

VOCATIONAL EDUCATION ADMINISTRATION OF HUIZHOU HEALTH
VOCATIONAL AND TECHNICAL COLLEGE GUANGDONG PROVINCE

การบริหารงานอาชีวศึกษาของผู้บริหารวิทยาลัยเทคนิค ห้วยหยาง

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ABSTRACT

The objectives of this research were: (1) to study the vocational administration at the Huizhou Health Vocational and Technical College Administrator in Guangdong Province, the People's Republic of China; and (2) To find out the guidelines for the development at Vocational Education administration of the administrators at Huizhou Health Vocational and Technical College, Guangdong Province, the People's Republic of China. The research was mixed methodology research. The population is the teachers including 333 teachers at Huizhou Health Vocational and Technical College Administrator in Guangdong Province, the People's Republic of China, Sample, totaling 181 teachers, was obtained by simple random sampling method. The research procedure consisted of 4 steps; (1) study of literature and related research; (2) creation of research instrument; (3) data collection; and (4) data analysis. The instrument used for data collection was a questionnaire with a five-level rating scale and a semi-structured interview. The statistics used for data analysis were frequency, percentage, mean, standard deviation, and content analysis.

The results of research found that: (1) the vocational administration at the Huizhou Health Vocational and Technical College Administrator in Guangdong Province, the People's Republic of China overall and in each aspect was at a high level; and (2) guidelines for the development at Vocational Education administration of the administrators at Huizhou Health Vocational and Technical College, Guangdong Province,

the People's Republic of China, by there are clear planning and operating calendars. Proceed according to the action plan and teaching process and systematic learning. Survey the needs and impact on students and organizations continuously. Create a modern course that focuses on performance and professional skills in the same target direction, such as professionals, continuous supervision, teaching, and learning. Encourage teachers to be developed by studying, training, seminars, visiting, studying and excellent agencies in educational development. Supporting the competition activities, revealing the learning methods of students, both inside and outside the organization, focusing on the participation of all sectors. Use results from research to solve problems or develop knowledge. Have educational networks Coordinate with other agencies that will be used as professional training places. The construction of the continuous ability development project is a continuous assessment of learning management. And promote the system quality assurance systematically.

Keywords: Vocational Administration, Huizhou Health Vocational and Technical College, Guangdong Province

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษากระบวนการบริหารงานอาชีวศึกษาของผู้บริหารวิทยาลัยเทคนิค ห้วยหยาง มณฑลกว่างตุง สาธารณรัฐประชาชนจีน และ 2) หาแนวทางการบริหารงานอาชีวศึกษาของผู้บริหารวิทยาลัยเทคนิคห้วยหยาง มณฑลกว่างตุง สาธารณรัฐประชาชนจีน การวิจัยนี้เป็น การวิจัยแบบผสมผสาน ประชากรเป็นครูวิทยาลัยเทคนิคห้วยหยาง มณฑลกว่างตุง สาธารณรัฐประชาชนจีน ประชากร จำนวน 333 คน กลุ่มตัวอย่างจำนวนครู 181 คน ได้มาโดยวิธีการสุ่มตัวอย่างอย่างง่าย วิธีดำเนินงานมี 4 ขั้นตอน คือ (1) การศึกษาเอกสารและงานวิจัยที่เกี่ยวข้อง (2) การสร้างเครื่องมือที่ใช้ในงานวิจัย (3) การรวบรวมข้อมูล และ (4) การวิเคราะห์ข้อมูล เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ และแบบสัมภาษณ์กึ่งโครงสร้าง สถิติที่ใช้ ในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) การบริหารงานอาชีวศึกษาของผู้บริหารวิทยาลัยเทคนิคห้วยหยาง ในมณฑลกว่างตุง สาธารณรัฐประชาชนจีน โดยภาพรวม และรายด้านอยู่ในระดับมาก และ 2) แนวการบริหารงานอาชีวศึกษาของผู้บริหารวิทยาลัยเทคนิคห้วยหยาง ในมณฑลกว่างตุง สาธารณรัฐประชาชน จีน คือ มีการวางแผนและจัดทำปฏิทินการดำเนินงานที่ชัดเจน ดำเนินการตามแผนปฏิบัติการและ กระบวนการสอนและการเรียนรู้อย่างเป็นระบบ สำนวญความต้องการและผลกระทบที่มีต่อนักเรียนและ องค์กรอย่างต่อเนื่อง

