

The Influence of Teachers' Self-Efficacy on Improving the Quality of Higher Vocational Education and Teaching

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Abstract: This study examines the influence of teacher self-efficacy on improving the quality of higher education and teaching. The research highlights the importance of teacher self-efficacy in improving teaching effectiveness, student engagement, and overall educational outcomes. Through a comprehensive review of current literature and empirical data, this paper examines various strategies for enhancing teacher self-efficacy, such as professional development programs, supportive work environments, and collaborative learning communities. The findings suggest that fostering high levels of teacher self-efficacy can lead to significant improvements in the quality of higher education, ultimately contributing to the development of a highly skilled technical workforce.

Keywords: Teachers' self-efficacy, quality of education, higher vocational education, teaching methodology

1. INTRODUCTION

The strategy of higher vocational education is the most concentrated and direct embodiment of the quality of higher vocational teachers, and is an important guarantee for the training of high-quality technical application talents. In recent years, the development of higher vocational education in China is in full swing, and the understanding of the importance of higher vocational education is gradually unified. Accordingly, many distinctive and innovative teaching strategies have been put forward, and many breakthroughs have been made in the theoretical research of teaching strategies in higher vocational education. In today's society, higher vocational education has become an important way to train high-quality technical applied talents. With the continuous development of science and technology and the adjustment of industrial structure, the demand for higher vocational education is increasing day by day. Therefore, it is particularly important to explore and optimize teaching strategies in higher vocational colleges. Student-centered teaching mode, project-based teaching method, school-enterprise cooperation and integration of production and education, innovative teaching methods and tools, strengthening the construction of teachers and improving the evaluation system are the keys to the development of higher vocational education. By implementing these measures, we can train more high-quality technical application talents to make greater contributions to our country's economic and social development.

Currently, the challenges for the higher vocational education and teaching are:

The shortage of teachers and the shortage of "double qualified" teachers: with the expansion of the enrollment scale of higher vocational colleges, the teaching task is heavier, and the teacher strength is particularly insufficient, especially the "double qualified" teachers with practical experience and teaching ability are more scarce. This results in existing teachers having to take on more curriculum teaching tasks, reducing their time to prepare lessons and self-learn and improve their skills.

The quality of external teachers is uneven: some vocational colleges employ external teachers to solve the problem of

teacher shortage, but the teaching level of these external teachers is uneven, which is not conducive to the stability and improvement of teaching quality. The teaching experience and teaching methods of external teachers may not fully match the needs of schools, which affects the overall teaching effect.

Inadequate preparation for the new curriculum: After the adjustment of the professional setting, curriculum setting and personnel arrangement, some teachers need to undertake the teaching task of the new curriculum. Due to some subjective or objective reasons, they are not fully prepared for the new curriculum, and the research on the teaching content is not deep enough, which leads to the phenomenon of reading from the text in the classroom, and they cannot expand, extend and integrate the course content.

Weak vocational quality education: there is a widespread phenomenon of attaching importance to professional skills while ignoring professional quality in teaching. Vocational quality education is mainly based on theoretical guidance, and the practical teaching is relatively weak. This is reflected in the lack of in-depth research on relevant teaching, the lack of relevance and integration of professional training and professional quality cultivation, resulting in students' professional quality, social responsibility, innovative spirit and practical ability.

Students' academic evaluation system is single: current students' academic evaluation is mainly summative evaluation, less process evaluation and immediate evaluation. The evaluation method is relatively simple and the means are few. The content of evaluation mainly consists of knowledge and skills, but neglects the evaluation of students' overall quality. The evaluation criteria are based on the empirical judgment of enterprise and industry standards, and the evaluation items are not comprehensive.

Low participation of companies, industries and enterprises: Companies, industries and enterprises have low participation in student academic evaluation. As a result, the academic evaluation system is relatively closed, the overall academic evaluation is one-sided, not scientific and reasonable, and does not have a high reference value for students' academic improvement. The lack of participation of external evaluation

subjects makes it difficult for the evaluation results to fully reflect the actual ability and potential of students.

