

Study on De-Administration in Higher Vocational Colleges in China

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Abstract

This research explores the present situation of education in the higher vocational colleges in Germany and it brings great influence to the de-administration reform of the higher vocational colleges in China. Then, it concludes the manifestations of de-administration reform of the higher vocational colleges in China. At the same time, it also analyzes the existing problems of de-administration in the higher vocational colleges in China. Hence, it comes up with the reform paths of the higher vocational colleges (HVC) in China.

Key words: Higher vocational colleges in China; De-administration; Reform paths

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INTRODUCTION

At present, the research on de-administration of the higher vocational colleges in China has aroused a heated discussion in the academic field. However, the higher vocational colleges haven't paid much attention to the problems of de-administration, which has become the leading cause that prevents their development. Besides, it also has great influence on the decrease of the quality of education and the number of students (Gao, 2011). As we all know, the higher vocational colleges have undertaken the great mission of improving the innovation ability of the national manufacturing. In order to achieve the strategic target of ranking into manufacturing powerhouses by 2025, it becomes an urgent task on hand that we need to strive to improve the quality and efficiency of training college students. Besides, as for the reform of de-administration in the higher vocational colleges, it also shall be put on a new height.

As a matter of fact, to achieve world-class vocational education, we must learn and imitate advanced experience from those developed countries. To take Germany for example, Germany is the most developed in the field of the higher vocational education, whose advanced management model and talent training systems have experienced several reforms from product orientation, market orientation to process orientation. And German sound legal systems, such as the German Higher Education Law, regulations on the Job Training, Employment Promotion Law, have well protected the great achievements obtained by German higher vocational education reform. In addition, German university-enterprise cooperation is so close-knit that it is rather difficult for the higher vocational education in China to catch up with. To take Baden-Wurttemberg for example, it's famous for manufacturing Mercedes-benz and Porsche. Before entering into one college, students shall be selected as one pre-employee by one enterprise, and after signing labor contract with the target enterprise, they can go to colleges either by the recommendation of the

target enterprise or choosing by themselves. For German students, more than half of the curriculum aims at enterprise practice training and they can receive on-site guidance from the enterprise senior technical personnel. Hence, in this dual education mode, German education has truly achieved the goal of combining the theory and practice, which fully conforms to the rule of talent cultivation of higher vocational education. Furthermore, Germany still keeps effective intervention in the higher vocational education. Students succeed in completing their higher vocational education only by passing the national graduation examination (Xu, 2011). To sum up, the researches on the higher vocational education in the western countries can provide valuable experience and guidance for the reform of de-administration and the construction of first-rate higher vocational education. However, it should be pointed out that, due to the differences in culture, national conditions and history between the east and the west, it's forbidden for China to copy western education mode completely. Hence, before putting forward the reform paths of de-administration, we must have a clear deep understanding of the problems of administration in higher vocational colleges in our own country.

1. ANALYSIS OF CURRENT SITUATIONS OF ADMINISTRATION IN HVC IN CHINA

Higher vocational colleges as a branch of higher education, not only do their administrative tendency has something in common with universities, but also has its own characteristics. Generally speaking, on one hand, administration in higher vocational colleges is presented in two aspects: Firstly, there exists a hierarchy between government and colleges. The college becomes an extension department of the executive branch of the government, while the government performs governance through executive orders that form direct administrative intervention. For example, the government takes control of the school's personnel appointment, fiscal power and supervision. Hence, there is no corresponding independence for colleges. On the other hand, the college's internal management department bureaucratic system is too generalized and abused; the officialdom standard thought is deep-rooted; and the school's administrative departments become executive branches, which only follow the higher authorities' commands (Ding, 2010).

As for the major forms of administration in higher vocational colleges, the research will explore in both external and internal perspectives, what problems that administration has brought to the development of higher vocational colleges in China. The research will also analyze those problems in details.

From the external perspective, firstly, the higher vocational colleges are generally local educational

institutions founded by the local government. In the long run, local governments identified as founders, managers, funders and supervisors of higher vocational colleges, have relied too heavily on administrative measures to implement their management. It seems natural to do like that. But nowadays, with the progress of the society and education, the current management mode of the government cannot satisfy the demands of the development of the higher vocational education in the new period. The mode of management is too rigid, random, and poorly-standardization, just because of the higher authority's excessive direct intervention in higher vocational colleges. Executive management has gradually turned into administration, which becomes an obstruction of higher vocational education's development. Hence, we must seek for the reform of de-administration.