จัดทำหลักสูตรให้ทันสมัยตามความรู้ความสามารถและทักษะวิชาชีพก้าวในทิศทาง เป้าหมายเดียวกันอย่างมีอาชีพ มีการนิเทศ ติดตามการเรียนการสอนอย่างต่อเนื่อง ส่งเสริมให้ครูได้รับการ พัฒนาด้วยศึกษาต่อบรมสัมมนา ศึกษาดูงานในหน่วยงานที่เป็นเลิศด้านการพัฒนาการศึกษา สนับสนุน งานกิจกรรมการแข่งขัน เผยแพร่การเรียนรู้วิธีการต่าง ๆ ของนักเรียนทั้งภายในและภายนอกองค์กรโดยเน้น การมีส่วนร่วมของทุกภาคส่วน ใช้ผลลัพธ์จากการการวิจัยแก้ปัญหาหรือพัฒนาความรู้ มีการสร้างเครือข่าย ทางการศึกษา ประสานงานกับหน่วยงานอื่น ๆ ที่จะใช้เป็นสถานที่ฝึกอบรมประสบการณ์ระดับมืออาชีพ จัดทำโครงการพัฒนาความสามารถระดับมืออาชีพอย่างต่อเนื่อง มีการประเมินผลการจัดการเรียนรู้อย่างต่อเนื่อง และส่งเสริมการประกันคุณภาพการศึกษาอย่างเป็นระบบ

คำสำคัญ: การบริหารงานอาชีวศึกษา, วิทยาลัยเทคนิคห้วยหยาง, มณฑลกวางตุ้ง

Introduction

China's higher vocational education appeared in the 1990s. Vocational education is an important part of national education, an important symbol to measure the degree of national modernization, and an important way to promote economic and social development and employment. International experience shows that the progress of technology, the training of technicians, and the improvement of industrialization are closely related to vocational education. The purpose of vocational education is to take employment as the guide, and vocational skills education and training as the main content in the future. The goal is to cultivate the dual ability of front-line talents (professional development ability and professional employment ability) to meet the social demand for talent. Jiang Liyan, Zhang Lei, (2020) However, with the development of society, people's awareness of pursuing knowledge-based and research-based talents is gradually rising. However, influenced by traditional concepts, society still lacks a scientific and systematic understanding of vocational education and even has prejudice and discrimination in many aspects. Zhu Sha, (2020) people do not consider the important role of Vocational Education in society from the perspective of economic development, and the phenomenon that vocational education is despised can be seen everywhere. Some people think that higher vocational education is a mixed education, while more people think that it is a low-level education. In particular, some places and departments do not invest much in higher vocational schools, which leads to relatively backward

development. In the school, the enthusiasm of teachers and students is not high, and they urgently need to be recognized by the school and society.

For example, the contribution of staff has not been recognized, and the employment rate of students is not high. Pan Qingyun (2022) from the perspective of China's higher education system, the Ministry of education, as the leading institution of education, entrusts the Ministry of higher education and the Ministry of vocational education to perform corresponding macro management functions. The Department of Higher Vocational and technical education is jointly undertaken by the Ministry of higher education and the Ministry of education and generally belongs to the "centralized system". This kind of non-uniform management organization has led to the division of the management function of Vocational Education in China and has affected the unity and integrity of the policies and regulations of Vocational Education in China. In addition, the Ministry of education has a Ministry of higher education, which is responsible for the macro management and coordination of China's higher education. In the aspect of higher vocational education, it formulates the overall plan of higher vocational colleges, prepares the guidance documents for the training of higher vocational personnel, guides the construction and reform of the teaching infrastructure of higher vocational colleges, and is responsible for the quality monitoring and evaluation of higher vocational education. In the management of vocational education and training certificates, the Ministry of education and the Ministry of higher education are only responsible for the management of vocational education academic certificates, while the vocational qualification certificates are under the overall management of the labor and personnel administrative departments of the State Council. Moreover, there is no relationship between them. This kind of vocational education and training certificate management system, which is divided into academic certificates and vocational qualification certificates, has seriously affected the healthy development of vocational education and training in China.

