

Challenges and Difficulties in Teaching Management of Continuing Education in Local Universities

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Abstract

A questionnaire survey was conducted on 100 continuing education students from the aspects of personality traits, self-management abilities, training needs, and school management systems and methods. It was found that there were differences in students' pre enrollment situations, self-management abilities, and training needs; Students have further demands for the school's management system and methods. Scholars have conducted some research on continuing education management, but there are still difficulties and challenges in the management of academic continuing education teaching.

Keywords

Continuing Education; Teaching Management; Dilemma.

1. Introduction

Adult higher education continuing education is an important part of continuing education. For a long time, the teaching quality of continuing education has been highly valued by the Chinese education management department. In August 2022, the Ministry of Education of China issued the "Opinions on the Implementation of Promoting the Reform of Continuing Education in Ordinary Colleges and Universities in the New Era" (No. 2 [2022]). The "Opinions" proposed that attention should be paid to the construction of the teaching management system for continuing education for academic qualifications, strengthen the management of the whole process of online teaching and offline teaching, and ensure the strict implementation of the requirements of curriculum teaching, experimental training, attendance, homework, assessment, graduation thesis (design), graduation defense and review. The "Opinions" also required colleges and universities to reasonably determine the proportion of online and offline hours according to the requirements of different majors and the characteristics of students. In principle, offline teaching is not less than 20% of the total hours stipulated in the talent training plan.

According to the content of the "Opinions", we can see that China's education management department is becoming stricter and stricter in the management of continuing education of academic qualifications in ordinary colleges and universities, and the learning requirements for students with continuing academic qualifications are getting higher and higher. With the popularization of higher education in China, the problems of local colleges and universities and the enrollment of continuing education have formed a huge contrast with the requirements of the Chinese education management department for the high standardization of college management and the high standardization of student learning. To this end, the researchers

investigated and studied the current situation of continuing academic education in local colleges and universities in China through questionnaires.

2. Methodology

Using an electronic questionnaire, 100 students with continuing education from a college in Hunan were randomly sampled. The questionnaire covers students' personality characteristics, self-management ability, cultivation needs and the school's management system and methods.

3. The Current Situation of Continuing Education in Local Colleges and Universities

3.1. Students' Personalized Characteristics are Uneven.

First, the age is relatively scattered. In terms of age characteristics, those under the age of 20 account for 21%, those under the age of 20-30 account for 33%, those over 45 account for 13%, and others account for 33%. Second, it involves a wide range of industries. In terms of industry characteristics, the teaching industry accounts for 26%, grass-roots civil servants account for 43%, self-employed personnel account for 21%, and others account for 10%; the third is involving multiple ethnic groups. In terms of ethnic characteristics, the Han people account for 90%; the Hui people account for 5%; the Miao people account for 3%, and the others account for 2%; fourth, there is inconsistency in academic qualifications. The first degree is 6% for senior high school, 25% for technical secondary school, 68% for junior college, and 1% for others.

3.2. There are Differences in Students' Self-management Ability.

Students' families and living conditions are different, resulting in significant differences in students' self-management ability. In terms of time, some students do not have the pressure of life and work, and have sufficient study time; some students with family or work face the pressure of work or life, or even double pressure, and the study time is uncertain. In terms of self-control, due to self-control or other factors, 25% of students who can study on time, 64% of students who are occasionally absent from school; 11% of students who are often absent from school. 43% of students can concentrate in the learning process, 51% occasionally do other things, and 6% often do other things.

3.3. Students Have Personalized Training Needs

There are differences in students' motivation to learn, 63% of students aim to improve their academic qualifications, 21% of students aim to improve professional ability, 11% of students aim to learn skills, and 5% are for personal hobbies.

3.4. There are No Restrictions on Teaching Management, and the Construction of Relevant Policies and Systems Needs to Be Further Strengthened.

According to the results of the survey, 78% of students believe that teaching managers lack restraint. Local colleges and universities mainly carry out continuing education by opening teaching sites outside the school, and teaching management and maintenance mainly rely on teaching site management. The management system of continuing education in local colleges and universities is not perfect. Although some schools have formulated relevant systems, the teaching sites do not have their own management system, and the implementation of the management system of local colleges and universities is not strong enough, resulting in the management system being useless.

3.5. The Teaching Management Model is Backward, and the Teaching Management Mode is Not Conducive to Talent Training.

Compared with full-time academic education, there is a certain particularity of continuing education in colleges and universities. Continuing education in colleges and universities is for all members of society. The educational object is complex, and the education mechanism of continuing education is not perfect. It is reflected in the following aspects: First, educational resources cannot meet the needs of continuing education. The resources for continuing education in colleges and universities mainly come from the conventional educational resources of colleges and universities, and have not been improved according to the particularity of educational objects. Second, the management mode of continuing education in colleges and universities basically follows the management mode of full-time undergraduates. Only partial adjustments have been made, and the characteristics of continuing education are not taken into account, resulting in management. The system does not meet the needs of continuing education. Third, the continuing education of college academic qualifications copies the school planning, form and examination structure of full-time education, resulting in the unsatisfactory quality of continuing education.

3.6. There are Many Aspects, and the Level of Teaching Management Services is Uneven.

The management system of continuing education in local colleges and universities is not perfect, and some schools have not even set up a special management department, resulting in unclear management responsibilities and affecting the normal operation of continuing education. Most universities carry out academic continuing education by opening teaching sites in many places outside the school. The management service level of the teaching site depends heavily on the staff in the site. However, these staff do not meet the requirements in many aspects: First, these personnel, as off-campus personnel, the entry threshold and college education continue. There is a certain gap in the entry requirements of educators, and the overall level needs to be improved; second, these personnel lack systematic, comprehensive and unified school-level training and business guidance, and lack standardized management and legal awareness; third, the number of managers is very different from the number of students, frequent personnel changes, and teaching management in individual teaching sites. The service level is not up to standard.

