

A Study on the Bifurcation of Continuing Education for Teachers in Vocational Colleges

Shuguang Guo

Jiangsu Maritime Institute, Nanjing 211170, China

ABSTRACT. *Based on the working characteristics of teachers in vocational colleges, author analyzes the necessity and bifurcation of teachers' continuing education. This paper puts forward the changing trend of input and output of teachers studying for doctorates. This paper analyzes on the obstacles for enterprises to accept the work of teachers. The main responsibility and leading role of teachers' continuing education are clarified. Author analyzes the dynamic mechanism of teachers' continuing education in vocational colleges and universities.*

KEYWORDS: *Vocational colleges; Teacher continuing education; Bifurcation; School-enterprise cooperation*

1. Introduction

At present, the number of higher vocational colleges in China has exceeded 1000, and more than 1/3 of the school-age population is enrolled each year. The attribute of higher education, coupled with the attribute of vocational education, makes vocational colleges have great attraction to the youth of the country. The education of a large number of young people in vocational colleges has improved the quality of the population, but also made all industries obtain high-quality human resources. The number of teachers in vocational colleges is large, but basically stable. The number of teachers basically meets the needs of colleges and universities. However, there is still a lot of room for improvement in the quality of teachers in vocational colleges. Teachers in vocational colleges attach importance to their own continuing education because of their own development and the need to participate in competition. However, teachers in vocational colleges not only have academic background, but also have industry background, and some also have the professional experience of enterprises, which results in the bifurcation of the future development of vocational college teachers. This kind of bifurcation of teachers' future development will produce the bifurcation of teachers' continuing education. In this way, the necessity of continuing education for teachers in vocational colleges and universities has produced the corresponding bifurcation. This is the logical starting point of this paper.

The content and form of continuing education for teachers in vocational colleges and universities are various. Some teachers go to the university to study, some teachers to the enterprise to study and practice. Some teachers are separated from teaching work for continuing education, and some teachers use their spare time for continuing education. This paper discusses the bifurcation of the content of continuing education, especially the bifurcation of teachers' personal development direction. This kind of bifurcation will let teachers choose different training content, which will produce the matching problem of continuing education content. The matching problem of continuing education is the purpose of studying bifurcation problem, which is of more direct practical significance.

2. a Study on the Matching of Continuing Education for Teachers in Vocational Colleges

The motive of teachers' continuing education in vocational colleges is teachers' personal development intention. Some teachers tend to improve their individual academic standards, so they choose the way to study for doctorates. Some teachers tend to improve their working ability and reputation in the industry, so they choose the way to work in the enterprise. Both roads have their adaptability and difficulties. The following are related to the description and analysis.

2.1 An Analysis of Academic Education of Teachers in Vocational Colleges

Most of the teachers in vocational colleges have master's degrees at the level of academic qualifications. In recent years, the new teachers of vocational colleges in developed regions are mainly doctoral students. It is a trend for more and more Ph.D. teachers in colleges and universities. Then many of the existing teachers will also choose to study for doctorates because of competition among teachers. At present, well-known universities in China have generally improved the standard of Ph.D. graduation, and the number of years of study has gradually become longer. Studying for a doctorate has become a difficult problem for many young teachers. There are many reasons. The constraints of time and energy are one of the main reasons. Young teachers have a variety of work pressure, as well as a lot of pressure in life, resulting in a serious squeeze on the living space of young teachers. The study time of Ph.D. stage is too long, which leads to long-term mental pressure of young teachers. This long-term learning has also led to an increase in the opportunity cost. The pressure on teachers to pursue a doctorate is gradually increasing. The income of vocational college teachers after obtaining a doctorate is declining year by year. At present, higher vocational colleges basically do not have the opportunity to change jobs after obtaining a doctorate, and generally still work in the original unit. After getting a doctorate, wages generally do not increase significantly. Because the college implements the post salary system, so the teacher's academic background factor is not obvious. The decline in direct income has led to a decline in the motivation of teachers to pursue doctorates.

These two contrary trends in theory reduce the utility of teachers studying for

doctorates, that is, the effect of input and output is getting worse and worse, and even produce negative values. This negative value means that it becomes uncountable for a teacher to pursue a doctorate. Perhaps it is the spiritual motivation of teachers to pursue doctorates to support their study. To put it simply, some teachers read in order to realize their dreams and choose the hard way of scientific research in order to realize their dreams.

