great significance.

Enterprise management has undergone three major changes, the third of which

is "participatory management". Participatory management thoughts development needs democratic participation, at the same time, this management way is the challenge to the traditional management in the form of a new form of management, namely through such as trade unions, workers congress or labor competition organization such as a variety of organizations, maximize induct enterprise employees to participate in the enterprise management process, To realize the democratization of enterprise decision-making and the maximization of enterprise interests. Participative management emphasizes the subject feeling and the role of human beings, implements the people-oriented concept, creates a good environment and atmosphere for the development of individual potential and the realization of individual value, and obtains a win-win situation for employees and enterprises. Although SCHOOLS ARE different FROM enterprises, THE implementation of participatory management in schools is not only the embodiment of the democratic management of schools, but also a powerful measure to achieve the development goals of schools.

1.1.2 Current situation of teachers' participation in school management

In an interview with teachers before the study, I had a brief understanding of the content of "democratic management" in a vocational college. When I asked, "Are you involved in the management of the school?" Almost all the teachers I interviewed said, "Don't want to get involved" and "don't have time to get involved." When I continued to ask "why do you not want to participate", the teachers gave me the

answer is nothing more than "usually work pressure is too great, there is no extra time and energy", "the salary is too low, there is no need to participate", "my own ability is insufficient, I think I am not enough to participate". When I asked one of the teachers involved in the school management process another question, "Do you think your participation is effective?" the teacher's face showed a hint of frustration, he said, "Most of the time we just raise our hands, it doesn't work." Therefore, I think there may be some problems in the democratic management of this vocational school, especially in the participation of teachers. This makes me focus my research question on teacher participation in school management.

I have been engaged in school management practice for a long time, and have been actively encouraging teachers to participate in school management, and strive to explore effective ways for teachers to participate in school management. In the process of work, I have tasted the benefits of teachers' participation in school management, but also encountered many difficulties and perplexities. For example, some teachers are not willing to participate in the management, some teachers do not know that they are participating, and sometimes teachers' participation does affect the work efficiency.

Through this pre-survey, I believe that there are two common situations of teachers' participation in school management: "unwilling to participate" and "unable to participate". So what's the reason for this? So what exactly should teachers be involved in management? Which teachers are selected to participate in the

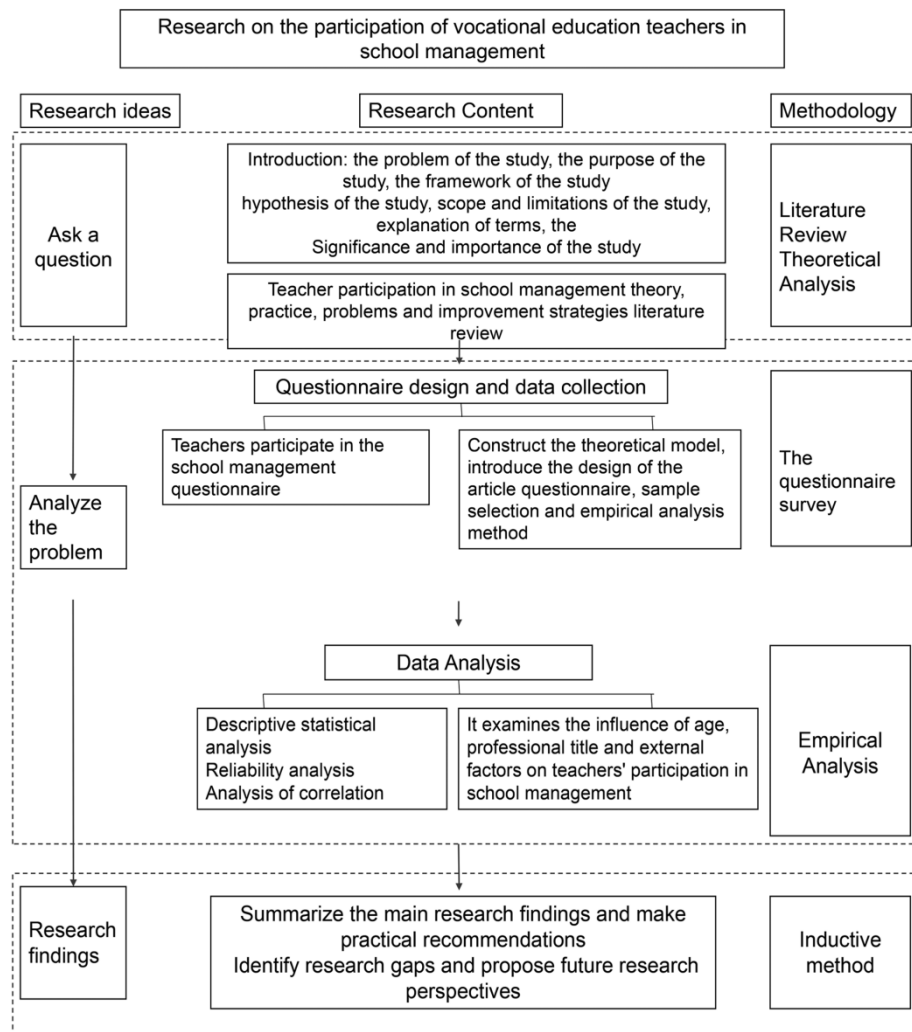
management? How to deal with the relationship between teacher participation and management decision making? How to improve the efficiency of teachers' participation in management? How to create a small environment with strong democratic atmosphere in the absence of democratic atmosphere to further promote teachers' active participation in school management? With these questions in mind, I started my research and so on.

1.2 The Research Objectives

This research mainly through the questionnaire investigation of a vocational college teachers participate in school management of the actual state and expectation participation are compared, and the actual participation in and expect to participate in the content of the comparison, analysis of the system of social environment, school environment, such as gender, teaching age, educational background, professional title, position the influence of factors on the teachers' participation in school management, according to the analysis of the influence factors, Make corresponding suggestions.

1.3 Conceptual Framework

Figure 1.1 shows the conceptual framework of the paper



1.1 Conceptual framework

1.4 The Research Hypotheses

1.4.1 Hypothesis of the study

Based on previous studies and practices, the basic assumptions of this study are as follows:

(1) The degree of participation of vocational school teachers in school management is not high.

(2) The reasons leading to the low level of teachers' participation in school management include the external reasons of the social environment and the internal reasons of the school.

(3) The above internal and external reasons have formed a bottleneck that directly hinders teachers' participation in school management.

1.4.2 This study mainly discusses the following issues

(1) Investigate and understand the current situation of teachers' participation in school management in a vocational school.

(2) In-depth analysis of the deep reasons why teachers' participation in management is difficult to implement in practice.

(3) Discuss the improvement strategies to fundamentally change the current situation of teachers' participation in school management.

1.5 The Scope and Limitation of the Research

1.5.1 Scope of study

For the convenience of the research, the research scope is determined to study the participation of vocational school teachers in school management. On the basis of previous studies at home and abroad, this study will understand the current situation of vocational college teachers' participation in school management through investigation, and analyze and discuss the countermeasures of vocational college

teachers' participation in school management.

1.5.2 Limitations of the study

Although the research on teachers' participation in school management has made some achievements, its shortcomings are also very obvious.

First, there are more studies in primary and secondary schools, but less in vocational colleges. From the literature review, the literature basically comes from researchers' research on teachers' participation in school management in primary and secondary schools, while there are relatively few studies on teachers' participation in school management in vocational colleges. Although these literatures have certain reference significance for the study of teachers' participation in school management of vocational colleges, the management of vocational colleges has its own particularity. It needs to establish an appropriate theoretical system of teachers' participation in school management according to its own characteristics.

