



Management Strategies that Influence Teacher Quality and Students' Performance in Higher Vocational Colleges

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Abstract: This paper aims to verify the management strategies that influence teacher quality and the connection between teacher quality management and students' performance. High-quality talents come from high-quality education and management, which largely depends on teacher quality. Teacher quality in vocational college is one of the most important factors that influence students' performance. Varieties of management strategies from different perspective have impacts on teacher quality and thus influence students' performance, which call for college managers to management teacher quality. Four experts from higher vocational colleges in Maoming city, China were involved in this open interview, from which reaches two conclusions: firstly, it can be concluded that college leaders mainly manage teacher quality through classroom management, teacher qualification and in-service training. Then, it tries to highlight the significant relationship between teacher quality and students' performance. This research will help the college leaders and principals realize the importance of teacher quality management and confirm factors that improve teacher quality, thus impacts student performance.

Keywords: Teacher Quality Management, Students' Performance, Classroom Management, Teacher Qualification, In-service Training.

Introduction

Quality is a key parameter that determines the outcome of educational activities in higher education institutions (Jamoliddinovich, 2022). With the current globalization and the rapid development of the knowledge-based economy, high-quality graduates have become the pillar of the national economy and made great contributions to the development of the country (Gulden, Saltanat, Raigul, Dauren & Assel, 2020). In fact, educational authorities and institutions in various countries formulate various relevant policies to cultivate competent and effective teachers (China, Canada, India, Australia, Nigeria, etc.). The United States had carried out a series of explorations to improve the quality of teachers (Wang, 2021). Bush's No Child Left Behind (NCLB) Act and Obama's Race to The Top (RTTT) address four broad areas: academic standards, data and accountability, teacher quality, and turning around low-performing schools (Kraft, 2018). In recent decades, the Chinese government has introduced a series of reform measures to improve teacher quality in higher education. The No. 8 Letter of the Office of Teachers (2022) and Plan for improving the Quality of Teachers in Vocational

Colleges and Universities (2021-2025, etc.). To ensure that the young generation can meet the challenges of rapid changes in the era of globalization and IT, it is of great significance to explore relevant factors that influence teacher quality management.

Many factors will lead to the quality of teachers and students, which in reality will influence the output of the talents in Chinese fast developing markets. Because of lacking teachers' sense of responsibility and mobile phone dependence, students' studying passion fades, fail by the wayside, break the learning atmosphere and disciplines adversely in the classroom (Ding, 2021; Liu & Ye, 2022), which call for high-quality teachers to change these situations. However, teachers are rarely involved in the design of students' cultivation from the management perspective (Lucander & Christersson 2020) which makes it difficult for teachers to grasp students' expectations. In addition, the problems faced in teacher cultivation include lacking of dynamic in-service training programs; failure to recruit teachers with requires qualification and educational development as well as the failure in the process of planning, supervision, assessment in the classroom (Yang, 2020).

This qualitative study is to find out the management strategies that influence teacher quality and the relationship between teacher quality management and students' performance from experts' perspective. The purpose of this study is to find out the management strategies that influence teacher quality in higher vocational college in Maoming city, China and to what extent will the quality management impacts students' performance in higher vocational colleges in Maoming city, China

Literature Review

Teacher Quality Management

Instructors are the most important and effective staff of the educational resource for the success of educational institutions (Kurbanov & Sirojiddinova, 2021; Aina & Olanipekun, 2013). In other words, teachers are an important guarantee of the quality of education. Only high-quality teachers can cultivate high-quality students and run high-quality education (Zhou, 2022). Therefore, it is of great significance to explore relevant teacher quality management methods to improve teacher quality. The management function of teachers includes a group of tasks: personnel policy, staff selection, assessment and certification, training, and placement of management personnel (Kurbanov & Sirojiddinova, 2021). Teacher performance guidance management has been implemented in the daily work activities of schoolteachers through planning, organization, implementation, supervision, and other aspects of management functions (Nurjannah & Kosasih, 2021). The variables used to measure teacher quality include academic ability, years of education, years of teaching experience, subject and teaching knowledge, certification status, and classroom teaching behavior.

