

# A Survey on Current Double-certificate Teachers of Vocational Colleges

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**Abstract.** For a country rich in human resources, one of the critical factors is a team of double-certificate teachers with good morality and skills who are important for the development of compound labourers. Taking some vocational colleges in Chongqing as an example, this survey is focused on the professional development, integration and innovation to unveil the present double-certificate teachers of vocational colleges.

Due to the fierce market competition, the development of vocational education is regarded as a strategic choice for economic revitalization and national strength in both developed and emerging industrialized countries. Under such an environment, the construction of double-certificate teachers is critical. For a better understanding of the present double-certificate teachers, the research group has conducted a questionnaire survey with random selection with Chongqing Business Vocational College, Chongqing City Management College, Chongqing College of Electronic Engineering, Chongqing Lixin Vocational Education Center and Chongqing Education Manage School as an example from December, 2013 to January, 2014.

## An introduction of this survey

Among the 300 questionnaires issued, 296 of them returned. In spite of the different definition of double-certificate teachers, it refers to teachers with teacher certification and occupational skill certification or with the title of lecturer and other occupational skill certification. Among 296 teachers surveyed, 97 ones of them are double-certificate teachers and account for 32.8 percent while the rest 199 teachers account for 67.2 percent. The percentage of double-certificate teachers has increased 8.8 percent than that of 2009. Among the 50 instructors of practical training, two of them own the advanced title, 19 have the intermediate title and the rest 29 have the primary title. Compared with the survey result of 2009, the percentage of teachers with primary title is much bigger which shows that most vocational teachers still come from regular institutions of higher learning.

## An analysis of questionnaire

**The common understanding about double-certificate teachers.** It is difficult to acquire the double certificate for 40 percent of all teachers interviewed, not very difficult for 27 percent and easy for 30 percent. In regard to school policy and financial assistance, only 32 percent of teachers interviewed have both of them and the rest have to pay by themselves. Besides, 33 percent of teachers interviewed think their professional view expanded and 51 percent of them think their professional practical capability enhanced. The most important reason for obtaining the double certificate is individual demands for 44 percent of them, school encouragement for 30 percent and social motivation for 21 percent. About 44 percent of them consider systematic professional theories as necessary for double-certificate teachers while 24 percent of them think rich practical experiences and capability as more important.

**The reward of double-certificate teachers.** For all double-certificate teachers surveyed, this title has no direct influence on their yearly appraisal and teaching salary. Besides, 72 percent of double-certificate teachers interviewed have more extracurricular workload than common teachers and the rest have the same workload with common ones. All double-certificate teachers have no

material recognition from their colleges. And lastly, 93 percent of double-certificate teachers consider their qualification conducive to their conferring of academic titles but no obvious effect on their promotion.

**The development direction of double-certificate teachers.** Due to the rapid change of curriculum structure of vocational college, certain teachers are unaware of their professional emphasis. According to our survey, the great majority of teachers interviewed do not comprehend the professional development of teacher: 25 percent of them think a good grasp of knowledge and technique as professional development and 34 percent of them consider the improvement of professional capability more important and 16 percent of them emphasize the learning of new knowledge and technique. About 48 percent of teachers interviewed make teaching reflection, and 68 of them will reflect educational method and strategy, 13 percent of them reflect teaching activity and thinking mode and 19 percent of them reflect professional development and deep theories. Compared with the survey of 2009, the percentage of teachers who make reflection on teaching activity has declined about 2 percent and the percentage of teachers who make reflection on professional development has increased 2 percent. For post-job learning and training, 81 percent of teachers interviewed consider it important and necessary. In regard to the training method, 23 percent of them will choose study for new degree, 20 percent prefer pre-job training, 33 percent choose short-term technical training and 24 percent like practice and investigation in enterprises. Compared with the survey of 2009, there are less teachers who are willing to study for new degree and more for technical training. Compared with the 2009 survey, there are more teachers satisfied with training quality: 19 percent of them think the training quality closely connected with their job and 55 percent of them think it crucial for teaching.

**The integration of professional capability of double-certificate teachers.** The professionalization of vocational teachers refers to the lifelong professional training and acquisition of educational knowledge and practical skills to improve themselves and turn from freshman to technician. The professional standards of vocational teachers can be divided into three groups: ontological, conditional and practical capability. The ontological capability, the basis of educational activities, signifies the special knowledge and ability of teacher's profession. About 33 percent of the interviewees regard the new professional technique, skill and craft as what they need most urgently. About 58 percent interviewees choose their operational skills and practical experience, 7 percent interviewees choose relevant professional knowledge and theory and 2 percent interviewees choose basic theories. Compared with the investigation of 2009, there has been an incline of 1 percent, which shows that it is a priority to improve teacher's operational and practical capability. Compared with the survey of 2009, there are more teachers who are targeting at teaching and less teachers who choose to be famous teachers, and the professional development motivation and target are more reasonable. About 4 percent teachers interviewed have no consideration of their professional planning, and only 26 percent of them have clear and concrete planning. There are various approaches for vocational teachers' professionalization: 54 percent teachers interviewed choose exchange and study abroad and 46 percent of them have participated in further education or on-job training. For the affecting factors of vocational teachers' professionalization, the principal element still comes from the institutional assurance and policy support of school: 49 percent teachers interviewed mention the school support (2 percent higher than that of 2009), 16 percent of them mention practical experience in related industrial enterprises, 8 percent mention experts' guidance, 11 percent mention individual basis and quality (1 percent lower than that of 2009), 13 percent choose the school level and 3 percent choose the teaching group's construction.