Second, there are few researches on the isolated multi-bar system. Although Chinese scholars have carried out some researches on teachers' participation in school management, they generally only study the connotation of teachers' participation in school management, the factors that affect teachers' participation in school management, and the countermeasures of teachers' participation in school management in isolation, but rarely carry out systematic and comprehensive research.

Third, the analysis of teachers' participation in the current situation of school management is not thorough, lack of empirical analysis, most of them appear in the

form of empirical description.

Fourth, although we realize the importance of teachers' participation in school management, vocational colleges lack a complete set of strict, operable and practical system in the implementation of vocational colleges.

1.6 Terminology

From

the content and scope of management, school management has broad sense and narrow sense. The Dictionary of Education defines school management as: "The planning, organization, coordination and control of the education, teaching, research, logistics and staff of the school." in addition, some scholars "school management" is defined as a "group activities", namely "in the school organization system and organization under the joint action of, school administrators through certain measures, to the entire school teachers and students as the object, give full play to its leading role, at the same time by writers from many resources to plan as a whole and integrated, So as to achieve the organic realization of various educational goals of the school." Therefore, school management consists of two aspects: in the macroscopic sense, school management not only includes the management of various internal affairs of the school by the manager, but also includes the management of the relationship between the school and various institutions outside the school and the integration. Different from the macroscopic meaning of both connotation and extension, this study only discusses the connotation of school management. In terms of connotation, school management refers to the management

of "things" such as education and teaching management activities, scientific research activities, logistics management activities and other "things" management and staff management related to "people" and so on.

From the perspective of management elements, school management includes three elements: management content, management subject and management mode.

To sum up, the school management referred to in this paper refers to the activities that multiple subjects, such as principals, middle-level cadres and ordinary teachers, manage education, teaching, scientific research, logistics, teachers, students and staff in the school through scientific and democratic management methods.

1.6.2 Participation and teacher participation

The Modern Chinese Dictionary defines "participation" as "to participate (in the planning, discussion, and handling of affairs), to participate in one's affairs". In management, "participation" is a process in which employees share management rights with the management to make joint decisions. In this power-sharing process, employees can take the initiative in consciousness and attitude, and the enterprise and the company can create an encouraging and harmonious atmosphere for employees' participation. Therefore, "participation" emphasizes that all kinds of members in the organization are allowed and encouraged to participate in management activities. Meanwhile, participating individuals voluntarily invest corresponding knowledge, ability and emotion, so that relevant personnel can gain something from the process of participation.

The concept of "teacher participation" originated from Western management, which mainly refers to the participation of teachers in the management and decision-making of schools. It pays attention to the discussion of relevant issues related to school management between teachers and school leaders on an equal basis, and gives teachers the right to fully express their opinions. In combination with the above definitions, "teacher participation" in this study means that school leaders are willing to share part of their power with teachers, and discuss with teachers on the premise of equality related issues involving major school affairs, while teachers can

They can voluntarily invest their time and energy in school management, and realize the construction of trust relationship, the realization of teachers' own value and the democratization and scientization of school management with the joint efforts of both sides.

1.6.3 Teachers' participation in school management

"Participation in management" even if employees participate in the decision-making process and management work. In this process, the participating employees have equal rights with the managers, from which the employees can obtain self-motivation and realize their self-value, and the company can also realize the maximization of organizational efficiency and the scientific democratic management. The definition of teacher participation in school management in this paper is more in line with the view of scholar Liu Xingchun -- teacher participation in school management involves four core elements: power, information, knowledge and skills,

and remuneration. To participate in school management, teachers need to have certain power of participation and decision-making, and relevant decision-making information can be effectively communicated between participating teachers and the leadership. Participating teachers must master certain participation skills, and at the same time, teachers' participation enthusiasm can be effectively stimulated. Based on the above elements, teachers' participation in school management in this paper refers to the process in which teachers with certain participation enthusiasm and ability take the initiative to invest time and energy and effectively participate in the management and decision-making of school internal affairs on the premise of fully mastering school information and communicating with the leadership.

1.7 The Benefits of the Research

Based on my long-term practice and thinking in school management, this study will give full play to my advantages of in-depth practice and familiarity with the situation, take myself as one of the research tools, comprehensively use literature method, survey method and interview method, and combine quantitative research with qualitative research. In-depth vocational college teachers to participate in the school management is proved by many studies as a to improve school management efficiency, for teacher development, for the principal authority of the deep reason why method is difficult to implement in practice, fundamentally changes are put forward based on the deep level reason to improve the present situation of vocational college teachers to participate in school management strategy.

Through this study, I will further improve the initiative and consciousness of actively guiding teachers to participate in school management, and further improve my school management level. This study also leads to the local administrative department of education, school principals and teachers for teachers' participation in school management with more attention, and to promote the vocational college teachers to participate in school management, promote the generation of system construction and promote the democratization process of our country's vocational education teachers to participate in school management has a certain reference value.

Chapter 2

Theory and Literature Reviews

2.1 Concept and Theory

Due to my limited English skills, the literature sources of this literature review are mainly from Chinese journals.

From the existing research contents of Chinese journals, domestic literature on "teacher participation in school management" can be divided into two main categories. One is to sort out foreign research on teacher participation in school management, such as: Ru-hai li of the "American" teachers' participation in decision-making research "review", su-min li, the theoretical basis of the school-based management Feng Jie, Chen Ruping of the teachers' participation in decision-making management concept and operating method ", Zeng Wenjie, Huang Fu full of the journal of the American teacher empowerment energized "apocalypse of motivation, connotation, strategy and, Liu Xingchun of teachers to participate in the movement of the school management, etc. The other is the speculative or investigative research on the practice of teachers' participation in school management in China, such as: Wang Jianyan, Wu Qiaorong "investigation and analysis of the primary and secondary school teachers to participate in the management of", li's thinking about the depth of teachers' participation in decision-making, li of the investigation and analysis of teachers' democratic participation management, cui-hua xu of the primary and

secondary school teachers to participate in school management present situation and countermeasures of ", Liu Xingchun of the ordinary primary and secondary school teachers to participate in decision-making research review, etc.

According to the purpose of this study, the following mainly reviews the existing literature from two aspects: theory and practice research on teachers' participation in school management.

2.1.1 Theoretical research on teachers' participation in school management

(1) Research on the theoretical basis of participation management

The concept of "participation in management" has attracted more and more attention in modern management. American psychologist Alfred J. Marrow, known as the father of participatory management research, and his colleagues at the beginning of the last century found that when managers allowed employees to make meaningful decisions about their own work, productivity increased consistently, even by 14 percent. In other words, employee participation in management can improve productivity to a large extent, and has a lasting time.

The theoretical basis of participatory management is the theory of human nature hypothesis put forward by management scientists. In the 1930s, the famous "Hawthorne Experiment" seemed to further confirm the belief held by supporters of democratic management that employee participation in management would improve organizational morale and efficiency. After Hawthorne's experiment, psychologist Mayo put forward the hypothesis of "social man", believing that people's work is

motivated by social needs, and people expect managers to meet their social needs and self-respect needs. Managers who hold this hypothesis of human nature put forward the form of "participatory management". In the late 1950s, McGregor et al., put forward the hypothesis of "automatic", think that under the right conditions to adopt participatory management, encourage people to bring creativity into the organization's goals, make people in their related enjoy certain say in the decision-making of the transaction, in order to meet their social needs and self-actualization needs to provide the opportunity.

