



Strategy for continuing education department management in guangxi universities

Gaoxuan He ^{1,2}, Horadal Pong ^{1*}, Teekasap Sombat ¹

¹ Department of Education Management and Innovation in Learning Management, The Graduate School of Bansomdejchaopraya Rajabhat University, Thailand

²Guangxi Vocational and Technical College, Nanning Guangxi, China

* Corresponding Author Email: 297293131@qq.com

Abstract. The purposes of this study were to (1) study the current problems of continuing education department management in Guangxi universities and (2) provide strategy for continuing education department management in Guangxi Universities. The research population were 150 administrators of continuing education department of Guangxi universities. The research tool was a questionnaire. The reliability of the questionnaire was 0.88. The sample size was determined by the Yamane formula, using simple random sampling. Statistics employed for data analysis were the percentage, mean and standard deviation. The research findings are as follows: 1) government support is the smallest (S.D. = 0.99), which shows that everyone has a relatively consistent view on government support. The second is social support (S.D. = 1.13), self support (S.D.=1.18), The standard deviation of university support is the largest (S.D.=1.27), but the mean score is the second highest (M=3.22) indicating that continuing education administrators are generally satisfied with university support. 2) The guidance to strategy for continuing education department management in Guangxi universities comprised of: 1) Government support, 2) University support, 3) Social support, 4) Self support.

Keywords: Continuing Education, Government support, University support, Social support, Self support

1 Introduction

Guangxi universities exert effort for improving continuing education as a part of "China Education Modernization 2035" in "Build a lifelong learning system that serves the whole people" by establish a more open and smooth talent growth channel and strengthen continuing education service functions for vocational schools, colleges, and universities graduates. Guangxi universities continuing education also supporting "The Outline of the National Long-term Plan for Education Reform and Development" (2010-2020) on building a "learning society" as a special form of social education needed by all sectors of society in the future.

Guangxi universities seriously strive in developing a best practice for advancing its activities in continuing education. However, compared with those first-class universities program in continuing education, there still be rooms for Guangxi universities to fulfill its goal. So, there is a need to study for proposing an appropriate strategic development plan on future continuing education of Guangxi universities.

2 Continuing education

Continuing education is any form of learning that takes place after a person has completed their formal education. It can be used to upskill or reskill, which means to learn new skills or update existing skills to keep up with the changing job market^[1]. There are many reasons why people pursue continuing education, including:

- To improve their job prospects.
- To increase their knowledge and skills.
- To pursue a new career.
- To satisfy personal interests.

Continuing education services are important to Guangxi universities for several reasons, including:

Community engagement: Continuing education programs can help Guangxi universities to engage with community and to provide valuable educational opportunities to people who might need for learning new skills or update existing skills to keep up with the changing job market requirement^[2].

Student recruitment and retention: Continuing education programs can help Guangxi universities to recruit and retain better students, as they can provide students with the opportunity to continue their education and to develop new skills.

Faculty development: Continuing education programs can help faculty members to stay up to date on the latest trends in their field and to develop new teaching skills^[3].

Research: Continuing education programs can provide a source of research data for faculty members, as they can collect data or information from those learners and their collaborators.

Partnerships: Continuing education programs can help Guangxi universities to partner with businesses and organizations, which can lead to new opportunities for collaboration and research^[4].

Branding: Continuing education programs can help branding Guangxi universities as a leader of lifelong learning, community services awareness, and practical career improvement institution^[5].

In addition to these benefits, continuing education programs can also help Guangxi universities to achieve their mission of providing high-quality education to the community for helping people to learn new skills, to advance their careers, and to improve their quality of life.

3 Continuing education strategic management

Appropriate strategic management for university continuing education center entails the following:

Setting clear goals and objectives: The first step in strategic management is to set clear goals and objectives for the continuing education center. These goals should be specific, measurable, achievable, relevant, and time bound^[6].