Teachers' work pressure: due to the shortage of teachers and heavy teaching tasks, teachers' work pressure is increasing. They should not only take on more teaching tasks, but also deal with various teaching reform and evaluation requirements. Long hours of high-intensity work may lead to physical and mental exhaustion of teachers, affecting their teaching quality and the learning effect of students.

Partial understanding of talent training objectives: Some teachers have a one-sided understanding of talent training objectives, paying too much attention to the cultivation of professional skills and ignoring the improvement of students' comprehensive quality and professional quality. This one-sided understanding may lead to the training of students only to meet the short-term requirements of the company, but the ability to adapt to the position and improve the ability is insufficient, affecting the career development of students.

In the Figure 1, the key features of the higher vocational education are demonstrated.

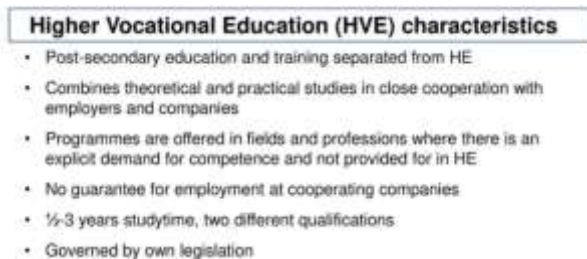


Figure. 1 The Key Features of the Higher Vocational Education
(Source: <https://slideplayer.com/slide/13113610/>)

2. THE PROPOSED METHODOLOGY

2.1 Combine theory with practice, knowledge with skill

Higher vocational education should train practical talents to meet the needs of industry, not only to master professional theoretical knowledge, but more importantly to apply knowledge to practical work to solve specific problems. Therefore, while imparting theoretical knowledge, the classroom teaching in higher vocational colleges must pay attention to the combination of theoretical knowledge and practical work to train students' ability to analyze and solve problems. This principle requires teachers to consider the application of knowledge points in different work practices in the course content and teaching process, and strengthen the explanation of the internal logic and function of knowledge.

When teaching theoretical knowledge, it is necessary to illustrate different application scenarios and problem solving cases to guide students to understand what practical problems each knowledge point solves and how it plays a role. For example, when explaining marketing theory, it can be combined with successful marketing cases in the actual market, so that students can understand how to use market segmentation, target market selection and product positioning strategies to improve sales performance. Through this teaching method, students can not only better understand the theoretical knowledge, but also learn how to apply the theory to practical work.

Teachers should also encourage students to actively think about different application scenarios while learning theoretical knowledge, draw inferences from one another, and cultivate

the thinking set of linking theory with practice. Students can be encouraged to share their understanding and insights by organizing classroom discussions, group projects and other ways to promote in-depth understanding and application of knowledge. At the same time, teachers can also invite industry experts to give lectures or field trips, so that students can personally feel the actual working environment and challenges, and enhance their practical ability and professional literacy.

In addition, higher vocational colleges should strengthen cooperation with enterprises, establish internship bases and employment guidance centers, and provide more practical opportunities and employment support for students. Through school-enterprise cooperation, students can exercise their skills and abilities in a real working environment and improve their employment competitiveness. At the same time, enterprises can also provide internship bases for schools to jointly train talents that meet market demand.

2.2 Construction method of higher vocational teaching evaluation system

The construction method and strategy of higher vocational teaching evaluation system is an important work that must be carried out in order to solve the problems existing in the current evaluation system, promote the development of higher vocational education and improve the teaching quality. In the selection of evaluation indicators, we should fully consider the comprehensive ability and quality of students, including not only academic performance, but also the innovation ability, practical ability and teamwork ability of students. It is necessary to establish a set of scientific and reasonable evaluation index system, including quantitative and qualitative indicators, in order to evaluate students' learning status and development level comprehensively and objectively.