Influenced by the short development process of China's higher vocational education and many management problems of higher vocational schools, especially on January 24, 2019, the Chinese government publicly released the national vocational education reform implementation plan, which pointed out that vocational education and general education are two different types of education and have the same important status. Although there are many difficulties in Higher Vocational Education in China, this

does not mean that these difficulties are irreconcilable, let alone mistakenly erase the important role played by higher vocational education in China's education system. How to change the status and image of Higher Vocational Colleges in society? The first is to further strengthen the management of higher vocational colleges. The primary task of developing higher vocational schools is to solve the problems of teachers and students, recognize their efforts, and support higher vocational schools to do a good job in higher vocational education. At the same time, it is also necessary to train higher vocational students to have a correct understanding of their own learning methods and establish a correct outlook on life and values. In this process, psychological education plays an important role in the management of higher vocational education. Xu Yinghui, Shen Ru, Li Dawei (2015) as a characteristic higher vocational school in Huizhou City, Guangdong Province, China, Huizhou health vocational and technical college was established in 2012. The college has trained and transported a large number of medical and health personnel for Huizhou and its surrounding areas. The college fully implements the party's education policy, adheres to the socialist direction, and implements the basic tasks of the college, adhere to the school positioning of "based on Huizhou, nationwide, grass-roots, relying on the pharmaceutical industry, focusing on the health industry, cultivating high-quality technical skills", align with the development strategy of Huizhou life health industry and the health industry demand of Dawan District, and strive to provide talent support for the development of regional health industry. In terms of theoretical research, on the basis of inheriting the valuable foundation of the previous vocational education management thought, the school can enrich the existing vocational education management theory system and broaden the research field. Jing Jifang, Liao benbing, Wei Shan, et al. (2020) in the practical sense, by studying the theory and practice of vocational education management, they grasped the essence of management, chose kindness and learning, so as to better guide the current management practice of Huizhou health vocational education, and cultivate the modernization needs of various professional and technical personnel faster and better, greatly improve productivity and international competitiveness, improve people's livelihood, and create a harmonious society.

Research Objectives

1. To study the Vocational Education administration of the administrators at Huizhou Health Vocational and Technical College, Guangdong Province.
2. To probe the guidelines for the development of the Vocational Education administration of the administrators at Huizhou Health Vocational and Technical College, Guangdong Province.