Conducting a SWOT analysis: A SWOT analysis is a tool that can be used to identify the strengths, weaknesses, opportunities, and threats facing the continuing education center. This information can be used to develop strategies to achieve the center's goals^[7].

Developing a marketing plan: A marketing plan is essential for attracting and retaining learners. The plan should identify the target market, develop marketing messages, and select marketing channels.

Creating a curriculum: The curriculum should be designed to meet the needs of the target market. It should be relevant, up-to-date, and of high quality.

Providing quality instruction: The continuing education center should provide quality instruction that meets the needs of the learners. This includes hiring qualified instructors, providing effective learning materials, and offering opportunities for feedback and assessment.

Managing finances: The continuing education center must manage its finances effectively to be sustainable. This includes setting a budget, tracking expenses, and generating revenue^[8].

Evaluating performance: The continuing education center should regularly evaluate its performance to ensure that it is meeting its goals. This evaluation should include collecting data on learner satisfaction, enrollment numbers, and financial performance.

By following these steps, a university continuing education center can develop a strategic plan that will help it to achieve its goals and objectives. However, the management team should bear in mind the following practices.

Be flexible and adaptable. The continuing education landscape is constantly changing, so the center must be able to adapt to new trends and demands.

Partner with businesses and organizations. Partnerships can help the center to reach a wider audience and to provide more relevant and up-to-date courses^[9].

Use technology to its advantage. Technology can be used to deliver courses online, to provide interactive learning experiences, and to track learner progress^[10].

Stay up to date on the latest trends. The center should keep an eye on the latest trends in education and in the industries that it serves. This will help it to develop courses that are relevant to the needs of learners.

Invest in its faculty. The center should invest in its faculty by providing them with professional development opportunities and by creating a supportive work environment.

Promote its programs. The center should promote its programs through a variety of channels, such as its website, social media, and public relations efforts.

4 Related research

Many researchers have exerted their efforts in studying the positioning of social and market needs (need assessments) of continuing education in colleges and universities, training strategies, management systems, and project evaluation. Moreover, the authors puts forward some insights about future development possibilities and expectations beyond continuing education, which lays a solid theoretical and practical basis for further research^[11]. However, through the collation and analysis of the research status in this field, researchers found that, there are many deficiencies affect in the development of effective continuing education.

Foreign continuing education researchers have made certain achievements in the theory and practice of continuing education, but the focus of research is not prominent, many conceptual issues are not clearly defined, and there is no accurate grasp of the research content and direction, which shows that the research connotation is not thorough enough, affecting the evaluation effect and quality^[12]. When carrying out developmental research on continuing education, some details of existing problems are often attributed to simple and superficial basic understanding, and more in-depth correlation research is not rigorous enough, lacking specialized research on the development of continuing education in specific institutions^[13]. Therefore, in the process of research, it need to continuously enrich and improve the understanding and interpretation of the theories related to continuing education in ordinary colleges and universities, to form an effective connection between the clearer theoretical civic and the practical field, and provide technical support and necessary solutions for the many difficulties and problems faced by the continuing education in colleges and universities in China.

5 Research methodology

This study mainly collects data from questionnaire surveys. The questionnaire is designed according to the research questions, literature review, and related concepts of the research topic. In the design process, IOC process has been deployed, on reliability and validity test, together with 30 sample try-outs. The collected data are analyzed by means of mean value analysis and standard deviation analysis, and the current situation and existing problems of continuing education department management in the Guangxi universities are analyzed by computer data processing software so as to provides a data basis for the development strategy of continuing education department management in Guangxi universities.

Population of this research are 150 administrators in the continuing education department of Guangxi universities who were undertaking continuing education as shown in Table 1. Research samples are those from 10 universities in Guangxi. Research Instrument is a set of questionnaires.