The way to participate in management first appeared in the field of enterprise management. In the 1940s, managers and researchers were concerned about the health, safety and, in particular, job satisfaction of employees at work. A large number of business management practices and psychological research show that employee participation in business management is not only helpful to improve production efficiency, but also can further promote the sustainable development of enterprises. Therefore, many countries attach great importance to employee participation in enterprise management. In the 1960s and 1970s, Western countries emphasized employees' participation in enterprise management through legislation and the establishment of relevant organizations by the government, so as to pay attention to and improve the quality of employees' work and life. Employees of enterprises participate in enterprise management through certain forms, have a certain voice, and become an important aspect of enterprise management. Participation in management

exists as an important institution in Germany. The 1951 Codetermination Act for the steel and mining industries was adopted and implemented. The Factory System Act was enacted in 1952 and subsequently amended in 1972 and 1989 to establish a system of shared decision making. In Germany, participation in management is mainly achieved through consultation of the factory committee, joint decision-making of the board of directors, checks and balances of the supervisory board and other ways. The German government confirmed this idea of management psychology through legislation, that is, employee participation in management is a management means to improve job satisfaction, improve the quality of work and life, and thus improve productivity.

(2) Research on the theoretical basis of teachers' participation in school management

In modern society, not only enterprises need employees to participate in management, but also schools need teachers to participate in school management in order to make teachers have a sense of ownership and better development of schools. Teachers participate in the management of reference was involved in management concept, management refers to the school to create a mechanism and atmosphere, everyone involved in the ranks of teachers into the school management, teachers have more opportunity to understand the school situation, to achieve the goal of understanding school, take the initiative to assume responsibility, to promote the development of school and grow in the process, That is, the subordinate is no

longer regarded as a passive object, but as a conscious and active management subject, in order to improve teachers' morale and work performance.

The theoretical basis of teachers' participation in school management is the theory of participation in management. At the beginning of the 20th century, Columbia University and others in the United States started the investigation and research on decision-making, and then L.och and J.F.French and others in Harwood Company conducted relevant experimental research. These studies show that involving teachers in the management of schools can help improve teachers' morale, enthusiasm for their work and satisfaction with their profession; At the same time, teachers are more appreciative of administrators who allow them to participate in decision-making. Dewey, a famous philosopher and educator, also discussed the value of teachers' participation in school management. He believed that the consequences of preventing teachers' participation would be unbearable. He said, "Not participating personally will make those who are excluded lack practical responsibility. Because teachers do not have power, let alone enthusiasm and responsibility." Dewey also perceptively observed that "the lack of democratic methods is the greatest cause of waste in education." Dewey advocates that teachers should have opportunities to participate in school management more fully, which will not only change the nature of school organization, but also change the type and nature of the relationship between teachers and administrators.

As for the necessity of teachers' participation in school management, relevant

studies abroad show that the more opportunities teachers have to participate in school work decisions, the more satisfaction teachers have with their work. Lack of empowerment can make teachers feel powerless and helpless, feel that they have invested very little effort in teaching for a long time, and begin to question the importance and influence of their teaching. Relevant studies show that teachers' participation in decision-making process may bring about four positive consequences: first, teachers' participation in decision-making is more likely to produce more reasonable and effective school policies for the overall development of schools; Second, teachers' professionalism will be enhanced through joint decision-making; Third, since joint decision-making is positively correlated with teachers' job satisfaction, teachers' morale and enthusiasm for school organization can be kept at a high level. Fourth, the school will implement the common decision-making method, so that different voices can be presented in the decision-making process, so as to obtain high recognition from the society.

(3) Research on the responsibility, power and degree of teachers' participation in school management

The fundamental difference between participating in decision-making and making decisions alone lies in the sharing of decision-making power, but the decision-making responsibility should be borne by the school leader alone, not shared. In the process of decision-making participation, decision-making power is shared in a process, that is, the whole process of decision-making is introduced into the participation of

teachers in stages and levels, so as to realize the sharing of power. The distribution of power is that the leaders of the school have the right to make the final decision and the responsibility to make decisions. The teachers involved in decision-making make suggestions for correct and scientific decision-making, exert certain influence on the leaders in the decision-making process, express their own wishes, put forward suggestions and recommendations, and make comments on the decision-making program rather than making the final decision. According to the survey, Dan Riley believes that "teachers are involved in decision-making because they want to express their wishes, not make decisions. They are more likely to give advice or comment on other people's suggestions. Therefore, in the final analysis, the outcome of the decision is determined by the school leader, and therefore must bear the corresponding responsibility. Any buck-passing behavior is not desirable. Decision-making power sharing is not equal to decision-making responsibility sharing.

Regarding the degree of participation in management, many people believe that the more times teachers participate in decision-making, the better, and the higher the frequency, the more satisfied they will be, which is a misunderstanding. The frequency of teachers' participation in decision-making is not directly proportional to their satisfaction. Joseph Alutto and James Belagco studied the relationship between engagement and teacher satisfaction. They classified the degree of teacher participation in decision making into three different states: poor (too little involvement), saturated (too much involvement) and balanced (not too much, not

too much involvement). The results showed that teachers with balanced participation were the most satisfied group, while teachers who considered themselves poor or saturated were less satisfied. Therefore, the primary concern of school administrators is to provide appropriate opportunities for teachers to participate, rather than blindly improving their participation. For teachers, the appropriate degree of participation depends on two conditions: first, teachers' non-teaching time. If a large amount of teachers' non-teaching time is spent in meetings and discussing decision-making issues of the school, it will make teachers feel bored and reduce their enthusiasm and enthusiasm for participation; The second is the issue of participation are related to the vital interests of the teachers, when teachers think they participate in decision making is closely related with their own, they will put into great enthusiasm, if you want them to participate in the transaction for them is less important, or irrelevant, they may not be willing to spend time or ideas to comment on it.

(4) Research on the operational methods of teachers' participation in management

According to the behavior characteristics of decision-making subjects, teachers can participate in decision-making in the following ways:

In terms of the forms of decision-making participation, it can be divided into formal participation and informal participation.

From the perspective of the objects involved in decision-making, it can be divided into individual participation and group participation;

From the perspective of the scope of decision-making participation, it can be divided into all teachers' participation and some teachers' participation;

From the perspective of the legal basis of decision-making participation, it can be divided into legal participation and protest participation.

Teachers' participation in decision making should follow the standard procedures of orientation, discussion, decision-making and implementation. In the process of implementing the above procedures, the following techniques and methods can be adopted for teachers to participate in decision-making: Brainstorming, Nominal Group Techniques, Delphi, Devil's Advocacy, inquiry.

When using participatory decision making, it can have three tendencies to undermine group decision making: groupthink, risky shift, and escalation of commitment. [7]

2.1.2 Practical research on teachers' participation in school management

(1) Research on the content of teachers' participation in school management

The content of teachers participating in school management is the most important aspect of teachers participating in school management. Although Teachers Law in China clearly states that teachers have the right to participate in school management democratically, there are no specific provisions on the content of teachers' participation in school management. In literature research, some investigative articles put forward the content of teachers' participation in school management. For example, Wang Jianyan and Wu Qiaorong divided the content of

teachers' participation in school decision-making into six aspects in the Survey and Analysis of Teachers' Participation in Management of Primary and Secondary Schools, namely: goal, vision and mission; Curriculum and teaching; Financial; Allocation of teachers; Staff development; Student management conducted the survey. Among them, the dimension of goal, vision and mission includes that teachers form a common school vision, that teachers make contributions to the development of school plans, and that teachers play an active role in the evaluation of school goals. Curriculum and teaching include teachers to initiate curriculum reform, teachers to help determine the progress of classroom teaching, teachers can decide their own classroom education and teaching activities; Staff development includes the channels for teachers to participate in educational and teaching research and the opportunity for teachers to share their professional knowledge. Student management includes teachers having a say in students' rewards and punishments.