4. Countermeasures and Research on the Problems Existing in the Management of Continuing Education

4.1. Practice the Environment and System of Online and Offline Hybrid Teaching Mode.

For example, Chen Zhezhi and other scholars discussed how to carry out the reform of online and offline hybrid teaching model from the aspects of colleges and universities, innovative teaching models, co-construction of digital resources, and standardized online monitoring[1]. Yang Jingya and others took Yunnan Agricultural University as an example to build a hybrid teaching platform, allocate online education and teaching resources, and formulate Teaching management regulations, reform and optimization of offline teaching have carried out the reform of the "online + offline" hybrid teaching model of continuing education for higher education[2].

4.2. Discussion on the Management Model of Continuing Academic Education.

For example, on the basis of analyzing the current academic continuing education management model, combined with their own management practice, Professor Liang Jiagui and others

proposed that the management of academic continuing education must be scientifically designed and steadily implemented in accordance with the overall deployment and arrangement of "systematic thinking, overall planning, step-by-step implementation, comprehensive support and steady promotion", so as to improve the teaching services and talent training level of academic continuing education[3]. Through the survey and data analysis of continuing education students, Professor Cui Lin and others gave the student types and type distribution of two representative continuing education students, and put forward different teaching management suggestions according to the characteristics of different types of continuing education students[4].

4.3. Research Online and Offline Teaching Management Platforms and Improve Teaching Management.

For example, Yang Jiang, Wang Qiang and other teachers analyzed the current development status of the teaching management platform for higher education continuing education, and planned the functions of the intelligent teaching management platform for higher education continuing education from the aspects of teaching administration, teaching management and support services in combination with their own practice[5]. Lu Wanglin and other teachers studied how to integrate and optimize teaching resources, improve teaching effects[6].

5. The Difficulties and Challenges Still Faced by the Teaching Management of Continuing Education in Local Colleges and Universities

5.1. Continuing Education Has a Marginal Position and Slow Development.

At present, with the popularization of higher education, colleges and universities pay more and more attention to the training of high-end talents for master's and doctoral degrees, and constantly seek to become research universities. Due to the particularity of the development process and the particularity of geographical location, on the one hand, local colleges and universities actively apply for the right to confer a master's degree in addition to refined undergraduate education; on the other hand, in order to survive and serve the needs of the locality, they carry out continuing academic education. The function of continuing academic education is constantly weakening, resulting in slow development, which poses a challenge to the management of continuing education in academic qualifications.

5.2. Improve the Level of Education Managers.

Due to the weakening function and status of academic continuing education in local universities, the school's financial investment, staffing and equipment for academic continuing education are obviously insufficient. In order to survive, the College of Continuing Education actively opens off-campus teaching sites according to the needs of development. Off-campus teaching sites of local colleges and universities are generally distributed in counties and below. The quality and ability of managers of teaching stations are uneven, which cannot meet the normal, standardized, orderly and high-quality development of continuing education. Although scholars have discussed the management models of continuing education, the optimization and improvement of these management models are premised on high-quality managers, so how to improve the level of education managers is another challenge facing continuing education in local colleges and universities.

5.3. The Teaching Model Needs to Be Improved to Meet the Requirements of the Education Management Department.

At present, local colleges and universities must face the contradiction between the strict requirements of the education management department for continuing education in schools and the many problems existing in continuing education. The Opinions proposes to strengthen

the management of the whole process of online teaching and offline teaching. It also requires colleges and universities to reasonably determine the proportion of online and offline school hours according to the requirements of different majors and the characteristics of students. In principle, offline teaching is not less than 20% of the total hours stipulated in the talent training program[7].

However, at present, the number of students in the continuing education of local colleges and universities is scattered and the teaching organization is difficult; the contradiction between students' work and study is prominent, and the learning motivation is weak; the face-to-face teaching time is limited and the learning effect is not good; the teachers are insufficient, and the teaching quality is difficult to guarantee. How to use the information platform, optimize the teaching mode, and effectively solve many problems existing in the strict requirements and methods of the education management department is an urgent problem to be solved by the current local college academic degree continuing education management department.

5.4. There is an Urgent Need to Highlight the Characteristics of Running a School.

Local universities are mainly applied and local universities to serve local economic and social development. Continuing education with academic qualifications should also establish a concept of continuing education to serve the economic development of the region. So, how can local universities concentrate their own advantages and develop superior majors according to the latest needs adjusted by local industries? How to adjust the training goals and training direction in time according to the changes in the industrial structure, and open new majors to meet the needs of industrial upgrading and development. In the process of training, how can local colleges and universities combine the needs of the rapid development of local economy and social culture, strengthen the cultivation of relevant knowledge and ability in the student industry, highlight their own characteristics according to the development trend of the local economy, and realize the supply of differentiated and open continuing education resources. How to highlight the characteristics of local colleges and universities in the development of continuing education is the main survival problem faced by the continuing education of local colleges and universities in the future.

6. Conclusion

There are many problems in academic continuing education carried out by local colleges and universities in China due to various particularities. Although these problems have attracted the attention of scholars, and the research results of research have certain significance for solving these problems, in order to fundamentally solve them, managers still need to pay attention to it, actively study national policies and standardize the running of schools; gather experts from all sides to study their own and local economic and social development needs. At the same time, schools should increase investment in continuing education, so that the difficulties and challenges faced in continuing education with academic qualifications of local colleges and universities be finally effectively solved.

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