Table 1. List of population

School name	The Population
Guangxi University	33
Nanning Normal University	18
Guangxi Agricultural Vocational Technology University	22
Guangxi University of Finance and Economics	20
Guangxi University of Science and Technology	15
Guangxi Vocational and Technical College	9
Liuzhou Vocational and Technical College	11
Guangxi Construction Vocational and Technical College	7
Guangxi Preschool Teachers College	7
Liuzhou Institute of Technology	8
Total	150

6 Research results

The data from university continuing education administrators who participated in this survey were analyzed in four aspects: government support, university support, social support, and self support as shown in table 2, 3, 4 and 5

Table 2. Statistical table of government support

Government support	Avg.	S.D.	Remark
Satisfaction with the management style and service consciousness of the relevant government departments	3.83	0.96	Satisfied
Satisfaction with the government's management of continuing education promotion	4.54	0.88	Very Satisfied
Satisfaction with the training of managers of continuing education institutions organized by the government	4.02	0.65	Satisfied
Satisfaction with the government's establishment of a continuing education information management platform	3.85	0.85	Satisfied
Satisfaction with the government's support policies for continuing education	3.99	0.86	Satisfied
Satisfaction with the linkage mechanism of government departments	3.89	0.67	Satisfied
Satisfaction with the government's policies and laws on continuing education management	3.24	1.16	Normal
Satisfaction with day-to-day supervision of continuing education by relevant government departments	3.43	1.18	Normal
Total	3.85	0.99	Satisfied

As shown in table 2, the descriptive analysis of government support was carried out, and the mean, standard deviation, minimum and maximum values were calculated respectively. The government support (Avg.=3.85 S.D.=0.99). The lowest was the satisfaction with the government's policies and laws on continuing education management, with a score (Avg.=3.24).

Table 3. Statistical table of university support

University support	Avg.	S.D.	Remark
Your satisfaction with the university's unified management of continuing education	3.51	1.19	Satisfied
Your satisfaction with the university's management mechanism for expanding surface continuing education	3.41	1.16	Normal
Your satisfaction with your university's responsibility to manage continuing education	3.00	1,07	Normal
Your satisfaction with the allocation of university resources	3.29	1.39	Normal
Your satisfaction with the university's continuing education personnel management system	3.29	0.81	Normal
Your satisfaction with the development of continuing education project management at your university	3.15	1,44	Normal
Your satisfaction with the university's continuing education teaching management system	3.08	1.53	Normal
Your satisfaction with the university's financial management monitoring	3.03	1.36	Normal
Total	3.22	1.27	Normal

As shown in table 3, the University support was analyzed descriptively, and the mean, standard deviation, minimum and maximum values were calculated respectively. The University support (Avg.=3.22, S.D.=1.27). It was found that the the satisfaction with your university's responsibility to manage continuing education (Avg.=3.00).

Table 4. Statistical table of social support

Social support	Avg.	S.D.	Remark
Your satisfaction with the concept of social supervision continuing education	3.05	1.17	Normal
Your satisfaction with continuing education institutions in social construction supervision	3.11	1.14	Normal
Your satisfaction with the professional level of continuing education in social supervision	3.44	1.13	Normal
Your satisfaction with the content of social supervision of continuing education	3.27	1.35	Normal

Your satisfaction with the rule of law construction of social supervision continuing education	2.96	1.24	Normal
Your satisfaction with the form of continuing education implemented by society	3.03	0.97	Normal
Your satisfaction with the social supervision of the continuing education process	3.69	0.72	Satisfied
Your satisfaction with the community's evaluation system of continuing education management	3.53	0.99	Satisfied
Total	3.26	1.13	Normal

As shown in table 4, descriptive analysis was carried out for social support, and the mean, standard deviation, minimum and maximum values were calculated respectively. social support (Avg.=3.26, S.D.=1.13). It was found that the lowest was that the satisfaction with the rule of law construction of social supervision continuing education (Avg.=2.96).