Research Framework

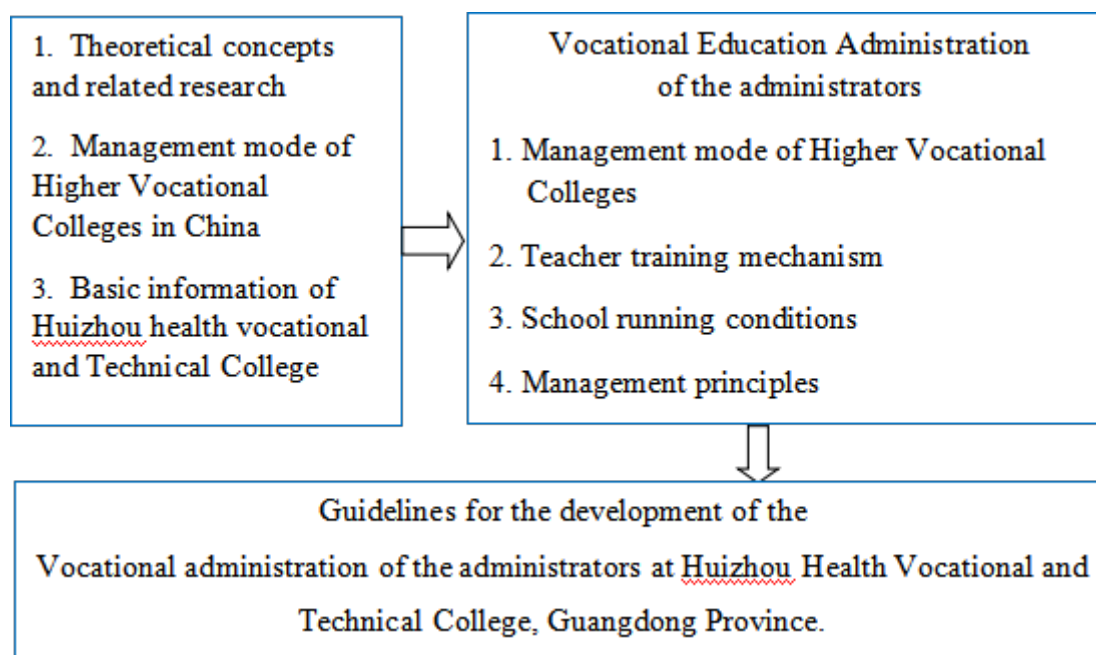


Figure 1: Research Framework

Methods of conducting research

Population: The population used in this research is teachers at Huizhou Health Vocational and Technical College in Guangdong Province. The number of 333 teachers.

Sample: The sample consisted of 181 teachers at Huizhou Health Vocational and Technical College in Guangdong Province. The sample size is determined by the table of Krejcie & Morgan (1970) and was obtained by stratified random sampled.

Part 2 Key informants for in-depth interviews on vocational education administration guidelines of the administrators of Huizhou Health Vocational and Technical College, Guangdong Province.

The Key informants total 7 persons, consisting of one administrator, 2 Deputy directors, 2 School Administration Committees, and 2 teachers with more than 5 years of work experience by purposive sampling.

Research Instruments

Part 1: The questionnaire on the Vocational Education administration of the administrators at Huizhou Health Vocational and Technical College, Guangdong Province, consists of 4 areas (The United Nations, 2016): 1) Management mode of Higher Vocational Colleges 2) Teacher training mechanism 3) School running conditions and 4) Management principles

Part 2: The semi-structured interview. Used to collect data with the key informants of Huizhou Vocational and Technical College of Health, Guangdong Province.

Creating Data Collection instruments

1. Apply the results of Part 1, Part 2 with the lowest mean in each area, and Part 3, Guidelines for Operational Development. Be analyzed and asked questions.
2. Create a semi-structured interview
3. Take the interview form to the research paper advisor to check the suitability of the interview and the content. Make improvements according to the recommendations of research advisors.
4. Take the interview form to the expert to verify the correctness of the questions.
5. Proceed to collect the data in the next order.

Data Collection

1. Request permission letter to collect data from the Faculty of Education Bangkokthonburi University to the target audience.
2. Take a letter asking permission to collect information from the Faculty of Education. Bangkok Thonburi University to the target audience asks for permission to interview guidelines for the development of Huizhou Vocational and Technical College, Guangdong Province.
3. The researcher interviewed the target audience.
4. The researcher examined the validity of the interview form.

Data Analysis

Part 1 analyzes the general information about the situation of the respondents by dividing the frequency, finding out the percentage, and using it as a table of the article at the end of the table.

Part 2 analyzes the operation data of the subordinate schools of Huizhou Vocational and Technical College in Guangdong Province, and obtains the mean and standard deviation.

Part 3 uses the principle of content analysis to analyze the data and guidelines for the development of academic operations.

Data analysis results

Part 1: To study the Vocational Educational Administration of the administrators of Huizhou Health Vocational and Technical College in Guangdong Province,.
The results of the analysis are shown in Table 1. -4.7

Table 1: General information of the respondents

Faculty	Teachers	Percentage
1. Nursing faculty	45	24.86
2. laboratory faculty	36	19.89
3. Chinese Medicine faculty	32	17.68
4. stomatology faculty	38	21.00
5. pharmacy faculty	30	16.57
Total	181	100

From Table1, it was found that the vocational education administration guidelines of Huizhou Health Vocational and Technical College, Guangdong Province had respondents as teachers classified by faculties as follow.The nursing faculty had 45 people representing 24.86%, laboratory faculty had 36 people representing 19.89%, Chinese Medicine faculty had 32 people representing 17.68 %, stomatology faculty had 32 people representing 17.68%, stomatology faculty had 38 people representing 21.00%, and Pharmacy faculty had 30 people representing 16.57%.

Table 2: Means Standard Deviation of Vocational Education Administration of Huizhou Vocational and Technical College of Health, Guangdong Province.The People's Republic of China. Overall and each aspect.

