



The Value Orientation of the Governance of Teaching Quality for Vocational Education

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Received 16 September 2015; accepted 16 November 2015

Published online 26 December 2015

Abstract

The governance of modern vocational education's teaching quality is regarded as a unity of value orientation for the value goal of variants-mixed teaching quality, the value judgment of multi-direction-accreting teaching quality governance, and the value choice of multi-dimension-integrated teaching quality governance. Respectively, they are demonstrated as a variants-mixed target system of quality governance featuring results, efficiency, benefits, efficacy and effects; an advantage integration conforming to needs, purposes, standards, and development nature regarding value judgment; a value choice for the teaching quality management of vocational education massing the value of teaching, service and products.

Key words: Vocational education; Teaching quality governance; Value orientation

Xu, X. R., & Zhu, D. Q. (2015). The Value Orientation of the Governance of Teaching Quality for Vocational Education. *Cross-Cultural Communication*, 11(12), 64-68. Available from: <http://www.cscanada.net/index.php/cc/article/view/8000>
 DOI: <http://dx.doi.org/10.3968/8000>

INTRODUCTION

The traditional teaching quality governance of vocational education tends to manifest, in practice, as a quality value goal upholding regulations, one-way value judgment and one-dimension quality value choice. Regulated quality

value goal mainly depends on the instructive rules outward or the specific rigid quality standard as value reference. Therefore, the objective developing vocational education teaching continues to minimize the gap with instructive rules or rigidly authoritative standards, which can cause easily the teaching of vocational education to become increasingly stereotyped, stylized and utilitarian, known as "Curriculum, textbooks, teaching styles, and almost everything remain the same in every class." (Zhu & Xu, 2014) The one-dimensional quality value judgment then comes into existence impacted by the orientation of regulated quality goal, involving into a value standard mainly based on the meet of demanded requirements and standards to decide whether the teaching of vocational education is good or not. It concentrated on the value choice of vocational education's teaching quality in a narrow sense while the advantages as well as disadvantages of such education are shown, primarily, by outward materialized quality as the basis for measuring teaching quality. However, vocational education is a special case in its innate development, which means quality of its teaching service should be viewed also as a significant feature for the teaching quality administration of vocational education. Since the one-dimension quality value choice only brings a narrower perspective to the teaching quality governance of vocational education, it's not conducive to view the teaching quality of vocational education as a whole. Certainly, the quality system of vocational education is a complicate one covering interests of variants-mixed subjects, multidimensional measure of value, together with multi-directional management relation that can never be guaranteed nor realized unilaterally. Accordingly, it's necessary to rebuild a modern value orientation running teaching quality of vocational education that collects the value goal of variants-mixed teaching quality governance, the value judgment of multi-direction-accreting teaching quality governance,

and the value choice of multidimensional-integrated teaching quality governance.

1. THE VALUE GOAL OF VARIANTS-MIXED GOVERNANCE OF TEACHING QUALITY FOR VOCATIONAL EDUCATION

As the governance of teaching quality for vocational education remains a complex system infested with interests, it's required to coordinate aims and relations of interests among related stakeholders to that end. Therefore, the value goal of administering teaching quality for vocational education should be a variants-mixed target system to advance effectively the dynamic coupling of interest targets (Zhu & Li, 2015).

1.1 The "Results" Goal of the Governance of Teaching Quality for Vocational Education

By "results" goal of teaching quality governance for vocational education, it means to generate some result in conformity with purpose for the governing subject of teaching quality through a certain managing action, running force, ways and factors of governance. Usually, the much focused result is the good outcome of quality governance while the most straightforward method to measure such governance falls on how much the results tally with expectations of quality governance. As for the expectation for teaching quality administration of vocational education, it assembles individual managing motivations of governing subjects, which showcase various quality governance motives due to their own benefits appeals given the constitution of subjects for vocational education's teaching quality. To begin with, incentives for quality governance among vocational education teachers include the inner one and the external one. The former means to gain such achievement for realizing self-value by passing on effectively specific knowledge and skills to students, theoretically and practically, while the latter takes about earning more via improving efficiently the teaching outcome and individual teaching quality simultaneously. Secondly, the driving force behind enterprises to have a hand in the governance of vocational education teaching quality lies in their purpose to boost corporation brand influence by promoting the impact of vocational schools during the school-enterprise cooperation on the one hand, and to ensure their access to needed talents with quality skills by improving the quality of vocational schools on the other hand. Thirdly, students' motivation is divided into internal and external ones. Their internal motivation is to demonstrate their self-value by upgrading effectively their status as subjects in the teaching process while the external one cares if they can find quality jobs more efficiently when guaranteeing the meet of teaching demands. Last but not least, the indirect managers of teaching quality for