(2) Research on the influencing factors of teachers' participation in school management

There are many factors that affect teachers' participation in management. Liu Xingchun believes that current research mainly focuses on factors related to school administrators and teachers as well as school organizational systems. Dong Congxun specifically pointed out the following aspects: First, laws and institutions are the guarantee factors for teachers to participate in school management. As a right, teachers' participation in school management must be guaranteed through laws and

institutions. Secondly, the principal is the key factor for teachers to participate in school management. Under the school management system of principal responsibility system, the key to ensure teachers' participation in management lies in the principal's understanding and thinking of many problems, including the principal's democratic consciousness, the understanding of the meaning and function of teachers' participation in management, and the understanding of the "principal responsibility system". Thirdly, teachers' own reasons are the fundamental factors for teachers to participate in school management. With the possibility of participating in management, the key also depends on whether the teachers themselves are willing to participate in management and have the ability to participate in management. The democratic consciousness of teachers is the forerunner, and the corresponding knowledge and ability of teachers are the guarantee of effective participation in management. Finally, necessary information and unobstructed information channels are the way for teachers to participate in management. To a large extent, teachers' disapproval of school management, or even their resistance, does not lie in the matter itself, but in the absence of teachers' participation, ignorance of information, and misunderstanding.

2.1.3 Research on problems in teachers' participation in management

It is found that there are many problems in teachers' participation in school management practice, such as:

- (1) Teachers' actual participation in school management is not high.

Wang Jianyan and Wu Qiaorong once conducted a survey on school teachers in

a district of Beijing from six aspects. The data showed that 102 teachers surveyed had high expectations for participating in management, with an average of 4.14. However, the degree of their actual participation in management is not high, with an overall average of only 3.4. The survey shows that the overall level of teachers' participation in school management is not high, and there is a significant difference between the expected degree of participation in school management and the actual degree of participation, with P values less than 0.01. The degree of teachers' participation in school management needs to be further improved.

(2) Teachers' participation in school management is mostly a formality.

Although most vocational colleges have developed some systems for teachers to participate in school management, many of these systems have not been implemented and are useless. Xu Cuihua asked in the survey, "Is the appointment and removal of school cadres evaluated and announced democratically at the conference?" Fifty percent of the teachers said no.

(3) Teachers' vague understanding of participating in school management.

Many teachers have a vague understanding of participating in school management, some teachers do not know what is involved in management, and even some people who are involved do not know that they are participating. In a survey of some ordinary middle schools in Nanjing, 95 percent of teachers answered "yes" to the question "Does your school regularly hold teaching meetings?" However, in the interview, when asked whether teachers are involved in school management, the first

response of most teachers is: "Involved in school management? No?" "Or" What does school management have to do with me? And so on and so on answer, then think for a moment will ask: "Does the council count?" Wait for a problem. This means that teachers are not aware that they are participating in the management of the school even though they have established a participatory management system. [12].

(4) Limitations of teachers' time and energy.

Teachers' time and energy are limited. If teachers are required to participate in school management, they may spend less time and energy on students, which will delay the main work of teachers. From the present condition of our school, it is an indisputable fact that the pressure is great. Teachers are confined to the daily teaching and class administrative affairs most of the time, and rarely have time and energy to participate in school affairs, and also rarely have time to participate in various refresher activities. It can be said that if the burden of teachers cannot be reduced, it will be difficult to implement teacher authorization.

(5) the shortage of teachers' professional ability.

The continuous improvement of teachers' professional competence is an important guarantee for teachers' empowerment. If teacher authorization only focuses on the expansion of power, but does not pay attention to the growth of ability, it will inevitably reduce the legitimacy of their actions and the degree of public support for teachers. Currently, THERE ARE STILL MANY SHORTCOMINGS IN QUALIFICATIONS, PROFESSIONAL THEORIES, PROFESSIONAL SKILLS AND

PROFESSIONAL ACCOMPLISHMENT OF TEACHERS IN OUR COUNTRY, which CANNOT MEET the requirements OF the society and parents.

(6) authority-oriented management system and leadership.

The principal is the center of the school and an important activist. Through his position as the head of the organization, the principal controls the allocation of resources in the school and plays a crucial role in the attitude of teacher empowerment. How much resources teachers can get, and how the distribution of resources is related to their work performance, they rarely have the power to question themselves, and the leaders are the only ones to decide. In addition, the most important information to complete the work is also held by the leader, how to set the goal, how to evaluate the performance, how to allocate the work, these important information related to the work are sent and conveyed by the leader. Under such a management system and leadership style, it is difficult for teachers to develop their professional power and improve their professional skills, and teacher authorization is out of the question. Therefore, changing the traditional system of the school and advocating the new leadership mode is an important condition to improve the level of teacher authorization.

(7) Lack of cooperative atmosphere among teachers in the school.

The communication and cooperation between teachers is an important way to improve the professional ability of teachers. Only by creating and cultivating professional associations can individual experience become public experience,

people can share professional knowledge and promote the improvement of practical development level. The lack of communication and cooperation will lead to the professional isolation of teachers and affect their professional development. Cooperative teachers can acquire more knowledge than individuals. Without the existence of professional organizations, the individual professional would be trapped in a kind of self-centered circle, believing only in the educational value of his own experience.

(8) There is a deviation in the understanding of the power and responsibility of participating in decision-making

In school in practical decision making, awareness of participation in decision-making authority and responsibility are two kinds of deviations: first, to participate in decision-making often become school leaders to solve difficult problems of shield and buck-passing, some principal is encountered difficult, tough, always put problems in the faculty meeting up to discuss and decide. Secondly, teachers are often involved in some routine and insignificant issues, and the principal still has the final say in major decisions. In form, teachers participate in school decision-making, but the right to participate in decision-making has not been reflected.

2.1.4 Research on teachers' participation in school management improvement strategies

In view of the current situation of teachers' participation in management of vocational colleges, many scholars put forward suggestions for improvement:

Wang Jianyan and Wu Qiaorong, based on the investigation of 102 teachers' participation in school management in Beijing, pointed out that all kinds of schools should further improve the degree of teachers' participation in school management according to their own situations, especially in the aspects of finance and personnel appointment; Schools should collect teachers' opinions and suggestions from the two interest points of teachers' participation in management: curriculum, teaching work and teachers' own professional development, so that teachers can participate in corresponding management activities. Schools should be based on the different gender, educational background, professional title and age, targeted to absorb all kinds of teachers take part in the management of the different projects, improve the enthusiasm of teachers to participate in for teachers' participation enthusiasm is not high, the school should have a plan to participate in the training of management consciousness and ability, lead teachers involved in the school management, with its sense of responsibility, Better play the role of teaching and educating people. Xu Cuihua proposed: create every opportunity to mobilize the enthusiasm of teachers to participate in school management; Build various platforms to provide teachers with practical opportunities to participate in school management; Teachers should give full play to initiative and innovation in the process of participating in school management; Leaders should coordinate the relationship with teachers and encourage teachers to participate in management.

Liu Sifeng put forward that in order to provide objective conditions for

cultivating the awareness of participating in management, leaders should correct their understanding, treat teachers as the real masters of the school, and improve the guarantee in terms of policies, systems and technologies, improve the democratic atmosphere for participating in management, and take various incentive measures. In order to promote the ideological change subjectively, it is necessary to train principals and teachers, and provide management education to students.

After analyzing the deep problems existing in teachers' participation in school management, Li Chunling pointed out that in order to ensure the optimization of decision-making results and improve the quality of decision-making, it is necessary to prevent the thought of "based on people" in decision-making participation, that is, to prevent the selection of decision-making programs from being transferred by the opinions of the majority. Because such compromise opinions, often made to accommodate the emotions of the participants, are far from the goal of the decision itself. The fundamental difference between participating in decision-making and making decisions alone lies in the sharing of decision-making power, but the decision-making responsibility should be borne by the school leader alone, not shared. The primary concern of school administrators is to provide appropriate opportunities for teachers to participate, rather than to improve their participation. For teachers, proper participation depends on two conditions: first, teachers' non-teaching time; Second, the issue of participation is related to the vital interests of teachers.