Secondly, the college principal is appointed directly by the government. And the principal patronage has strengthened the tendency of administration of the higher vocational colleges. In fact, there exists a widespread phenomenon in the local colleges that, the college principal has become a stepping stone for potential officials in their rich resumes or temporary foothold for the officials who are nearing retirement. Hence, such short term will inevitably lead to the principal unable to devote himself/herself to the long-term planning and discipline construction of the colleges. In turn, they will reinforce their administrative management to keep everything in order and go smoothly. Furthermore, although not a few college principals are scholar officials or directly from more than middle-level leadership of the universities and they have a good understanding of education, yet after all, constrained by their official identities, they will naturally bring the officialdom standard thought and stiff hierarchy into the colleges, especially in management, which will inevitably affect the administrative departments of the colleges (Rong, 2011).

Thirdly, the functions of the higher vocational colleges are not definitely defined and short of practical development planning. In reality, the development of vocational education should be directly connected with the local economy, industry structure and product characteristics; and the higher vocational colleges should meet the demands of local enterprises to senior engineering and technical personnel. However, those vocational colleges don't actually develop their favorable majors according to the local economic situations, which makes college education irrelevant to economic development. As a result, the students graduating from those vocational colleges can't find a proper job the local enterprises are still lack of technical personnel.

Fourthly, the government fails to achieve effective supervision in higher vocational colleges so that they couldn't co-ordinate and evaluate the development direction of the colleges. For example, in some higher vocational colleges, one man can be appointed as both the

principal and party secretary, who is to ensure the party's leadership and save the cost of human resource, but the concentration of power will easily result in corruption.

Fifthly, laws and regulations are not so sound, resulting in that power and responsibility between government and colleges, internal departments of the colleges are not that clear. *The Higher Education Law of the People's Republic of China* came into effect in 1999. It clearly stipulates that the higher vocational colleges have some autonomy of running school, but is still lack of implementing measures and rules. Instead, administration of the higher vocational colleges is getting worse and worse.

From the internal perspective, the main problems of administration are the generalization of administrative power, the mechanism of administrative power, which bring about high cost and low efficiency of service. Secondly, it's the unfair allocation of resources. Since the administrative organs take control of the allocation of resources, some scholars responsible for administrative affairs or some officials in charge of some projects usually have advantages of gathering more resources around themselves, which easily leads to corruption in the academic system. However, administrative power plays a core role in higher vocational education, which makes some professors and scholars crazy power. In such a case, it not only affects the teaching quality of the higher vocational colleges, but also makes the academic system apt to be bureaucratic. Thus, how do such vocational colleges cultivate talents? Can one even talk of the technological innovation under the influence of administrative power? Besides, it's worth mentioning that the corresponding legal systems and rules are not sound. Once administrative power cannot guarantee the function of academic power, the role of experts and professors in academic affairs will be overlooked (Zhou, 2012).

2. ANALYSIS OF REFORM PATHS OF DE-ADMINISTRATION IN HVC IN CHINA

2.1 Reform of De-Administration in HVC Requires the Construction of the Rule of Law as Guarantee

First and foremost, it's necessary to strive to perfect the vocational education laws and regulations involved if the higher vocational colleges want to implement the reform of de-administration in China. The rule of man, as a traditional management mode, occupied an extremely important position for more than two thousand years in Ancient China. People's cognition cannot be changed without the rule of law, let alone makes their actions. This mandatory binding is a fundamental guarantee for the reform of de-administration. In fact, once the highest-level laws are made, based on which the higher vocational colleges can make better university statutes. Then the

university statutes can function practically, otherwise they would become a dead letter. Furthermore, the basic principles of the laws shall promote government regulation to separate from management, which can help to rule the vocational colleges according to law, and to clearly separate power and responsibility.