(n=181)

No.	Details	$\bar{X}$	S.D.	Level
1	Management mode of Higher Vocational Colleges	4.02	0.54	Highest
2	Teacher training mechanism	3.58	0.76	High
3	School running conditions	4.02	0.43	Lowest
4	Management principles	4.03	0.63	Moderate
Total		3.43	0.59	Moderate

From Table 2 was found that the management mode of higher vocational colleges at Huizhou Vocational and Technical college of health, Guangdong Province, overall a Moderate level ($\bar{X}$ = 3.43). Considering each aspect, it was found that all aspects were at different levels. The Management mode of higher vocational colleges had the highest mean ($\bar{X}$ = 4.02), followed by teacher training mechanism ($\bar{X}$ = 3.58), and School running conditions had the lowest mean. ($\bar{X}$ = 4.02).

Table 3: Show the Mean, Standard Deviation, and level of Vocational Education Administration of Huizhou Vocational and Technical College of Health, Guangdong Province: Management mode of Higher Vocational Colleges aspect.

(n=181)

No.	Management mode of Higher Vocational Colleges	$\bar{X}$	S.D.	Level
1	Explore the needs of students and business organizations for vocational education in college.	3.74	0.88	High
2	There is a modern curriculum. Keep pace with continuous changes	3.65	0.96	High
3	Organize bilateral learning to make learners have higher quality and professional competency	3.75	0.70	High
4	There is an improvement in the curriculum of educational institutions that use both knowledge, competence, and professional skills to have	4.15	0.61	High

No.	Management mode of Higher Vocational Colleges	$\bar{X}$	S.D.	Level
	educational management guidelines in the same direction.			
5	Have an action plan and a systematic teaching and learning process with professional experience training to achieve higher professional standard skills	4.25	0.72	High
6	There is a learning process for professional practice. To provide students with quality professional life skills.	4.54	0.94	Highest
7	Have connections with various agencies, both government and private sectors for professional practice.	4.10	0.93	High
8	Arrange for a consistent and clear transfer of learning outcomes.	3.94	0.76	High
Total		4.02	0.81	High

From Table 3 was found that the management mode of higher vocational colleges at Huizhou vocational and technical college of health, Guangdong Province, The People's Republic of China overall a high level ($\bar{X}$ = 4.02), when considering each item, it was found that all items were at a different level. There is learning process for professional practice and providing students with quality professional life skills was the highest ($\bar{X}$ = 4.54), followed by having an action plan and a systematic teaching and learning process with professional experience training to achieve higher professional standards skills ($\bar{X}$ = 4.25), and there is a modern curriculum. keep pace with continuous changes was the lowest ($\bar{X}$ = 3.65).

Table 4: Show the Mean, Standard Deviation, and level of Vocational Education Administration of Huizhou Vocational and Technical College of Health, Guangdong Province: Teacher training mechanism aspect.

(n=181)

No.	Teacher training mechanism	$\bar{X}$	S.D.	Level
1	Encourage personnel to study visits about vocational teaching and learning with outstanding quality.	3.94	0.48	High
2	The standard of knowledge and professional standards of teachers is regularly tested.	4.03	0.46	High
3	provide supervision, follow-up, teaching, and learning management continually	4.03	0.36	High
4	Use an appropriate variety of supervision styles.	4.12	0.37	High
5	Organize a meeting for teachers, and personnel in educational institutions. In order to exchange and learn every month continuously	4.62	0.43	Highest
Total		4.15	0.42	High

From Table 4 was found that the teacher training mechanism at Huizhou Vocational and technical college of health, Guangdong Province, overall, a high level ($\bar{X}$ = 3.55). Considering each aspect, it was found that all aspects were at a high level. Organize a meeting for teachers, and personnel in educational institutions. In order to exchange and learn every month continuously was the highest ($\bar{X}$ = 4.62), and encouraging personnel to study visits about vocational teaching and learning with outstanding quality was the lowest ($\bar{X}$ = 3.94).