Table 5. Statistical table of self support

self support	Avg.	S.D.	Remark
Your satisfaction with the management philosophy of your department	2.73	1.16	Normal
Your satisfaction with your department's management core values and business philosophy	2.86	1.23	Normal
Your satisfaction with the management model of your department	3.18	1.15	Normal
Your satisfaction with the internal management system of your department	3.03	1.23	Normal
Your satisfaction with the internal service management content of your department	3.12	1.12	Normal
Your satisfaction with the training of administrative staff within your department to improve professional standards	2.99	1.40	Normal
Your satisfaction with the quality of your department	3.03	1.10	Normal
Your satisfaction with your department's educational channels	3.09	1.00	Normal
Total	3.00	1.18	Normal

As shown in table 5, descriptive analysis was carried out for self support, and the mean, standard deviation, minimum and maximum values were calculated respectively. Self support (Avg.=3.00, S.D.=1.18). It was found that the lowest was that the satisfaction with the management philosophy of your department (Avg.=2.73).

7 Conclusion

This paper uses a combination of qualitative and quantitative research methods, based on literature research and questionnaire survey, to analyze the main problems and possible reasons of continuing education department management in Guangxi universities. Combining with the effective measures taken by continuing education department management in Guangxi universities, we can provide reference for promoting the development of continuing education department management in Guangxi universities. The main research conclusions are as follows:

1) In terms of government support: Strengthen its support for the policy and legal management of continuing education. In the process of development, college continuing education needs strong policies and regulations and relevant supervision units to protect and promote.

2) In terms of university support: Strengthen their support for continuing education responsibility management. As the source of knowledge dissemination and a major implementor of continuing education, colleges and universities should make clear their subordination and unit attributes to the management organization of continuing education.

3) In terms of social support: strengthen support for the supervision of continuing education rule of law construction. The management of university continuing education department needs extensive participation, supervision and evaluation, among which the participation, supervision and evaluation of social organizations has a unique role and significance.

4) In terms of self support: Establish the correct management concept of continuing education department. When providing rich service items and service contents, continuing education institutions also need to provide more high-quality and comfortable humanistic services, such as service concept and management concept.

References

1. Li Guang. (2015). *Continuing Education for the 21st Century*, Taiyuan, Sanjin Publishing House.
2. Li Guang. (2013). *Research on The Model of Continuing Education Service Economy Development*. Hong Kong: Tianma Press.
3. Wang Hong-Xin, Tao Aizhu, Shen Yue-Qing. (2013). *University Mission: First-Class University Continuing Education From An International Perspective*. Shanghai: Shanghai Jiao Tong University Press.
4. Wang J L. (2005). *Exploration of Adult Education Management*. Kunming, Yunnan University Press.
5. Theodore. (2002) *Schulz. Investing in People*. Beijing Capital University of Economics and Business Press.
6. Wu Yuan, Ye Hongwei. (2001). *Organizational Behaviors-Motivation Theory and its application*. Nanjing, Hohai University Press.

7. Ding LiTing. (2019). Analysis on the development orientation of non-academic continuing education in colleges and universities under the new situation. *Journal of Higher Continuing Education*,04,14-18.
8. Li Guang, Cao Qi.(2019) Analysis of university-enterprise cooperation in university continuing education oriented by vocational demand. *Vocational Education Forum*,06,89.
9. Wang Zhengqing. Dan Jin Feng.(2019). Research on the quality management process and Guarantee of American educational data in Modern Distance education in the era of Big Data.05,96-103.
10. ZhangGeng, ChengDeQiang, ZhangYluLong. (2018). A probe into the development of non-academic education and training in colleges and universities. *Chinese Journal of Adult Education*,07,126-127.
11. FengGuoWen. (2017). Exploration of the "four-in-one" school-enterprise cooperation model in university continuing education. *Adult Education in China*.19,122-125.
12. Feng Jie. (2016). Reference and reflection on the development of non-academic continuing education for adults in Germany. *Continuing Education Research*. 11,105-107.
13. Li Xiang. (2016). Research on adult non-academic continuing education in Chinese colleges and universities under the theory of lifelong education. *Chinese Adult Education*,19,23.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