2.2 The literature reviews

2.2.1 Summary of existing studies

According to the 39 articles on teachers' participation in management research collected, they basically adopt the methods of speculative and empirical research. Most of these empirical studies use questionnaire survey, and few studies combine questionnaire survey with qualitative research methods such as case study. In addition, the existing literature mainly combs the theoretical basis of teacher participation management and the positive significance of teacher participation management, introduces the school-based management reform movement in American schools and the practices of teachers' empowerment and empowerment, and points out the constraints of teachers' participation in school management in our country, as well as the existing problems and suggestions for improvement.

2.2.2 Existing research is insufficient

The existing researches on the current situation of teachers' participation in school management in China mostly stay at the superficial level of investigation, and there is no in-depth study on the existing problems. The suggestions for improvement are mostly juxtaposed and not strongly correlated. In terms of research methods, qualitative research is extremely lacking. Both the research on the influencing factors of teacher participation and the degree of teacher participation are mostly conducted by scholars in a quantitative way. However, teachers are flesh and blood people, and they also have their own subjective feelings. If teachers are asked to delineate "yes"

and "no" in the questionnaire with cold data, it is too lack of "human concern".

Therefore, on the basis of the above investigation, this study intends to further understand the crux of the problems that hinder teachers' participation in school management through interviews, and then propose relevant improvement strategies for the crux of the problems. In addition, this study will combine the questionnaire survey with the interview method to deeply understand the root causes of the current vocational college teachers' low participation in school management.

Chapter 3

Research Methodology

3.1 The research methods

This research mainly adopts the combination of quantitative research and qualitative research. At the same time, the methods of literature, questionnaire, interview and case study are adopted to enrich and deepen the research.

The first is literature analysis. By using the library materials and electronic literature retrieval system, the relevant literature about teachers' participation in school management at home and abroad is collected, and the research status of teachers' participation in school management, especially in vocational colleges, is fully understood through the analysis and sorting of literature collection, so as to lay the theoretical research foundation of teachers' participation in school management

The second is questionnaire survey. In order to deeply understand the current status and existing problems of teachers' participation in school management in vocational colleges in China, a questionnaire questionnaire was designed specifically for this study. In September 2022, a vocational college was taken as a case and a total of 260 questionnaires were distributed and 250 questionnaires were recovered. It provides more detailed empirical data for teachers to participate in the study of school management.

Third, the interview method. On the basis of questionnaire survey, this study in

order to investigate the cause of the problems found in the deep analysis, formulated the interview outline, I also visited some vocational colleges teachers, directly to understand their views on participation in school management, to further understand vocational college managers and teachers understanding of teachers' participation in school management and ideas, enrich the research data.

3.2 Population and sampling methods

3.2.1 tools

The self-designed Questionnaire on Teacher Participation in School Management (see Appendix I) was used to conduct the survey.

3.2.2 sampling

A total of 480 teachers from 8 departments were randomly selected from a vocational college, 480 questionnaires were distributed and 469 questionnaires were collected. After eliminating invalid questionnaires, there were 445 valid questionnaires with an effective recovery rate of 95%. Sample composition is shown in Table 3.1.

Basic situation	type	The number of	The percentage
gender	male	147	32.9%
	female	298	67.1%
Teaching age	3 years or less	40	9.0%

	4 to 8 years	95	21.3%
	9 — 13years	82	18.4%
	14 — 19years	123	27.6%
	20 years and above	105	23.6%
Record of formal schooling	Junior College and below	63	14.2%
	Bachelor degree or above	382	85.8%
The title	primary	173	38.9%
	The intermediate	171	38.4%
	senior	56	12.6%
	other	45	10.1%
position	Teachers in ordinary	344	77.3%
	At the group leader	53	11.9%
	Middle-level and above cadres	48	10.8%
Teachers' identity	At the teacher	245	55.1%
	Engage in the teachers'	200	44.9%

3.1 Demographic statistics of the subject sample

3.3 The data collection

The questionnaire test was conducted in schools at basically the same time period, and the questionnaire was collected on the spot to collect data in a centralized manner.

After centralized collection, the questionnaires were entered in excel form. Finally, spss11.5 was used for statistics.

3.4 Statistics and Data Analysis

3.4.1 Questionnaire establishment

Through in-depth analysis of relevant literature at home and abroad, the questionnaire was preliminarily divided into four parts, including the basic information of teachers, teachers' understanding of participation in management, the current situation of teachers' participation in management and teachers' suggestions for improvement. In the preparation of the questionnaire, the relevant questionnaires of teachers' participation in management at home and abroad were referred to, some items were added and deleted through the pre-test, and the expression of individual items was modified.

3.4.2 Questionnaire Structure

The first part is the instruction language. In order to avoid arousing the defense psychology of the subjects, the instructions emphasized "anonymous, only for scientific research" and so on.

The second part is the basic information of the subjects. Demographic variables,

including school category, gender, teaching age, educational background, professional title, position, teacher status and so on.

The third part is to investigate the degree of teachers' involvement in school management. There was only one item (question 8) that asked teachers to respond to their current level of involvement in school management. Richter's 5-point scale was used, with 1 being very low and 5 being very high.

The fourth part is the survey of teachers' cognition attitude, current situation and improvement methods in school management. Divided into single choice and multiple choice, 22 items in total.

Rule 3.4.3 prediction

Two projections were made in July 2022 and August 2007. The first time was implemented in the art department of a vocational college, and the second time was tested using the network. After the analysis of the two tests, the questionnaire was revised to form a formal questionnaire.

Chapter 4

Data Analysis Results

4.1 Demographic Analysis of The Respondents

4.1 Result Analysis

4.1.1 Analysis of the degree of teachers' participation in school management

Degree level	The number of	The percentage (%)	The average	The standard deviation
Very low	17	3.8		
The lower	52	11.7		
ordinary	238	53.5		
higher	124	27.9		
high	14	3.1		
A total of	445	100	3.1485	0.8085

Table 4.1 Analysis of the degree of vocational college teachers' participation in school management

In the survey, we asked the teachers of a vocational college to evaluate their participation in school management. The results showed that 53.5% of the teachers participated in school management at an average level, and 27.9% participated in school management at a high level. If we measure the degree of teachers' participation in management on a five-point scale (the average score is 3), the higher the score, the higher the degree of participation. Then the current average degree of teachers' participation in management of a vocational college is 3.15, indicating that the overall degree of teachers' participation in management is not high.

The following table lists the relationship between demographic variables and

the degree level of teachers' participation in school management, which is helpful to further understand the degree level of teachers' participation in school management of different groups.

Change the amount	Number of people	Average	Standard deviation	T/F value	Significance of(2-tailed)
gender				0.494	0.483
male	146	3.1849	0.90213		
female	298	3.1275	0.75913		
First,				5.136	0.001***
3 years or less	40	3.175	1.08338		
4 to 8 years	95	2.9579	0.79781		
9-13	82	3.4634	0.83437		
14-19 years	123	3.0488	0.69957		
20 years and above	105	3.181	0.73092		
Record of formal schooling				3.868	0.05*
Specialty and below	63	3.3333	0.6956		
Bachelor degree or above	382	3.1178	0.8224		
The title				6.645	0.001***
primary	173	3.1272	0.7895		
The intermediate	171	3.0526	0.7916		
senior	56	3.0714	0.8281		
other	34	3.5882	0.8209		
position				9.151	0.001***
Ordinary teacher	344	3.0814	0.8395		
Section leader	53	3.1698	0.6999		
Middle-level or above cadres	48	3.6042	0.4942		
Status of Teacher				2.868	0.091
Teacher in charge	245	3.0898	0.76829		
Teacher for hire	200	3.22	0.8516		

(note: * $p < 0.05$, * * * $p < 0.001$)

As can be seen from Table 2, male teachers and temporary teachers have a slightly higher level of participation in management, but the difference is not significant compared with female teachers and regular teachers. There are significant differences in teaching age, educational background, professional title and position. The results showed that the participation degree of teachers with 4-8 years of teaching experience was significantly lower than that of teachers with 9-13 years of teaching experience and those with 20 years of teaching experience and above, while the participation degree of teachers with 9-13 years of teaching experience was significantly higher than that of teachers with 14 years of teaching experience. The participation degree of teachers with junior college degree or below is significantly higher than that of teachers with bachelor degree or above. The participation degree of teachers without professional title is obviously higher than that of teachers with professional title. The participation degree of middle-level and above cadres was significantly higher than that of ordinary teachers and section leaders.