Table 5: Show the Mean, Standard Deviation, and level of Vocational Education Administration of Huizhou Vocational and Technical College of Health, Guangdong Province: School running conditions

(n=181)

No.	School running conditions	$\bar{X}$	S.D.	Level
1	The academic programs of vocational colleges are accepted by the general public.	3.65	0.93	High
2	Encourage personnel in educational institutions to apply research to solve teaching and learning problems for higher quality.	3.97	0.88	High
3	students who graduated in each field Most of them are employed by various agencies, both business and government organizations.	4.15	0.69	High
4	Awards for participating in the competition for the professional work of students	3.96	0.59	High
5	Encourage students' works to be exhibited in various activities of departments and external organizations.	4.06	0.78	High
6	Promote the dissemination of works through various methods and modern technology.	3.81	0.83	High
7	There are public relations for outsiders to acknowledge the results of operations. And success in the management of college education	3.97	0.70	High
8	Encourage teachers to continue their studies and gain educational qualifications. Meet and correspond to the learning needs of the learners	4.28	0.88	High
9	Encourage planning and establishing a clear vocational training calendar.	4.32	0.78	High
Total		4.02	0.78	High

From Table 5 was found that the School running conditions at Huizhou Vocational and Technical College of Health, Guangdong Province, overall a high level ($\bar{X}$ = 4.02), when considering each item, it was found that all items were at a high level. Encouragement

planning and establishing a clear vocational training calendar was the highest ($\bar{X}$ = 4.32), followed by encouraging teachers to continue their studies and gain educational qualifications. Meet and correspond to the learning needs of the learners ($\bar{X}$ = 4.28), and the academic programs of vocational colleges accepted by the general public were the lowest ($\bar{X}$ = 3.65).

Table 6: Show the Mean, Standard Deviation, and level of Vocational Education Administration of Huizhou Vocational and Technical College of Health, Guangdong Province, The People's Republic of China: Management principles

(n=181)

No.	Management principles	$\bar{X}$	S.D.	Level
1	Continuously promote professional seminars in each field of study.	3.97	0.71	High
2	Apply the results from the seminar to solve problems or develop professional knowledge.	3.84	0.69	High
3	Opportunities for all sectors to participate in all vocational education promotion activities.	4.09	0.67	High
4	The university administrators have coordinated with other agencies. To be used as a place to practice professional experience	4.21	0.87	High
5	Administrators apply the vocational education management process to manage appropriately.	4.14	0.64	High
6	Encourage the establishment of continuous professional competency development projects.	3.82	0.63	High
7	There is a continuous and systematic evaluation of teaching and learning management.	4.12	0.72	High
8	Promote systematic quality assurance of education.	4.05	0.61	High
Total		4.03	0.69	High

From Table 6 was summarized that the management principles at Huizhou Vocational and Technical College of Health, Guangdong Province, overall a high level ($\bar{X}$ = 4.03), when considering each item, it was found that all items were at a high level. The university

administrators have coordinated with other agencies. To be used as a place to practice professional experience was the Highest ($\bar{X}$ = 4.21), followed by administrators applying the vocational education management process to manage appropriately ($\bar{X}$ = 4.14), and encouraging the establishment of continuous professional competency development projects was the lowest ($\bar{X}$ = 3.82).

Table 7: Frequency of the Vocational Educational Administration guidelines of the administrators of Huizhou Health Vocational and Technical College in Guangdong Province, The People's Republic of China.

(n=181)

Vocational Educational Administration guidelines of the administrators	Frequency	Number
<i>Management mode of Higher Vocational Colleges</i>		
1. Provide up-to-date curriculum to keep pace with change	54	1
2. Prepare a survey on the needs of students and vocational business organizations in the college.	35	8
<i>Teacher training mechanism</i>		
1. Arrange to take teachers on field trips at least once a year.	49	2
<i>School running conditions</i>		
1. Organize public relations to disseminate the work to the public through a variety of methods.	33	7
2. Allocate a budget to support the submission of works to participate in the competition	45	3
3. Announcement to honor teachers and students with outstanding performance.	40	5
<i>Management principles</i>		
1. Organize training, and workshops, or take teachers on field trips once a year.	43	4
2. Promote classroom research or research for the development	38	6

From Table 7 shows that the Vocational Educational Administration guidelines of the administrators of Huizhou Health Vocational and Technical College in Guangdong Province: Guidelines for the development of a vocational college administration model is