vocational education, such as administration staff of schools, administration departments of governments or educations, Assessment agencies, partners of production-learning-research, students' parents and communities, they all get involved to improve their respective social status, guarantee performance, and shoulder social responsibilities by advancing the quality of vocational education. As a matter of fact, various players in this process tend to view the results of managing teaching quality for vocational education due to their own motivation. Thus, the "results" objective after governance, in other words, should give impetus to coordinating multiple interests of governing subjects, and on that basis realizing the effective integration of every motive behind governing subjects for the overall improvement of teaching quality of vocational education with joint efforts.

1.2 The "Efficiency" Goal of the Governance of Teaching Quality for Vocational Education

By efficiency, it refers to the workload per unit time. The "efficiency" of administering the teaching quality for vocational education mainly sets the managing efficiency on the management field to exhibit the input-output ratio of teaching organizations of vocational education given a time span. It's necessary then that attention should be paid to the strict control and comparison of the relation of teaching input and teaching output for the final evaluation of how efficient such quality governance is. From another point of view, though, the issue of the governing efficiency is a matter of distribution of limited resources in vocational education regarding various governing subjects of teaching quality. To this end of "efficiency", it's important to accelerate teaching products and bring about optimizing the allocation of teaching resources of vocational education by all means in a given time. Therefore, this efficiency target can be interpreted from two perspectives, namely, the production efficiency and the allocation efficiency of teaching resources for the community of all the running main parts. Firstly, from the perspective of the goal of production efficiency of teaching products, it's suggested to maximize the teaching output with minimal teaching input during a specific period of vocational education. Secondly, in the view of the aim of efficient teaching resources distribution, it's required to dispatch and adjust the teaching resources to higher-yielding areas from low-yielding ones via a series of managing measures, means and methods for reducing the waste of resources while optimizing the development and utilization of teaching resources.

1.3 The "Benefits" Goal of the Governance of Teaching Quality for Vocational Education

In Economics, benefit is about the comparison of interests among occupancy of labor (Materialized labor and living labor), labor consumption and labor output. The benefits of governing the teaching quality for vocational

education amounts to the comparison of the invested occupancy of labor (materialized labor and living labor), labor consumption and labor output of obtaining quality management objective during this governance process. In this case, efforts should be made to carry forward output value of fathering teaching quality for vocational education, exceeding the cost of governing labor occupied and consumed by quality management, so that the output of quality products can outnumber the input of quality governance. Apparently, benefits in this sense correlate with the governing performance of teaching for vocational education, which calls for all the subjects to work together on decreasing the input, occupancy and consumption of managing labor while increasing the output of teaching quality simultaneously. As a whole, the benefits of governing teaching quality for vocational education display in three ways.

Firstly, it's about the teaching benefits of vocational education, which refers to the ratio of actual teaching effects to due teaching effects. More specifically, given the target area, it means that teaching participants of vocational education do invest adequate time, energy and cost while the education-receivers gain an overall development in terms of knowledge, skills and morality, and they should be counted as a whole, which then get connected to that of expectation regardless of influential factors in preset time. If showed by the benefits target, the teaching benefits as such should suggest that the realization of teaching goal can be proportional to the expected performance of teaching target with the help of teaching. Considering this process, any improper movement like poor teaching input, under-performing teaching staff, defective teaching methods and ill-selected teaching contents would impact the output of teaching quality so as to influence the teaching benefits. It's required that, then, joint efforts for related teaching staff should be made to guarantee obtaining the objective of running the teaching quality for vocational education.

Secondly, it has something to do with the economic benefits, which becomes the core target of interests chased after by corporations participating in managing the teaching quality, and these companies just aim at profiting among the unity of all subjects. As economic benefits serve as the ration of the total input value to the cost of production, companies in play get involved in the production and transformation of human resources in vocational schools to generate economic benefits so that the output of such resources can be enhanced by cutting the cost of production. Therefore, it's certain to create more benefits and economic values for corporations as well as society.