4.1.2 An analysis of teachers' cognition and attitude towards participation in management

(1) Should vocational education teachers participate in management?

On the whole, 92.6% of teachers answered "yes" and 7.4% answered "no", indicating that the majority of teachers in a vocational college believe that the school should involve teachers in management.

From the perspective of teachers' teaching years, 97.5% of teachers with 3 years or less answered "yes", 90.5% with 4 to 8 years, 93.9% with 9 to 13 years, 91.1% with 14 to 19 years, and 93.3% with 20 years or more, indicating that regardless of their teaching years, most vocational education teachers advocate teachers' participation in school management. Young teachers who have just started their careers are more motivated to participate in management.

In terms of the categories of teachers, 89.8% of the part-time teachers answered "yes", while 96% of the temporary teachers answered "yes", indicating that the temporary teachers were more likely than the part-time teachers to advocate teachers' participation in school management.(2) Who should bear the responsibility for the participation of vocational education teachers in decision-making?

In general, regarding the responsibility of teachers' participation in decision-making, the principal, all the people involved in decision-making, school administrative leaders, and others take the responsibility account for 11.9%, 72.8%, 12.6% and 2.7% respectively.

From the perspective of teaching age, regardless of teaching age, the proportion of teachers who believe that "all the people involved in decision-making" should take responsibility is the largest, ranging from 69.5% to 80.5%.

In terms of teacher categories, 76.5 percent of temporary teachers and 69.8 percent of active teachers said that everyone involved in decision-making should take responsibility.

(3) What is the impact of teachers' participation in school decision-making on the authority of principals?

In general, regarding the influence of teachers' participation in school decision-making on the authority of the principal, 74.6% of teachers think that "the authority of the principal is improved and the public supports the principal more", 22.7% think that "it has no influence", and only a small proportion think that "the authority of the principal is affected" and "other".

(4) What do you think are the reasons why teachers are reluctant to participate in management?

project	Percentage of (%)
A. Lack of ability and knowledge to participate	22.7
B. Too much work	48.5
C. An unwillingness to take responsibility	19.1
D. believe that teaching is the job and school decisions are the responsibility of administrators	17.3
E. thinks that teacher participation is just a formality, and administrators have already made a decision in mind	53.7
F. Fear of becoming a "problem" in the eyes of executives	28.1
G. Fear of rejection by colleagues	9.4
H. Fear of doing too much and making too many mistakes	10.6
I. Don't have time to participate	23.8
J. Other things	1.1

In general, among the reasons for teachers' reluctance to participate in management, the proportion of "thinking that teachers' participation is just a form and the administrative staff has already made a final decision" is the largest, accounting for 53.7%; The second is "too heavy work burden", accounting for 48.5%; The third is "fear of becoming a nuisance in the eyes of administrative staff", accounting for 28.1%;

The fourth is "lack of ability and knowledge to participate", accounting for 22.7 percent; Other projects account for a smaller proportion.

(5) Why do you think teachers are willing to participate in management?

project	Percentage of (%)
A. Express yourself	4.0
B. Be respected and show ownership	58.9
C. Make suggestions for the development of the school	77.5
D. Fear of not knowing the situation and losing money	8.8
E. Develop your organizational and leadership skills	33.5
F. Others	3.4

In general, the first reason why teachers are willing to participate in management is to make suggestions for school development, accounting for 77.5%. Followed by "being respected and showing the spirit of ownership", accounting for 58.9 percent; The third is "to improve their organizational and leadership skills", accounting for 33.5 percent.

4.1.3 Analysis of the status quo of teachers' participation in management

4.1.4 Analysis of the status quo of teachers' participation in management

(1) The production of teachers involved in decision-making in vocational education

In general, 53.7% of the teachers were selected by the masses, followed by 32.4% appointed by leaders, and only a small proportion of "volunteer" and "other" teachers participated in decision-making.

(2) The composition of teachers participating in the decision-making of vocational education schools

On the whole, the middle level cadres, accounting for 68.5 percent, ranked first among the teachers involved in decision-making. The next is teachers' representatives, accounting for 47.4%; The third is section leaders, accounting for 27.9 percent. All teachers and others accounted for a small percentage.

(3) What methods or channels do teachers of your school participate in school decision-making?

In general, among the methods or ways for teachers to participate in school decision-making, teaching congress ranks the first, accounting for 83.4%; The second place is the symposium, accounting for 39.8 percent; In third and fourth place were teaching seminars and suggestion boxes, accounting for 21.8% and 20.9% respectively.

(4) What kinds of decisions do teachers of your school participate in?

In general, in terms of teachers' participation in school decision-making, teaching and research ranked the first, accounting for 57.5%; The second is the evaluation and reward, accounting for 46.1%; Third is the school development plan, accounting for 44.5 percent; The others were employee welfare, daily affairs, professional title review, personnel reform and others, accounting for 38.7 percent, 36.2 percent, 24.9 percent, 15.3 percent and 1.8 percent, respectively.

(5) Current difficulties in teachers' participation in management

On the whole, the difficulties in the practice of teachers' participation in management rank first in "there is no system guarantee for teachers' participation in decision-making", accounting for 63.1%; The second is "teachers are busy and have

no time to participate in decision-making", accounting for 49.2%; The third is "fear of the principal's displeasure and retaliation", accounting for 20.7 percent; The fourth is "participating in decision-making has no direct benefit to oneself", accounting for 15.1%; The fifth is "teachers do not have the level and ability to participate in decision-making", accounting for 13.3%; And then there's the rest, 2.5 percent.

4.1.4 Ways and methods for teachers to participate in management

(1) The trend pattern of teachers' participation in school management in the future

In general, among the trend patterns of teachers' participation in school management in the future, the top three are decision after consultation, joint decision and proposal, accounting for 32.6%, 31.9% and 29.7% of the respondents respectively, while authorization decision and notification after decision account for only 4.7% and 1.1% respectively.

From the perspective of the categories of teachers, the current teachers and the temporary teachers also have different views on the trend pattern of participating in school management. The former choose the order of joint decision, decision after consultation and suggestion, which are 39.2%, 29% and 24.5% respectively. The latter chose the order of decision after consultation, recommendation and co-decision (37 percent, 36 percent and 23 percent respectively).

(2) Ways and methods for teachers to participate in school management

In general, among the ways or methods that teachers want to participate in

school management, the forum ranks the first, accounting for 45.6%; The second is the Teaching council, the proportion is 41.1%; Third was the suggestion box, with 30.6 per cent; It was followed by campus Internet or email, questionnaire survey, teaching seminar and others, accounting for 26.7 percent, 24.5 percent, 20.2 percent and 2.7 percent, respectively.

(3) What teachers want to participate in school management most

In general, among the contents that teachers most want to participate in school management, staff welfare ranks the first, accounting for 54.8%. The second was the evaluation and reward, accounting for 42.2%; The third place is professional title evaluation, accounting for 34.6%; Personnel reform, teaching and research, school development planning, daily affairs and other matters accounted for 32.6 percent, 31.5 percent, 25.4 percent, 23.8 percent and 2.9 percent, respectively. From the perspective of choice, teachers want to participate in the management related to their personal interests.