1) Provide up-to-date curriculum to keep pace with change have frequency 54, 2) Prepare a survey on the needs of students and vocational business organizations in the college to have frequency 35, Guidelines for the teacher training mechanism: 1) 1. Arrange to take teachers on field trips at least once a year to have frequency 49 guidelines for the school running conditions: 1) Organize public relations to disseminate the work to the public through a variety of methods to have frequency 33, 2) Allocate a budget to support the submission of works to participate in the competition to have frequency 35, 3) Announcement to honor teachers and students with outstanding performance to have frequency 40, Guidelines for the Management principles: 1) Organize training, and workshops, or take teachers on field trips once a year to have frequency 43, 2) Promote classroom research or research for the development to have frequency 38.

Part 2: Result of the Vocational Educational Administration guidelines of the administrators of Huizhou Health Vocational and Technical College in Guangdong Province, The People's Republic of China.

The Vocational Educational Administration guidelines of the administrators of Huizhou Health Vocational and Technical College in Guangdong Province were preliminary studies. The results of the study in phases 1, 2, and 3 were obtained from the questionnaire by taking the question with the lowest means of each aspect to create an interview question. Qualified person in order to obtain guidelines for the development of vocational college management as follows.

From the interviews with experts, it can be concluded that Vocational Educational Administration guidelines of the administrators of Huizhou Health Vocational and Technical College in Guangdong Province, The People's Republic of China The interview summary is shown in Table 8 as follows:

Table 8: Concluded interviews with experts

Guidelines for experts to consider	Development guidelines for experts
1. Management mode of Higher Vocational Colleges	1. Management mode of Higher Vocational Colleges it can be concluded that the Vocational

Guidelines for experts to consider	Development guidelines for experts
	Educational Administration guidelines of the administrators of Huizhou Health Vocational and Technical College in Guangdong Province 1) Need to carry out action plans and systematic teaching and learning processes in terms of efficient management and have professional experience training to achieve higher professional standards and skills. Secondly. 2) They need to continuously explore the impact of students and business organizations on colleges and universities and the need for vocational education, the third point. 3) Needs to organize bilateral learning, so that learners have higher quality and professional ability, and then professional practice. 4) Needs to have a learning process, provide students with high-quality professional life skills, and arrange the consistent and clear transfer of learning results, to spread knowledge more widely. 5) Increase modern courses that keep pace with the times, establish mutually beneficial cooperative relations with various institutions of government and private enterprises, provide students with a platform for professional practice, and let knowledge, ability, and professional skills

Guidelines for experts to consider	Development guidelines for experts
	move towards the same goal direction development.
2. Teacher training mechanism	2. Teacher training mechanism Improving Teacher Training Mechanisms: In terms of teacher training mechanisms of Guangdong Huizhou Health Vocational College in Guangdong Province. 1) Needs to continuously provide supervision, follow-up, teaching and learning management, regularly test the knowledge level and professional level of teachers 2) Encourage high-quality professional teaching staff to come to the school to study, visit, and use. 3) Use appropriate supervision methods.
3. School running conditions	3. School running conditions Improving School Operational conditions, can be concluded that the vocational education administration guidelines of Huizhou Health Vocational and Technical College Administrators Guangdong Province: School performance conditions in terms of teaching environment: 1) Need to encourage the planning and establish a clear vocational training calendar 2) Encourage teachers to continue their studies and obtain educational qualifications. Meet and respond to the learning needs of learners. 3) Encourage students' works to be exhibited in various activities of the

Guidelines for experts to consider	Development guidelines for experts
	department and external organizations and participate in competitions in professional fields. 4) Promote the learning dissemination of various methods and modern technologies, and use them for their own majors 5) Promote various Students in the field to enter various institutions and commercial government organizations. 6) Enhance the study and display dissemination of relevant academic courses and academic achievements.
4. Management principles	4. Management principles It can be concluded that the vocational education management guidelines of the administrators of the Huizhou Health Vocational and Technical College, Guangdong Province in terms of management principles: 1) Continuously promote professional seminars in each field of study. 2) Apply the results from the seminar to solve problems or develop professional knowledge. 3) Opportunities for all sectors to participate in all vocational education promotion activities. The university administrators have coordinated with other agencies. To be used as a place to practice professional experience 4) