

# Investigation and Analysis on Current Situation of Teaching Secretary Team in Higher Vocational Colleges

Taking Guangdong Industry Polytechnic as an Example

Wanli Gao

Guangdong Industry Polytechnic  
Guangdong, China

**Abstract**—Teaching management in higher vocational college is crucial in influencing innovative talent training and guaranteeing its quality. The management of “people” is the most important part in teaching management. Based on the existing descriptive and empirical study, this research uses more strict and scientific methods to analyze the questionnaire from 31 teaching secretaries and teachers in fifteen departments of Guangdong Industry Polytechnic, in order to reflect global problems, distinguish different evaluations on current situation of teaching secretaries’ work and life under different backgrounds, laying foundation for investigation on problems and contradictions in teaching secretary team of higher vocational colleges and providing effective basis for teaching reform.

**Keywords**—higher vocational college; teaching management; teaching reform; teaching secretary

## I. INTRODUCTION

Teaching management in higher vocational college is crucial in influencing innovative talent training and guaranteeing its quality, including the management of plan, teaching objective, teaching process, teaching quality, system quality, teacher, student and teaching file, with the most important part of “people” management. Connecting with dean’s office, department leader and other departments, teaching secretaries improve teaching quality, knowing not only teaching resource allocation well but also policies and requirements of teaching and scientific research. They not only make teaching plan, apply and report teachers’ courses and apply major, but also evaluate teaching effect, attend meetings on campus and transmit an order from above. Therefore, they should be more capable than teachers and data processors in teaching management.

In order to roundly understand current situation and analyze major problems of teaching secretary team in higher vocational colleges, the Department of Education of Guangdong Province entrusts Guangdong Higher Vocational Education and Teaching Steering Committee to conduct “Research on Current Situation and Construction of Teaching Secretary Team in Higher Vocational Colleges”, so as to take scientific policies and measures to solve problems and

contradictions in it. This paper only discusses the investigation and research on current situation of teaching secretary team of Guangdong Industry Polytechnic.

Guangdong Industry Polytechnic is a full-time higher vocational-technical school established in 1999 and approved by the Ministry of Education, subordinate to People’s Government of Guangdong Province and under the direct management of the Department of Education of Guangdong Province. It grew from “Guangdong Provincial No. 1 Vocational School” established in 1933, with a history of 81 years, cultivating more than 90,000 graduates. Currently, there are 21,700 full-time students. In June 2006, it was ranked as excellence in talent training evaluation in higher vocational colleges by the Ministry of Education. It was listed as provincial demonstrative college construction unit in 2007, national demonstrative college construction unit in 2008. In June 2011, it passed the demonstration acceptance organized by the Ministry of Education and the Ministry of Finance with excellent grade.

Guangdong Industry Polytechnic was state-run secondary technical school before 1999, after which it has become state-run vocational college. After 1999, it increased enrollment and built branch campus. The area and the number of students and teachers have increased greatly. So far, the number of students is 21,697. There are fifteen departments (including international exchange school and school of continuing education), including 31 teaching secretaries who came from three stages: the student employed by the school after graduation in the predecessor of Guangdong Industry Polytechnic at early stage, the husband or wife of introduced talents and human resources added in the demonstrative evaluation at middle stage, and teaching secretary employed formally at later stage. Under new situation, the core mission of Guangdong Industry Polytechnic concerning reform and development is to roundly guarantee and improve teaching management quality and train high quality talents.

## II. RESEARCH PURPOSE AND METHOD

### A. Research Purpose

Currently, most domestic researches on teaching secretary team construction in higher vocational colleges are phenomenon-describing, inquiring in “CNKI”, “Wanfang Data Resource Base” and “VIP Database for Chinese Technical Periodicals”, or introducing daily routine of teaching secretaries or describing reasons for job burnout of them. Questionnaire survey is taken to research problems in teaching secretary team of higher vocational colleges, covering work efficiency, work and occupational features, organization of colleges and teaching secretaries. However, its research indexes (gender, age, and years of working, education background, job title and major) are general and the analytical method is also simple.

Based on the existing descriptive and empirical study, this research uses more strict and scientific methods to analyze the questionnaire from 31 teaching secretaries and teachers in fifteen departments of Guangdong Industry Polytechnic, in order to reflect global problems, distinguish different evaluations on current situation of teaching secretaries' work and life under different backgrounds, laying foundation for investigation on problems and contradictions in teaching secretary team of higher vocational colleges and providing effective basis for teaching reform.

### B. Survey Scope

The research has surveyed 31 teaching secretaries and teachers from fifteen departments of two campuses in Guangdong Industry Polytechnic. The questionnaire involves teaching secretaries, teachers and leaders in charge. It covers teaching problems according to physical truth of teaching management in Guangdong Industry Polytechnic.

TABLE I. DESIGN STRUCTURE OF QUESTIONNAIRE

Survey object	Basic information amount	Question amount		Amount of open-ended question
Teaching secretary	10	10+37=47	The first ten questions are the same.	3
Teacher	10	10+37=47		3

### C. Survey Content and Questionnaire Design

In April 2015, 50, 30 and 16 questionnaires were distributed to teaching secretary, teacher and leader in charge in fifteen departments respectively. Except for invalid and incomplete questionnaire, the amounts of valid questionnaires from teaching secretary, teacher and leader in charge are 28, 10 and 6 respectively.

### D. Analytical Method

The research uses database on questionnaire website to analyze the data, statistical software SPSS17.0 to do quantitative analysis on the influence of different factors for the survey result; the mean comparison uses single sample T

check and compare single factors multiply; figures are made by SPSS and EXCEL.

## III. ANALYSIS ON QUESTIONNAIRE RESULTS RELATED TO TEACHING SECRETARY

### A. Overall Evaluation of Teaching Secretary on Questions in the Survey

Descriptive statistical method is used to analyze overall evaluation from all teaching secretaries in the survey and calculate the average score. The result tells except for the first ten basic questions, the scores of descriptive questions from 11 to 49 are very low, including question (14) (the workload is far beyond the load of eight hours per day), showing heavier work of teaching secretary; question (18) (neglected in work, having sense of frustration because your efforts are not valued), showing teaching secretaries cannot be valued by the leader although they work hard, resulting in job burnout; question (25) (Do you want to change a job?) Almost 89% choose yes, showing reasonable value goal is not provided for them on the post; question (34) (What do you think is the reason for problems in teaching secretary training?) 78% address it lacks training system and plan, showing they need promotion but it is short of related systems to guide them; question (45) (What do you think is the main factors causing instability of teaching secretary team?), all of them think unclear promotion system and title appraisal channel and low salary contribute to it, and 89% think the work pressure is high, showing some unreasonable institutional constraints indeed exist; question (47) (Which items do you think help to improve teaching management construction?) All of them choose promotion system and provision of promotion channel, 70% choose detailed position description, and 60 % choose the multiple management reduction, showing chaotic work of teaching secretary. Great differences exist between overall satisfaction degree and vocational perspective expected by teaching secretary.

### B. Evaluation of Superior, Teacher and Person in the Same Occupation on Questions in the Survey

In order to understand overall evaluation of people on different posts, overall scores are evaluated, from top to low: person in the same occupation, teacher and leader in charge successively. Persons in the same occupation are considerate because of job nature; teachers accept the work of teaching secretary as well as hold different attitudes; leaders in charge have different feelings and attitudes toward specific affairs of teaching secretary. Meanwhile, difference analysis is conducted to understand different opinions held by people on different posts. It shows they reach a consensus on questions (14), (18), (25), (45), (47) (What do you think is the reason for problems in teaching secretary training?), but different opinions in other questions. The four questions with significant difference ( $P < 0.001$ ) are analyzed further, showing higher satisfaction degree of teachers and leaders in charge and low satisfaction degree of teaching secretary, which is in accordance with the result achieved after analyzing average score given by people on different posts.

#### IV. COMPREHENSIVE ANALYSIS OF OPEN-ENDED QUESTIONS

The questionnaire covers three open-ended questions: Which measures do you think help the teaching management construction? Which on-the-job training do you think help the teaching management construction?

##### A. *Feedback of Leaders in Charge as Teaching Administrators on Open-Ended Questions from the Perspective of Teaching Secretaries' Career Planning*

1. Strengthen construction of study style, improve teaching secretaries' ideology and morality, assiduous spirit and the current teaching management system as well as make promotion plan.

2. Truly realize the significance of promotion plan for talent training, actively encourage them, and pay equal attention to teaching management and scientific research, especially promotion and salary increase. Reinforce teaching management and its supervision and assessment as well as strictly follow teaching rules and regulations.

3. In regard to teaching management, strengthen team construction and research, train teachers, and organize exchange of person on different posts, coordinate the work of school, dean's office and departments, standardize the assessment; regularly organize meetings for teaching secretaries to exchange experience and learn from each other.

4. According to characteristics of teaching and school management, strengthen practice and research to formulate promotion system suitable for growth of teaching secretary.

##### B. *Feedback of Teaching Secretaries on Open-ended Questions*

The feedback of teaching secretaries on open-ended questions is basically the same as that of teachers, putting more emphasis on system construction like working time, job content and promotion, work flow optimization of teaching management to form knowledge environment making for innovation of them; yearning for vertical management and virtuous cycle among teaching secretary, teacher and students. Multiple management causing chaos and unclear responsibility should be avoided. They hope to exchange experience with each other to get improvement.

Teaching secretaries stress the school needs to pay more attention to their post, strengthen management of front-line teaching staff, formulate corresponding job specification and more systematic and scientific assessment system, so as to improve their working skill, academic level, work accomplishment, quality and system of teaching management as well as benignant promotion channel.

#### V. DISCUSSION AND CONCLUSION

Conclusion related to current situation of teaching secretary team of Guangdong Industry Polytechnic can be reached according to analysis on questionnaires of teaching secretary, teachers and leaders in charge as well as feedback of open-ended questions from them.

1. Teachers, students and leaders in charges are satisfied with teaching secretaries of Guangdong Industry Polytechnic in following basic teaching management rules. Like other higher vocational colleges in Guangdong, Guangdong Industry Polytechnic sets fixed teaching management process, to which the school paid less attention than the results. Universities attach importance to problems in teaching management process, and the vertical management of dean's office and secondary colleges. Except for teaching secretary, some schools have executive secretary. It sets actual contents of teaching management and discipline construction, emphasizes intersecting management of dean's office and secondary colleges and highlights occupational classification of scientific research and basic work in teaching management. Teaching secretary is in charge of teaching and executive secretary responsible for administrative affairs.

2. In comparison, leaders in charge and teachers almost hold the same opinion in the questionnaire. Compared with teachers, leaders in charge think more highly of them, which shows they accept the work of teaching secretaries. Besides, big differences exist between teachers' evaluation. A small part of teachers think teaching secretaries' work should not receive high expectation, while most teachers think teaching secretaries are very important for improvement of teaching level in higher vocational colleges.

3. Teaching secretaries don't think scientific research helps to improve their theoretical level. Because of limitation of specialty and lacking work experience, without enough understanding of teaching management, many people try to change a job. Some are busy in daily work, sparing no time to consider scientific research and losing interest in learning. Teaching secretaries should change idea and working mode. Since 2013, Guangdong Industry Polytechnic has added teaching reform tasks for front-line teaching staff to apply, which is a good start although the number is limited.

4. It is conducive to improve teaching management quality of higher vocational colleges through encouraging front-line teaching staff to do scientific research and increasing training systems. However, obstacles exist in actual operation because of problems involving departments and personnel appraisal, especially the scientific research training.

5. The school lacks specific systems related to occupational and position promotion of teaching secretary as well as evaluation and employment system. Without specialized vocational qualification system and specific goals, teaching secretaries don't have career plan to improve themselves; teaching secretary is under administrative management and unqualified to get teacher certification, so that they cannot plan job title according to the specialty. If they do researches on teaching management and career planning, great gaps exist between them and specialized persons engaged in scientific research. The current job title cannot help the future career planning assuming job transfer is available.

According to the analysis on open-ended question (49), it shows at present, the most direct index influencing satisfaction degree of teaching secretary post is post and rank. Teacher, scientific research personnel, counselor, laboratory technician and librarian, file clerk, and financial executives belong to

professional technical post, only teaching management belongs to administrative post, with complex work property and multiple management. Some teaching secretaries still enjoy the clerk treatment without any job title after working for 37 years until retirement.

6. Attention should be paid to the construction of teaching management team and cooperation and exchange in teaching reform and management with high-level universities and research institutions at home and abroad. Mutual learning contributes to broadening horizon. The dean's office of Guangdong Industry Polytechnic has employed national level advisers to train teachers and front-line teaching staff, so as to promote teaching management system reform.

## VI. CONCLUSION

At present, according to the analysis result of questionnaire on current situation of teaching secretary, Guangdong Industry Polytechnic has realized building a stable teaching management team with reasonable structure, high overall quality and pioneering spirit is crucial to ensure normal operation of teaching and stable improvement of its quality. In addition, it begins to formulate corresponding incentive policies and measures on training, promotion and personal development to fully arouse teaching secretaries' enthusiasm.

## REFERENCES

- [1] Zhu Fujun, Gu Xieguo. *Walking Toward Harmony: A New Idea of University Development*, Shanghai Joint Publishing Company, September 2007;
- [2] Bie Dunrong. *Using Modern Concept to Reform View of Teaching Management System Reform of University*, Page 45;
- [3] Xu Yan. *Research on Teaching Management Reform of Chinese University*: master's thesis, Tianjin; Tianjin University, 2006, 3;
- [4] Wu Fangling. *Analysis on Reasons for Unhealthy Psychology of Teaching Secretary in University and Its Adjustment*, *Journal of Hubei Normal University* (natural science edition), 2006, 26(3): 49-51;
- [5] Zhang Chuanping. *Innovative Talent Management and Development Mechanism Is the Only Road for Teaching Staff Construction in University* [J], *Theory and Practice of Education*, 2003, (3), 28.