2.2 Reform of De-Administration in HVC Requires Strengthening the Construction of Systems

De-administration needs strengthening the construction of systems; one favorable attempt is to co-ordinate the whole school affairs with the board of directors. And the board members shall include members of the party committee, representatives of experts and professors, student representatives and other related members (such as local entrepreneurs and experts in education). The board shall be held regularly, whose responsibilities include deciding the major principles and policies of colleges, adjusting the developmental direction of colleges, monitoring the daily affairs of colleges as well as examining and approving the employment of colleges, construction of projects. In addition, an emphasis shall be put on restoring the role of the academic committee and the staff representatives' conference. But it's worth mentioning that experts and professors who take charge of administrative affairs are not allowed to participate in the academic committee. Actually, the academic committee takes responsibilities for the daily teaching and research affairs in the higher vocational colleges, which are supervised by the board but free from intervention of officials. Hence, it can help isolate the interference of administrative power in academic affairs (Yang, 2010). As we all know, the purpose of the higher vocational colleges is to cultivate talents, while the academic committee is to guarantee the teaching quality, so that it can keep pace with the progress of the science and technology. At the same time, it can help make administrative power clearly separate from academic power.

2.3 Reform of De-Administration in HVC Requires Professional Educators

As is mentioned above, the college principal is appointed directly by the government. However, all these facts have proved that professional educators can make more contributions to the higher vocational colleges. At the higher vocational colleges is to satisfy the needs of local economic development, great attention should be focused on candidates' relations with the enterprises and the demands of the local human resource market. If the professional principle does not have the identity of officials, then there is no promotion or transfer and it is the principal's performances that decide how long he/she will be in power. Besides, other important leaders also need to adapt professional leadership, and keep away from the teaching and scientific research positions, which can guarantee a fair distribution of academic resources and keep teaching process in order.

2.4 Reform of De-Administration in HVC Requires Further Market-Oriented Experiments

Generally speaking, to continue to deepen cooperation between colleges and enterprises is rather a good way to improve the teaching quality and to promote the marketization of higher vocational colleges. Based on the local situations and cultivate talents for the local enterprises, the market-oriented reform of higher vocational colleges has a natural advantage, which also helps to deepen mutual cooperation between colleges and enterprises. In this case, enterprises can take the chance to know more about the colleges and to participate in the construction of the colleges. For example, by close cooperation, the colleges can try to sign contracts with the enterprises on teaching mode, curriculum and personnel training mode, which can not only help to provide effective training and internship for colleges, but also help colleges to cultivate more excellent students for the society. Meanwhile, higher vocational colleges can take advantage of the sponsorship of the enterprises to contribute to teaching and scientific researches. As the enterprises are of quick information updating, great application of technology, and flexible adjustment of self's conditions, then it's favorable to build the colleges for the local economic development.

2.5 Reform of De-Administration in HVC Requires Changing the Assessment Mode in Management of the Government

The first problem is to reduce or avoid the government executive order to the colleges. Nowadays, with the rapid development of informationization and marketization, the upload issued management mode is so rigid that it cannot guarantee that the colleges are capable of making timely response to the changeable market. Although the Education Department has the right to make an overall plan for higher education and to co-ordinate all kinds of educational problems, yet the higher vocational colleges shall be given full autonomy and power to deal with problems by themselves. They can adopt some necessary macro devices, such as financial and legal devices, offering information and examinations. If they have sound rules to follow, then the higher vocational colleges can decide which direction they can go according to the statistics, and adjust themselves by means of financial allocation. Besides, the teaching quality of the higher vocational colleges can be tested by the same examinations. In the meantime, the ultra vires acts of the higher vocational colleges can be constraint within the educational laws involved.

Besides, reform of de-administration in HVC requires canceling administrative ranks, ultimately contributing to the transformation of administrative institutions to service-oriented ones (Zhong, 2010).

The author thinks it a good beginning for the higher vocational colleges to make an attempt at current contract

system reform and it's a tendency for the future reform to cancel the administrative ranks.

CONCLUSION

In summary, reform of de-administrative in the higher vocational colleges need speated practice. In the process of the reform, the colleges shall not only comply with the internal logic of higher vocational colleges' development, but also get adapted to changes in all aspects of society's development. Furthermore, since the reform body is not yet clear, it will obviously bring great efficiency if the government could insist top-down reform. However, reform will inevitably do harm to the vested interests, which certainly will encounter more difficulties and challenges. When the reform is put into practice, there often exist great risks of failure even if a slightest mistake. Nonetheless, if the higher colleges are starting a reform from bottom to top by themselves, then it's easier to reach a common consensus, which can help to decrease the obstructions of the reform. In that case, relevant institutions and personnel have more enthusiasm to participate in the reform, which is sure to bring good effect to the reform. As a matter of fact, it's worth mentioning that, in view of the current situations of the higher vocational colleges' development in our country, such kind of reform is not likely to take place at the moment. Hence, it needs more time and innovations to guide the colleges to achieve the goal.

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