(4) Conditions for teachers to participate in school management

In general, among the requirements for teachers to participate in school management, the most important one is "being selfless and having a fair heart", accounting for 84%. The second is "caring about school and having the spirit of dedication", accounting for 80.4 percent; The third is the ability to participate in the deliberation and administration of state affairs, accounting for 60.4 percent; "Rich experience in relevant issues," at 53 percent; Finally, the rest, at 4.5 percent. From

the perspective of choice, teachers value personal moral character and dedication more.

(5) If the school implements participatory management, besides the faculty and staff, who else should be involved?

In general, apart from the faculty and staff, 66.7% of teachers think that parents need to participate in school management most. Students and community members accounted for 44.9% and 43.6% respectively; The third is workers, accounting for 16.9 percent; Finally, everyone else, at 3.8 percent.

(6) Safeguard measures that schools, or society can take when teachers participate in school decision-making

In general, among the safeguards that schools or society can take for teachers to participate in school decision-making, the most important one is "forming a social atmosphere for extensive participation", accounting for 72.1%; Material and spiritual rewards followed, accounting for 58.4%; The third is "writing in school rules", accounting for 39.8 percent; The fourth is "formulating relevant laws and regulations", accounting for 36%; And finally, everything else, at 1.3 percent.

4.2 Summary

(1) Teachers have a correct understanding of the significance of participating in school management and believe that teachers' participation in school management is not only conducive to the development of the school, but also conducive to the improvement of the prestige of the principal and the development

of teachers themselves. However, the majority of respondents think it is wrong that the responsibility for teachers' participation in school management should be shared by all participating teachers.

(2) Most teachers are willing to participate in school management for the development of the school. Teachers hope to participate in the management that is closely related to their own interests, and most hope to participate in the management of such aspects as employee welfare, award evaluation, and professional title evaluation. Teachers are not required to participate in school management. Their main purpose is to hope that their suggestions can be adopted.

(3) The degree of teachers' actual participation in school management is not high (the average value of teachers' actual participation in management in a vocational school is 3.15). There is a great difference between the content that teachers participate in management and the content that they hope to participate in management. The contrast between the hope and reality will certainly affect the enthusiasm, initiative and creativity of teachers to participate in school management.

(4) Teachers hope that those who can seek development for the school and benefit everyone can participate in school management. Teachers look forward to forming a social democratic atmosphere with extensive participation, and the whole society will work together to promote teachers' participation in school management, so that teachers can become the masters of school management as soon as possible.

Chapter 5

Conclusions and Discussion

5.1 Conclusions and Discussion

(1) In the survey, most vocational education teachers have a relatively correct understanding of the significance of participating in school management and believe that teachers' participation in school management is not only conducive to the development of schools, but also conducive to the improvement of the prestige of principals and the development of teachers themselves. In the interview, both teachers and school administrators hope that teachers can participate in school management as masters. Both teachers and school administrators can realize that if teachers participate in school management as masters, it is not only conducive to the improvement of school management efficiency, but also conducive to the common growth of teachers and administrators in school management.

(2) The survey confirms that most vocational education teachers are willing to participate in school management for the sake of school development. Teachers hope to participate in the management that is closely related to their own interests, and most hope to participate in the management of such aspects as employee welfare, award evaluation, and professional title evaluation. Teachers are not required to participate in school management. Their main purpose is to hope that their

suggestions can be adopted.

(3) The survey results show that the degree of vocational education teachers' participation in school management is not high, and the average value of actual participation of teachers in a certain vocational school is 3.15. Moreover, there is a great difference between the content that teachers participate in management and the content that they hope to participate in management. This contrast between hope and reality will certainly affect the enthusiasm and initiative of teachers to participate in school management. The interview further confirmed that in the practice of school management, teachers' enthusiasm and participation in management are not high.

(4) In addition, the interview conducted in-depth research and exploration on some results of the survey. For example, the vast majority of teachers are willing to participate in school management for the sake of school development, and both administrators and teachers are willing to participate in school management as masters. Why is the degree of teachers' participation in school management not high in reality? Why have teachers been unable to find a sense of ownership when participating in school management? In order to solve the riddle that teachers are willing to participate in school management, but their actual participation is very low, the interview focuses on exploring the reasons for the low level of teachers' actual participation in school management practice. It is found in the interview that there are two main reasons for the low level of teachers' participation in school

management practice: on the one hand, teachers hope to be paid attention to; on the other hand, school administrators also have difficulties to explain.

(4) Through the interview, we finally found the crux of the problem that directly leads to teachers' willingness to participate in school management, but the actual participation is not high. That is, teachers hope school administrators pay attention to their participation behavior and results, and school administrators, due to the environmental factors of the lack of democratic atmosphere, the pressure from various aspects of work and the diversified requirements of the faculty. At present, it is difficult to fully meet the contradiction between the minimum demands of teachers.

(5) This contradiction should be universal in current vocational education schools. There are many reasons for this contradiction, including external reasons from the social environment and internal reasons from the school. The internal reasons of the school are not only the subjective reasons of the administrators and teachers, but also the objective reasons caused by the external reasons of the society and the internal reasons of the school. To be specific, there are the influence of the lack of democratic atmosphere in the social environment, the inertia of the centralized management and operation system of the school for many years, and the limitation of the low democratic consciousness and the weak ability of the school administrators and teachers such as the principal and so on. This contradiction can be regarded as the bottleneck restricting the teachers' participation in school management in the practice of school democratic management. Resolving this

contradiction has important practical significance for promoting the actual process of teachers' participation in school management.

5.2 Suggestions

5.2.1 Teachers are willing to participate in school management for the development of the school

92.6 percent of the respondents believed that vocational education teachers should be involved in school management. Temporary teachers were more likely to advocate teachers' participation in school management than regular teachers, and the approval rate of temporary teachers was 6.2 percent higher than that of regular teachers. Young teachers who have only been working for three years have a stronger expectation of participation, with the recognition rate reaching 97.5%.

72.8% respondents wrongly claimed that "all the people involved in decision-making" should bear the responsibility for teachers' involvement in decision-making, while only 11.9% of respondents correctly believed that the principal should bear the responsibility. This wrong understanding is not only lovely but also valuable. 74.6% respondents believed that teachers' participation in school decision-making "improves the authority of the principal. The masses support the president more ". 77.5% of the respondents believed that the motivation for teachers to participate in school management is "to make suggestions for school development", followed by "to be respected and show the spirit of ownership", accounting for 58.9%; The third is "to improve their organizational and leadership skills", accounting for 33.5 percent.

Teachers participate in school management not for the sake of competing with the principal, but for the sake of school development; Although teachers do not know that the responsibility for their participation in school management should be borne by the principal, the majority of respondents have the courage to shoulder the responsibility with commendable spirit, which reflects the psychological desire of teachers to participate in school management as masters.

5.2.2 Teachers' actual participation in school management is not high

In this survey, five-point scale evaluation was also adopted for respondents to evaluate the degree of teachers' participation in school management. The results showed that the average value of teachers' actual participation in school management in a certain vocational school was 3.15.

At present, the average degree of teachers' participation in school management in a vocational school is not high. Although this qualitative result is expected by me, which is also one of the main reasons for this study, the quantitative mean value of the result is only 3.15, which is lower than that of the Beijing survey (though not directly comparable) was far from what I had expected. The degree of teachers' participation in school management of a vocational school needs to be further improved.

5.3 Recommendations

5.3.1 Principals should have democratic consciousness and broad mind and strive to create a small environment with strong democratic atmosphere.

As the principal has legal power in school management, the democratic thought of the principal directly determines the principal's attitude towards teachers' participation in school management, influences the democratic atmosphere of the small school environment, and thus promotes or restricts the teachers' participation in school management. Therefore, the establishment of the teacher participation management system must be supported by the principal.