Li (2016) in her study summarized four factors that influence teacher quality, namely pre-service teacher training, the recruitment of teachers, the strengthening of in-service teacher training, and the construction of the evaluation mechanism. Zhang (2019) suggested construct a four-level goal system from department to schools to management teacher quality. Nan Gang (2021) concluded five main factors influence high-quality teachers, namely teachers' ethics, pre-service and post-service integrated training, and a teacher quality management system, week points improvement, and a strong defense line of high-quality teachers.

Students' Performance

In general, the measurable of graduates' performance include six learning competencies: communication, technical competence, critical thinking, and problem solving, professional skills, teamwork, and leadership. In other words, the high-qualified graduates should have the ability to communicate effectively in professional and social settings; the ability to use modern technology to obtain information, communication, problems solving and produce desired results; the ability to reason logically and creatively make wise and responsible decisions and achieve desired goals; the ability to effectively perform professional duties in a local and international environment; the ability to work effectively with others to accomplish tasks and achieve team goals; the ability to be an informed, effective and responsible leader in family and community (PMU, 2020). Specifically, student's performance in the classroom refers to the self-control, completion of the assignments on

time, ability to understand the concepts, effective communication, attendance rate, norms, and principles (Kapur, 2018).

Students' academic performance is influenced by different factors such as socioeconomic status, family climate, interpersonal network, school type and training facilities, and teacher-student interaction, which lead to a range of learning problems (Yarahmadi, 2012). Some researchers focus on effort, demographic variables (education, income, age, marital status), self-motivation, social relationships (student-class partnerships, student- lecturer relationships), individuals (work experience, skills), and organizations (location, work climate, technical facilities) (Çilan, Can, 2014). Hamoud & Awadh (2018) investigated a model based on decision tree algorithm according to the performance and put forward the factors including health, social activities, interpersonal relationships and academic performance related to and influence student achievement. Other researchers concluded that high school background, personality, family background, academic/ education situation, behavior, performance, and effort expectation influence student performance through students' attitudes (Barhamzaid & Alleyne, 2018).

Research Methodology

The participants of the study were four experts who are responsible for teachers and students' management positions in higher vocational colleges in Maoming city, China. All of the experts were the key leaders in the colleges with at least 20 years of work experience and are associate professors in China. The expert information makes the results of the interview more convincing and reliable. The purpose of expert interviews is to discover what is unknown, namely one's "inside knowledge" (Liebhold et al. 2005). Expert interviews help to conduct a good interview quickly and easily. This approach is widely accepted by experts (Bogner et al. 2005, p.7).

Table 4.1: Interview questions development

No.	Questions	Source
1	What strategies will your college use to improve teacher quality?	Pharis, Wu, Sullivan & Moore (2019); Cochran-Smith, (2021).
2	What are the Classroom Management Strategies to Improve Teacher Quality?	Franklin & Harrington, (2019); Francis & Oluwatoyin (2019).
3	How do school administrators manage teacher qualifications to Improve Teacher Quality?	Gabrielle (2019); Wulandari (2020);Ahmad, Shaheen & Hussain, (2022)
4	what are the In-service Training Strategies to Improve Teacher Quality?	Tuncel & Çobanoğlu, (2018). GÜN, (2021)
5	How does the school administrator's management of teacher quality improve your personal improvement?	Wenglinsky, (2000); Marzano & Waters (2009); Goe, (2007).
6	What impact does the improvement of teacher quality have on students' achievement and performance?"	Sadik & Abdulmonem (2021) ; Lund (2020); Nie, Li & Chang, (2004);

Findings & Discussion

Strategies to Improve Teacher Quality

Every expert spoke of the classroom management, teacher qualification, in-service training that influence teacher quality.