In the selection and application of evaluation methods, we should learn from advanced evaluation theories and methods, combined with the characteristics of higher vocational education, to explore suitable evaluation methods for higher vocational education. For example, diversified evaluation methods, such as student self-assessment, peer evaluation, teacher evaluation, etc., can be used to comprehensively evaluate students' learning outcomes and ability development from multiple perspectives. In addition, practical evaluation methods such as project-based evaluation and case analysis can be introduced to allow students to demonstrate and apply what they have learned in real situations and improve their practical ability and problem-solving ability.

In order to ensure the fairness and credibility of the evaluation results, we need to establish strict evaluation standards and procedures. Evaluation criteria should be specific, quantifiable and actionable, so that both teachers and students can clearly understand the requirements and objectives of evaluation. At the same time, the evaluation process should be open and transparent to ensure that every student has the opportunity to participate in the evaluation and understand their own evaluation results. In addition, a sound evaluation and feedback mechanism should be established to provide personalized guidance and support to students in time to help them find their shortcomings and improve.

In the process of implementing evaluation, we need to pay attention to cultivating students' self-evaluation ability. By guiding students to take the initiative to participate in the evaluation activities, let them learn self-reflection and self-

adjustment learning strategies, and cultivate their independent learning ability and lifelong learning ability. At the same time, we also need to strengthen the evaluation training of teachers, improve their evaluation quality and ability, so that they can better use evaluation tools and methods to carry out effective teaching evaluation.

2.3 The integration discussion with teachers' self-efficacy

Work values are an important part of a person's value system and are highly correlated with good work outcomes (such as high salary) and good behavior (such as positive interaction with others in the work environment). Work values influence individual behavior and job performance, such as career choice, organizational commitment, socialization, engagement and job satisfaction, as well as other occupational activities such as attendance and absenteeism and turnover. Therefore, understanding and cultivating positive work values is of great significance for both individual career development and organization's human resource management.

Self-efficacy is an important factor reflecting teachers' mental health status. Teacher self-efficacy is generally defined as a teacher's belief in his or her ability to organize and execute teaching actions and achieve expected results. Self-efficacy is a strong predictor of teacher behavior, and teachers with high self-efficacy are more likely to adopt positive teaching strategies and be more resilient in the face of challenges. Research shows that teachers with high self-efficacy perform better in classroom management, student guidance and teaching innovation.

The important manifestation of high occupational commitment is that they identify with and are loyal to their occupation, and have high investment in occupational activities, and are unwilling to change their current occupation. Some analyses have found that occupational commitment is significantly positively correlated with job satisfaction and career involvement. This means that when employees are satisfied with their jobs and fully engaged, they are more likely to maintain a long-term commitment to their careers. In addition, organizational ability is positively correlated with organizational commitment, and organizational behavior norms are positively correlated with job performance. This suggests that a supportive organizational environment and clear codes of conduct can promote employee professional commitment and job performance.

In order to improve the work values and self-efficacy of the employees, organizations can take the following measures: First, through training and development programs to help employees upgrade their skills and knowledge, enhance their self-confidence and sense of competence. Second, build a positive organizational culture that encourages cooperation and support among employees and provides the necessary resources and support to help them achieve their goals. In addition, provide regular feedback and recognition to let employees know that their efforts are seen and appreciated. Finally, provide employees with career development opportunities and pathways that allow them to see their future possibilities in the organization.

3. CONCLUSION

The study underscores the critical role of faculty self-efficacy in raising the standard of higher education and teaching. By implementing targeted self-efficacy interventions, institutions can create more effective learning environments that meet the

needs of both students and industry. Future research should continue to explore innovative methods for increasing faculty self-efficacy and evaluate their long-term impact on educational outcomes. In addition, more research is needed on how contextual factors, such as institutional support and policy frameworks, influence teacher self-efficacy and educational quality.

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