In order to promote teachers' participation in school management, principals should really establish democratic thoughts and democratic consciousness, establish the thought of serving teachers, and truly regard teachers as the masters of the school. The principal should have a correct view of rights, dilute the "official standard" thought, and realize that the power of the principal is given by the teacher, and the principal cannot only use the administrative power to manage the school. The principal should have a broad mind. On the one hand, the principal should have the interests of the teachers in his heart. On the other hand, he should be able to tolerate the bias and extreme behavior of some teachers. Principals should strive to create a strong democratic atmosphere inside the school and create a small environment that encourages teachers to participate in school management. The principal should correctly understand and properly handle the relationship between the principal responsibility system and the teachers' participation in school management, which is the basis and guarantee for the effective implementation of the principal responsibility system. Principals should actively carry out and do a good job in

disclosing school affairs, expand the scope of teachers' right to know, and provide convenience for teachers to participate in school management.

It must be pointed out that democratization is not equal to liberalization, and teacher participation also needs to be guided and regulated. The principal's letting go of teachers is not laissez-faire, and tolerance of teachers is not indulgent. The principal should be responsible for the occurrence of teacher participation, which is not only responsible for teachers, but more importantly responsible for students, schools and society. The essence of socialist democracy is the dialectical unity of highly democratic and highly centralized. Democracy is the foundation of centralization. Only by fully promoting democracy can we achieve correct centralization. Centralization is the guide of democracy. Only by carrying out correct centralization can we realize true democracy. [21].

5.3.2 Middle managers should act as the liaison and lubricant between principals and teachers

In the teachers' participation in school management, middle managers of schools are a special group: compared with teachers, they are school administrators and compared with principals, they are participants in school management. This particularity of middle level requires them to be the liaison and lubricant between principals and teachers when teachers participate in school management and make special contributions to teachers' participation in school management.

The middle level is in close contact with both the teachers and the principal.

They know more about the ideological status, working conditions and practical difficulties of the teachers than the principal. They also know more about the principal's strategic intention, planning strategy, working ideas and various tasks and difficulties faced by the school. If the middle level can often return to the principal what they know about teachers' ideological status, working conditions and practical difficulties, and convey, explain or disclose the principal's strategic intention, planning strategy, working ideas and various tasks and difficulties faced by the school, it will be conducive to the mutual understanding and formation of consensus between the principal and teachers. To eliminate some misunderstandings and contradictions in the bud, for teachers to participate in the school management, paving the way.

5.3.3 Teachers should establish a sense of ownership and overall concept

According to Chinese law, teachers are the masters of schools and have the right to participate in school management. Teachers should establish a sense of ownership, not only have the right to actively participate in the school management consciousness, but also have the main body to participate in the school management as their own responsibility consciousness, in the participation, so that personal interests in the realization of collective interests can be realized, so that their own ability can be improved in the development of the school. The participation of teachers in school management can represent the interests of individuals or some people, but they should not engage in individualism, egoism, leading the way or gangs. They should establish an overall concept and have the spirit of dedication. The

individual interests should be subordinate to the collective interests, and the minority should be subordinate to the majority, because the collective interests also include the individual interests. Further promote personal development.

Schools need to inspire teachers' sense of ownership. In addition to principals' genuine respect for teachers' ownership status, schools also need to create opportunities for teachers to experience this sense of ownership and establish incentives and incentives. For example, implement the system of teachers taking turns to be the assistant to the principal or the assistant to the director, or arrange teachers to take turns to be on administrative duty, deal with visiting calls or receive foreigners, so as to provide teachers with the experience of thinking and dealing with problems from the perspective of school administrators, so that teachers can closely connect their personal interests with the development of the school, and teachers can get a sense of accomplishment at the same time. It also increases the sense of belonging and ownership of the school. Teachers who are enthusiastic to participate in school management and give good suggestions will be given spiritual encouragement and material rewards to create an atmosphere encouraging participation and glorious participation.

5.3.4 Teachers should have the corresponding ability to participate in management

Teachers' own reason is the fundamental factor of teachers' participation in school management. With the possibility of participating in management, the key

depends on whether teachers themselves are willing to participate in management. Do you have the ability to participate in management? Among the factors of teachers themselves, teachers' democratic consciousness is the forerunner; Secondly, teachers' knowledge and ability are the guarantee of effective participation.

In the research on teachers' participation in decision-making, E.M. Bridges proposed the "recognition zone model" and Froome and Yetton proposed the "rule model", which embodies the manager-oriented concept. These studies measure whether to involve teachers in decision-making and the degree of participation from the perspective of whether American school administrators need to participate or not, regardless of whether teachers need to participate or should participate. Managers only take teachers' participation as a means to improve teachers' acceptance of decision making. This kind of teacher participation is at best a superficial form lacking substantive content. Once this formalized participation is discovered by the participants, it will not bring the sense of ownership to the teachers, but will make the teachers feel cheated and fooled, which is likely to lead to the deterioration of the relationship between managers and teachers and even opposition.

We can use these two modes from the participant-oriented perspective of people as masters of the country advocated by the government to encourage teachers to enrich their knowledge needed to participate in school management for the development of the school and improve their ability to participate in school management, so as to improve the effect of participation. The ability of teachers to

participate in school management not only refers to the ability of teachers to participate in politics, but also includes some specific management and business capabilities. For example, if teachers want to guide students to do well in radio exercises, first of all, they should learn to do radio exercises, so that they can ask and effectively guide students to do exercises accurately and accurately. In terms of system view and overall effectiveness, teachers should pay more attention to the improvement of their own teaching ability and students' management ability, because doing these basic management is not only the necessary responsibility of teachers, but also the basis for teachers to participate in school management and even the normal development of the whole school management. On this basis, teachers can further improve their ability to participate in management in other aspects according to their own wishes and interests and make more efforts and greater contributions to school management.

5.3.5 Give schools real autonomy in running schools and ensure teachers' participation in school management through institutionalized and legalized means. (The survey results of this study show that: primary and secondary school teachers think that there is no system guarantee for teachers' participation in decision-making in management practice, which ranks the first, accounting for 63.1%; This was followed by "teachers are busy and have no practice to participate in decision-making", accounting for 49.2%.)

Excessive concentration of power is a prominent problem in China's political

and administrative system. Therefore, it is necessary to delegate power to the lower levels in a steady and orderly manner and give them more autonomy. [22].

Society, especially local governments, should respect the laws of education and the autonomy of schools in running schools, and should not blindly assign tasks or targets to schools. Education authorities should take it as their responsibility to safeguard the interests of teachers and students, help principals in their work and promote the development of schools, and let schools run schools independently. To serve the school, to reduce the burden of the school, to free the principals and teachers from complicated affairs, so that the teachers have time to participate in the school management, so that the principal can leisurely consult the teachers' opinions, in order to mobilize the principal and teachers' work enthusiasm, initiative and creativity, give full play to the effectiveness of independent school.

Teachers' participation in school management should be the unity of both procedural and substantive content participation. Only in this way can teachers' participation in school management be truly implemented. In fact, strengthening the participation of these procedural contents is also an important way to overcome the arbitrariness of teachers' participation in management, and a basic condition for teachers' participation in management to embark on the track of institutionalization and standardization. Therefore, education authorities should urge schools to establish and gradually improve the norms and systems for teachers to participate in school management. Education authorities should clearly specify which matters of the

school must be submitted to the teaching assembly for discussion or public consultation before making decisions. Schools can attract and facilitate teachers' participation in school management by holding symposiums, setting up suggestion boxes and campus online traffic. Administrative departments of education may make clear and unified provisions on school rules of procedure, bidding procedures, examination and approval standards, and implement a regular supervision system to ensure that routine school management work has rules to follow, rules to be followed, and violations to be invalid, effectively protect the rights and results of teachers' participation in school management, and effectively promote the process of school democratic construction.

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