“My college arranged all kinds of meeting, conference, exchange of experience, national training, etc... teaching supervision and classroom management systems related to teacher performance in the class, ...controlling teacher quality through teacher qualification by the gatekeeper of the new teachers and the encouragement of the education promotion.” Besides, “Setting up a discipline inspection committee, set up a supervisory office, innovation of the management concept, and teaching competition.” (Expert 1); Funds were set up to encourage teachers to further their study through all kinds of training, competition of teaching skills, discipline inspection, open teaching....(Expert 2); Qualification certificate attachment, temporary exercise, and performance management are important measures.(Expert 3)

The other expert reported that her college improve teacher quality with four main strategies:

“Ideological style related to teachers' ethics; Construction of teachers referred to the improvement of teaching resources quality; Classroom teaching related to the improvement of the class quality; Scientific research referred to the improvement of the quality of scientific research and research rewards”. (Expert 4)

It can be concluded that there are also other strategies that related to the teacher quality, competition of the teaching skills, research ability, teaching resource. But the main strategies taken by the managers were the classroom management, teacher qualification, and in-service training, which were consistent with the independent variables extract from literature review in chapter two.

Strategies on Classroom Management

Every expert spoke of the classroom management, teacher qualification, in-service training that influence teacher quality.

“My colleges set up a supervision committee to supervise the process of the whole class, listening to what the teachers teach, how teachers talk to students, what methods teachers used during the class, and what are the plans for the teaching schedule; leaders from different departments get together to listen to a random class and give feedback and comments”. (Expert 1).

There were classroom rules and regulations for teachers and students to make sure they will be in the classroom on time and have normal classroom teaching. Besides, supervisory briefing was sent to all the departments to encourage or criticize good and bad behaviors in the classrooms. (Expert 2).

“Strengthen teachers' teaching skills; Improvement of the overhaul and update of teaching equipment... promoting modern teaching equipment for classroom teaching; teaching supervision system, to supervise and guide...Attaching importance of teaching evaluation and teaching skills purposefully and pertinently.” (Expert 3). *“Install cameras and use Internet in the classrooms for administrative supervision and classroom inspection are the most popular in my colleges.* (Expert 4)

This discussion gave details about the classroom management measures from the four vocation colleges in Maoming city, China, which is conform with the quantitative research in the previous studies.

Strategies on Teacher Qualification

According to the experts' viewpoint on the topic of “How do school administrators manage teacher qualifications”, experts gave different opinions based on their period and position.

“My college help to associate the professional physician certificate to the hospitals, so that they could take part in the next certificate test, otherwise, the certificate will be invalid; Teachers of our school can attend free courses of western medicine and Chinese medicine, whose tuition fees is 4000-5000 RMB.” (Expert 1). *“ My college promote the promotion of in-service teachers' academic degrees, and encourage the examination and verification of teachers' professional skills certificates.”* (Expert 2).

“My school provide an award funds for in-service teachers to study for master's or doctor's degree, and there are rules supporting teachers to attend the full-time study. Besides, there are cooperation between colleges and Malaysia, Philippine, and Singapore, to send teachers out to get higher degree.” (Expert 3). *“Conduct pre-training for teachers according to national teacher qualifications and conduct certification and assessment of teachers' teaching skills. The qualification of teachers can be recognized and managed by specialized teaching and research groups.”* (Expert 4)

From the feedback of the experts, we can conclude that higher vocational colleges in Maoming city, China have similar incentives to manage teachers' qualification, in the process of recruiting teachers, the promotion of education degrees, funding, assessment, pre-training and certificate test etc....

Strategies on In-service Training

Based on the experts' interview, respondents view on the topic of "How do college managers manage teacher qualifications", experts gave similar opinions though they were in different positions.

"In-service training should be held with adequate preparation, professional experts, training feedback and report by the managers. However, I need a professional expert who can give me new ideas and new skills in my area." (Expert 1).

"After the training, I was required to make a report on what I've learned from the courses and what were the new things; and I was also asked to do the comments and suggestions for the undertaker." (Expert 2).

"School managers should establish a perfect training and assessment system, arousing teachers' attention to on-the-job training in ideology, strengthening the effective supervision mechanism, so as to improve the quality and effect of training." (Expert 3).

"Teacher training should include classroom teaching and after-class practice. Its teaching activities should not only focus on whether the teaching of classroom knowledge is successful, whether the students understand and remember, and pass the exam. The key is to enable the students to do and apply after class, so as to obtain good benefits." (Expert 3).

It could be concluded that in-service training should be held with adequate preparation, professional experts, training feedback and report to the college managers.

Improvement of Teacher Quality

On the topic of "How does the administrator's management of teacher quality improve your personal improvement", the experts gave following answers.

"My teaching concepts are constantly updated, classes are becoming more and more interesting, lesson plans are becoming better and better, classroom teaching methods are becoming more diverse, and assessment methods are constantly updated with changes in content. I'm also more knowledgeable in and out of my area. Besides, I am attending the doctoral degree support by my colleges and improve my research ability." (Expert 1).

"Though my research ability is relatively weak, I become more experienced and closer to my students, improve the relationship among my students, and the class content is more substantial." (Expert 2).

"My ability is improving from all aspects after 5 years working and studying. And I am rather welcomed during the colleagues and my department leaders seem to be cultivating me as the backbone teacher to burden heavy responsibility. I am also a double certificate teacher with the support of my colleges." (Expert 3). "Teacher quality evaluation has significantly improved my thinking ability, expression ability, organizational ability and other aspects of classroom teaching." (Expert 4)

It can be concluded that teacher quality improvement are related to teachers' teaching practice, communications, experience, characteristics, and effectiveness, research ability and responsibility.

Influence on Students' Performance

According to the experts' perspectives on the topic of "What impact does the improvement of teacher quality have on students' achievement and performance?", experts' feedback was as below.

"In my class, students interact with me more, the passing rate off the test is higher, the number of make-up examination is reduced, the after class accomplishment is better, and the learning motivation is stronger. (Expert 1). The promotion rate of education has been improved, the class style, the classroom discipline, and the spirit were better than before." (Expert 2).

"I fully feel the enthusiasm and initiative of students in learning, students' strong desire of the interaction with me, and creating a good classroom atmosphere, which is obviously reflected in the

process evaluation and final evaluation of students' course learning.” (Expert 3). “Students are highly concentrated in the class, the Master of Professional skills are better, and we often receive good evaluation from the internship organizations. (Expert 4).

It can be concluded from the experts' opinions on the students' performance under college quality management strategies. Students' performances were mostly related to the students' performance in the class, including the testing results, interaction with teachers, high pass rate and good assignment accomplishment. But also related to internship performance from the response of cooperation organization and students' inner study motivations and so on.

Discussions and Conclusions

The analysis of interview with experts on management strategies that influence teacher quality revealed mainly three main themes: classroom management strategies, teacher qualification strategies, and in-service training management. In addition, it can be concluded that classroom management, teacher qualification management, in-service training management have a relationship on teacher quality and students' performance. These conclusions are consistent with the literature review above, which provides verification and qualitative empirical review for the relationships between the teacher quality management and students' performance studied in this research.

Discussions

Teacher Quality Management by Teacher Qualification

A growing number of researchers and educationalists have attempted to study the relationship between educational management/administration and teacher quality (Musa & Sa, 2020; Casian, Mugo & Claire, 2021; Leibur, Saks & Chounta, 2021). Musa & Sa (2020) found that there was a significant correlation between teacher qualification and teacher efficiency. Leibur, Saks & Chounta in 2021 stated that teachers who went through the application process gained greater confidence, valued their value as teachers more, and continued on-the-job training (Leibur, Saks & Chounta, 2021). Researchers like Casian, Mugo & Claire (2021) suggested that the Ministry of Education should continually review and improve methods to standardize the level of teacher qualifications and improve the performance of educational quality through academics. Education planners are supposed to make arrangements to improve the management of teachers' qualifications to produce effective teaching methods and the quality level of students (Casian & Claire, 2021). Some researchers focused on the gatekeeper and qualification of teacher quality management. It was recommended that the current school-level teacher recruitment policy in Khyber Pakhtunkhwa be revised to bring it into line with the National Education Policy 2017 to ensure the quality of education in Pakistan.

Teacher quality management by In-Service Training

To certify the impact of teacher development programs on teacher quality and effects on student performance after in-service training, some researchers make efforts to investigate the relationships between them. Mugoya & Mwangi (2022) stated that teachers with good communication skills, explanatory skills, and writing skills facilitated effective history teaching and learning. Some researchers explored the effect of in-service training on teachers' performance. It was accepted that the performance of teachers in terms of professional skills, knowledge, and experience can be significantly improved through the implementation of certain in-service training programs (Junejo & Ahmed, 2018). The researcher recommended reviewing teacher training methods and improving school environments to facilitate the process of teaching and learning. (Nzarirwehi, 2019).

Other researchers emphasized the plan and arrangement of in-service training programs for teachers to improve their quality. Akudo (2022) found that teachers' participation in various continuous in-service training courses improved their productivity to a low degree and suggestions on high school principal is to hold seminars, workshops, counselling, and commission to improve the work efficiency of schools. Ehinola & Akomolafe (2022) found that there was a significant relationship between mentoring strategies and teachers' job performance.

Teacher quality management by Classroom Management

Researches on the relationship between classroom management and teacher quality is highlighted in the research field and the strategies that educational institutions employed in the classroom are hotly discussed in the academic field. Evaluating classroom management is not just about judging whether a teacher can keep students quiet and on task. This means assessing teacher-student relationships, classroom organization and planning, student involvement, discipline, teacher style, and teacher goals, and then helping the teacher improve his or her classroom management skills (Klitgaard,1987).

Suryadi, Kemal & Suryana (2022) analyzed the influence of classroom management of Islamic Religious Education (PAI) teachers on the service quality. Results showed that improving the service quality of PAI teachers in primary schools in Kendali City can be achieved by increasing the classroom management innovation of PAI teachers. Nasir, Muhammad & Bokhari (2022) explored the concerns and views of the principals of elite schools on the classroom management skills of new teachers. Orakwue & Ajaegbo (2020) investigated the classroom management strategies used by lecturers in higher education institutions in Nigeria teachers need to attend seminars, workshops and conferences to reacquaint themselves with the importance of good classroom management techniques and to keep up with modern classroom management techniques in teacher education institutions. Lisliana, Fitria & Rohana (2020) provided information on the implementation of classroom supervision and the results showed that the classroom supervision includes arranging the time of classroom supervision, making a plan for the things needed for the implementation of supervision, and then supervised each element in class. Ampofo, Onyango & Ogola (2019) evaluated the impact of direct principal supervision of the classroom management on teacher role performance in public high schools and found that the principal's teaching plan supervision and classroom teaching supervision had a significant impact on teacher role performance.

Teacher Quality Management Influences Student Performance

Competent teachers guarantee the quality of students' learning (Ismail et al., 2017). When talking about the effects teacher quality on students' performance, recent research emphasizes that a teacher's contribution to student performance depends on many variables, such as the teacher's educational background, classroom management and years of experience (Ambusaidi and Yang, 2019).

Teachers' quality and professional development were the main factors affecting students' academic performance in technical drawing (Oviawe, 2020). Ambussaidi & Yang (2019) examined the relationship between teacher quality and eighth-grade students' math performance and results showed that teacher quality indicators had a positive impact on eighth-grade students' math scores. And the teacher quality, including teacher qualification, teaching practice, and professional development, had an important impact on student achievement in both countries. Teacher quality significantly affected student performance by teachers' ability (content knowledge, self-efficacy, teaching enthusiasm) was positively correlated with students' learning interest (Sirait, 2016; Fauth, Decristan & Kunter, 2019) .

Conclusions and Suggestions

In conclusion, the purpose of the qualitative study provides valuable information and guidelines for researchers, scholars, policymakers and stakeholders as well as for teachers to in effective teacher quality management and the cultivation of competitive graduates.

Researches on teacher quality management has been discussed through three aspects, namely classroom management, teacher qualification and in-service training, which have significant implications for the understanding of how to improve high-qualified teachers thus cultivating high-qualified graduates. Systematic literature review on the influence of classroom management, teacher qualification and in-service training on teacher quality management and its impacts on students' performance.

It was advised that education administrators were supposed to take the teacher qualifications into account when recruiting and placing national senior secondary teachers; Education planners are

supposed to make arrangements to improve the management of teachers' qualifications so as to produce effective teaching methods and the quality level of students. The person in charge of the school should strive to improve the teacher qualification, so as to enhance their professional spirit and teaching performance; in-service and mentoring strategies contribute positively to the job performance teachers and was recommended that governments encourage teachers to participate in competency training both inside and outside schools by providing financial assistance and appropriate recognition to participants.

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