The conditional capability refers to the basic knowledge and ability of mastering vocational knowledge and skill and utilizing it in teaching. For the vocational teaching knowledge and technique, most interviewees think the knowledge and skill of developing and designing courses as their most needed. Interestingly, there are only 0.8 percent teachers interviewed mention their requirement for basic educational theories, which shows that the vocational education theories have been relatively ignored. For the vocational education ideology, about 53 percent interviewees think they are able to catch the characteristics and requirements of vocational teaching and make use of

them in teaching and reform. However, about 40 percent interviewees feel it difficult to adapt to vocational education theories. For the students' evaluation, 23 percent teachers interviewed think they can make full evaluation and appraisal (3 percent higher than that of 2009), 49 percent think they make reasonable assessment, 24 percent think they make preliminary evaluation and 4 percent have started such evaluation (2 percent lower than that of 2009).

The practical capability refers to teachers' situational operating skills and modern educational techniques accumulated in teaching activities, mainly consisting of basic vocational practical and research capability. At present, there are only 29 percent vocational teachers interviewed who are able to exploit and develop courses through cooperation between school and enterprise. 28 percent teachers interviewed have implemented efficiently the teaching pattern comprising teaching, learning and practising, 28 percent teachers interviewed have has good teaching results and 46 percent have better results. In regarding to the organization and management, 51 percent teachers interviewed can help their students to develop good behavior and habit, 44 percent have been concerned about the students' psychological health, detected and solved their problems in time, but 5 percent showed little attention to their students. For the employment conseling, there are only 3 percent teachers interviewed who are able to make occupational guidance for all students, 55 percent teachers who make careers guidance for some students and 42 percent teachers who have never started this job. For the group cooperation, 58 percent interviewees think they can communicate with others efficiently and get along with group members harmoniously. Meanwhile, there are 22 percent vocational colleges which have begun close communication and cooperation with industrial enterprises, 61 percent vocational colleges which have some communication and cooperation and 17 percent colleges have no cooperation with enterprises. For the construction of teaching resources, the design and development of practical training occupies 39 percent. However, this work remains to be further deepened and expanded. About 39 percent teachers interviewed have participated in school practice, 44 percent of them have joined in professional training classes and 24 percent have been practising in relevant enterprises. About 94 percent teachers interviewed are willing to take part in educational and scientific research, which shows vocational teachers have a strong sense and initiative in research. For the biggest difficulty of professional and educational research, about 35 percent teachers interviewed think it as the shortage of time and energy (1 percent higher than that of 2009), 43 percent teachers mention the lack of practical experience and 22 percent mention the lack of systematic theories. Besides, 47 percent teachers interviewed have no public reward, 50 percent teachers interviewed (10 percent higher than that of 2009) have published thesis in recent five years and 6 percent have never published any thesis (2 percent lower than that of 2009).

**The innovation capability of double-certificate teachers.** Firstly, among their professional career, about 48 percent interviewees regard themselves as innovative, and 41 percent regard themselves as generally innovative. Secondly, about 12 percent interviewees think their innovative motivation come from external pressure, 49 percent think it is from professional development and 39 percent think it is from individual improvement. Thirdly, for the manifestation of double-certificate teachers' innovation ability, about 12 percent interviewees mention individual career development, 34 percent mention teaching ability, 37 percent choose social practical ability (1 percent higher than that of 2009), 11 percent choose students management and 23 percent choose teaching and research (2 percent higher than that of 2009). Fourthly, in regarding to innovative teaching activities, 31 percent teachers mention teaching methods, 51 percent ones mention teaching theories, 8 percent ones choose teaching content and 10 percent ones choose teaching evaluation. Fifthly, 7 percent interviewees choose degree promotion to improve their innovative capability, 26 percent choose double-certificate development, 15 percent choose scientific research and 52 percent choose social practice. Sixthly, only 9 percent interviewees consider the school support as great (1 percent lower than that of 2009), 13 percent consider as small, 69 percent consider as general and 9 percent have no obvious feeling. From the survey and analysis, vocational teachers usually have innovative ideas but they have only general innovative capability. Most of them have been innovative in educational methods, teaching theories and social practice, the best

approach would be enterprise practice and the innovative motivation mainly stems from school encouragement.

## **Conclusion**

According to this survey, there has been a great progress in the development of vocational double-certificate teachers. For the large part of them, the double-certificate title promotes their vocational capability and they are willing to take part in training. However, when there is no economic support, they would rather not join in. Due to various objective and subjective factors, there has been imbalance between the double-certificate teachers' professional knowledge and vocational capability, between individual treatment and workload, and between teaching activities and professional practice. Therefore, it is necessary to make adjustments on the system construction and regulation management to arouse their initiative and foster high-quality talents.

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