Thirdly, it's about the quality benefits. The quality benefit of vocational education teaching is vital to everything involved in this teaching and such benefit can be represented by teaching products, quality products and

service products. To improve this benefit is to ensure the quality of producing and marketing these products. And it's demanded that all governing partners should make due contribution throughout this well-controlled process with full-range support. Additionally, the quality benefits should work well with the teaching benefits and the economic benefits to maximize the general interests for these stakeholders.

1.4 The "Efficacy" Goal of the Governance of Teaching Quality for Vocational Education

"Efficacy" is about the beneficial value and function in things themselves. When it comes to the "efficacy" of the governance of teaching quality for vocational education, it refers to the innate functions and capacities of this governance. To stress this "efficacy" objective, it's required to bring about the balance between the output of quality products and the capability of quality governance for running the teaching quality of vocational education. Practically, there are, as a matter of fact, two "pendulum" phenomena of quality governance. One is some vocational schools are likely to treat the output of quality products as the ultimate goal for quality governance. In their view, these products of the governance of teaching quality justify the last criterion to verify this governing activity, which, however, is nothing but a short-sighted act in a way that only demands the "fish" while discarding the teaching of "fishing". As a Chinese verb says, give a man a fish and you feed him for a day while teaching a man to fish and you feed him for a lifetime. The other "pendulum" phenomenon is when, in order to cultivate the capability of quality administrators, several vocational schools emphasis on improvement of the ability for quality governing of the running subjects by training, practicing, checking, and supervising, while paying less attention to the output of quality products (Covey, 2013). This movement is as ineffective as input-oriented ignoring output. As a result, to obtain this "efficacy" goal, it's necessary to strike a balance of the two phenomenons while giving a fair play to both the output of teaching quality products and the upgrading of governing ability of teaching quality.

2. THE VALUE JUDGEMENT OF MULTI-DIRECTION-ACCRETING GOVERNANCE OF TEACHING QUALITY FOR VOCATIONAL EDUCATION

The major responsibility of governing teaching quality for vocational education rests with a managing value of public quality, which, on the basis of an advantage integration conforming to needs, standards, goal and development nature regarding value judgment, stresses the effectively concordant methods of multidimensional quality governance, the mutual engagement of every governing

subjects, and the harmonious symbiosis of every managing step to accomplish the maximized “service and education” and public interests. Consequently, the judgment of teaching quality led by this value is bound to differ from the traditional one that is merely superficially compliant, and develop into a multidimensional integrated value judgment in conformity with the needs, purpose, standards, and development nature.

Firstly, the needs-met value judgment of quality clarifies the point of teaching quality governance for vocational education. As a significant link connecting schools, talents, markets and society, vocational education justifies its existence by offering certain vocational knowledge and skills so that the education-receivers are enabled to get involved in social production. It can satisfy the needs of educatees for individual growth; meanwhile, it also serves the development needs of social economy by functional production and on-the-job innovation. It's since decided that the primary function of vocational education teaching ought to meet the needs of individuals and society alike. That's why the governance of teaching quality for vocational education has every reason to serve such needs. This value judgment then should come into being responding to the endogenous meaning of vocational education that promotes the individual, society, stakeholders as well as markets, rather than being intervened and controlled by outside forces.

Secondly, the purpose-served value judgment of quality points out where the management of teaching quality for vocational education should go. Since purpose is decided by need, the purpose-served value judgment of quality then follows the significance of needs-met judgment to promote individual as well as social development. In addition, it also indicates the way to judge the quality of educatees' employment, job adjustment and social service thanks to vocational education. This value judgment so that can be accounted as an important but not the only judgment index for quality evaluation. Obviously, the purpose-served value judgment of quality pinpoints the value judgment of the governance of teaching quality. When it comes to the specific managing activities, the community of governing subjects is adjusted to satisfy the position demands in the job market, meet the need of technique and skills of enterprises, and serve the requirement of high-tech and highly-skilled talents for economic restructuring and upgrading by constantly accommodating degenerative feedback. In this way, it can be said that the value judgment of teaching quality for vocational education justifies its due purpose.