2.2 An Analysis of the Work of Vocational College Teachers in Enterprises

In order to understand the latest trend and talent demand of enterprises and industries, teachers in vocational colleges and universities enter enterprises to carry out research and study, which is of practical significance. However, in the specific situation, there are many problems worthy of study. It makes sense for teachers to work in enterprises, which is from the school point of view. From the perspective of teachers' interests and corporate interests, there are many complex problems.

From the point of view of teachers' interests, there are many practical problems for vocational college teachers to work in enterprises. First of all, teachers leave teaching posts without the salary of teaching work. Second, teachers who go to work in enterprises do not necessarily have access to valuable business knowledge, which involves the business secrets of enterprises. Third, some enterprises also work in remote places, causing inconvenience to teachers' work and study. Fourth, the cultural environment of many enterprises is quite different from that of the college. There are many other specific differences that have not been paid attention to. These difficulties have caused the reality that the cost is too high for the majority of teachers. This has caused obstacles for teachers to work in the enterprise. The lack of motivation for teachers will cause many teachers not to work in the enterprise for a long time, or simply experience it for a period of time. It is difficult for teachers to work in enterprises.

From the point of view of the interests of enterprises, teachers in vocational colleges and universities have many practical difficulties in working in enterprises. First of all, enterprises have strict systems and culture, and teachers will conflict because there is no corresponding reward, which is intentional to the company system and culture. Second, many teachers and enterprises do not sign labor contracts and are not bound by national labor law, which will lead to management risks. Third, the nature of teachers' short-term work makes it difficult for teachers to be qualified for complex work and work involving trade secrets. Fourth, the work of teachers needs to be guided or accompanied by special people, which will increase the cost of human resources in enterprises. In short, most enterprises have doubts about accepting teachers from vocational colleges to study. This makes it impossible for enterprises to achieve good docking with teachers. Enterprises accept teachers to work for a short time, basically because of the promotion of the school, that is, the school provides compensation for the interests of the enterprise.

3. A Study on the Countermeasures of Continuing Education for Teachers in Vocational Colleges

The bifurcation of continuing education and its corresponding predicament of teachers in vocational colleges and universities have the significance of studying the corresponding countermeasures. The college should be the subject of responsibility. The teacher training strategy of the college should become the first motive force of teachers' continuing education. The college should act as an intermediary between enterprises and teachers. The interests of enterprises and teachers should be borne by the college. Because the result of teachers' continuing education is finally reflected in the strength of running a college. Therefore, the author believes that the strategic decision of the college is the key, and the distribution of interests of the college determines the direction and motive force of teachers' continuing education. Therefore, it is the best strategy to arrange teachers' continuing education from the angle of college.

References

- [1] Vedrana Bolic Baric, Helena Hemmingsson, Kristina Hellberg, et al (2017).The Occupational Transition Process to Upper Secondary School, Further Education and/or Work in Sweden: As Described by Young Adults with Asperger Syndrome and Attention Deficit Hyperactivity Disorder. *J Autism Dev Disord*, vol.47, no.3, pp.667-679.
- [2] Valerii Samoilenko (2017). Nursing education, continuing education and in practice training, research and digital technology application. *Int J Nurs Sci*, vol.4, no.4, pp.343-344.
- [3] Heining Cham, Jan N. Hughes, Stephen G. West, et al (2015).Effect of Retention in Elementary Grades on Grade 9 Motivation for Educational Attainment.*J Sch Psychol*, vol.53, no.1, pp.7-24.
- [4] Claudia Plappert, Joachim Graf, Elisabeth Simoes, et al (2019).The Academization of Midwifery in the Context of the Amendment of the German Midwifery Law: Current Developments and Challenges.*Geburtshilfe Frauenheilkd*, vol.79, no.8, pp.854-862.
- [5] Veronica Fruiht, Thomas Chan (2018). Naturally Occurring Mentorship in a National Sample of First-Generation College Goers: A Promising Portal for Academic and Developmental Success. *Am J Community Psychol*, vol.61, no.3-4, pp.386-397.
- [6] Karen Swartz, Rashelle J. Musci, Mary Beth Beaudry, et al (2017). School-Based Curriculum to Improve Depression Literacy Among US Secondary School Students: A Randomized Effectiveness Trial. *Am J Public Health*, vol.107, no.12, pp.1970-1976.