Thirdly, the standards-met value judgment of quality designates the benefits of the quality governance for vocational education. Dating back to the early industrial society, the standardized industrial manufacturing helped boost the production efficiency and production benefit of industrial products. Shortly, standardization gained

popularity among every walks of social activities, and brought these activities and practice, namely, economy, science, technology, management and likewise, to a stage in good order and optimal efficiency through formulating, issuing, implementing and other standardized procedures to handle repetitive things and events. In this field of the governance of teaching quality for vocational education, the standards-met value judgment of quality intends to push forward the standardization of the quality evaluation for administering the teaching quality of vocational education and bring about a clear comparison between the standardized quality with elements and index shown in every aspect of the governance of teaching quality by constructing a standardized system of science and reason. In this case, the higher is the matching degree, the higher is this quality value. As a helpful way to lift the efficiency and benefits of the value judgment of the teaching quality governance for vocational education, the standards-met value judgment of quality thus becomes an essential part to evaluate this value.

Fourthly, the development-met value judgment of quality demonstrates the essences of the governance of teaching quality for vocational education. The management is an ever-changing process of complexity that calls for a governing concept and method of dynamic development. Consequently, efforts to manage the teaching quality are able to deliver a dynamic equivalence for the educatees, participants of quality governance and the economic society at the end of development needs on the one hand, and actualize the connotative development for vocational education itself. It can be concluded that the development-met value judgment of quality testifies the core of governance of vocational education teaching, and its value judgment is supposed to answer for promoting the connotative and dynamic development of quality-related stakeholders such as the educatees, the community of managing subjects, the economic society required by the governance of teaching quality for vocational education. Moreover, it deserves to be regarded as a vital index evaluating the teaching quality of vocational education.

3. THE VALUE CHOICE OF MULTIDIMENSIONAL-INTEGRATED GOVERNANCE OF TEACHING QUALITY FOR VOCATIONAL EDUCATION

The value choice is made on the basis of value judgment, which then becomes the external manifestation of the value choice. This governance is such a sophisticated system covering various factors that every single of managing subject carries with itself a distinct running motivation and interest. From different standpoints with diverse appeals of interests, subjects of quality governance

are likely to have conflict of interests. At this moment, if these stakeholders can take the whole picture of the integrated interests, they are enabled to dissolve these conflicts effectively and advance the efficiency and benefit of quality governance jointly. Likewise, the value choice of the governance of teaching for vocational education is made possible based on the value judgment of teaching quality governance, so the value judgment of multi-direction-accreting governance can decide that the value choice of administering the teaching quality for vocational education to have more than one dimension and that these value choice should be put together multidimensionally. As it's desired for the value judgment of teaching quality governance to tally with needs, purposes, standards and development at the same time, in order to it seasoned with the value choice, this research believes that the following aspects for value integration ought to be considered to guide the future value acts of quality governance. Simply put, adequate attention should be paid to the value choice of the governance of teaching quality for vocational education that includes value in teaching-related activity, value of service and value of products so as to carry forward the governance of teaching quality for vocational education as a whole.

The value of teaching-related activity is equal to the true value of vocational education involving the value choice of people who participate in teaching mainly. Since the value of teaching rests with the very essence of the governance of teaching quality for vocational education, among the community of diversified governing subjects, the value of teaching-related activity is supposed to uphold the educational nature of teaching. Accordingly, the quality governance enlisting vary and complicate subjects of interests can stick to nature of education.

The value of product means that the teaching quality of vocational education produces, which primarily concerns the value choice of vocational schools and corporations. Vocational schools may manufacture and output quality products while corporations might accept the quality products; however, they all view the value attribute of products as the key for value choice. Products out of the governance of the teaching quality for

vocational education fit in better with economic attribute of enterprise production, which then sets the basic position for the two for value choice (Meng & Gu, 2013). For this reason, the governance of the teaching quality for vocational education is entitled to ensure the value of educational attributes and economic attributes of the products from vocational schools and companies at the same time, so that they two can come to an agreement of the value choice of products.

The value of service is a key to the value of vocational education teaching that involves the value choice for the entire society. The teaching quality of vocational schools output not only products, but also services. From the macro-social perspective, if the public concern themselves with the teaching quality of vocational education, they tend to pay more attention to social services provided by vocational schools. As a result, this governance should base itself upon offering service to vocational education teaching, namely, on-the-job-retraining for employee's, vocational training for urban idle labor, job training for land-expropriated farmers in rural areas, and such. If these services become more thorough and satisfactory, the public will be more pleased and the society as a whole and there will be more chances for the value choice of vocational education. Meanwhile, services like vocational teaching and training provided by all the vocational schools are capable of supporting the value choice that society tends to have these schools.

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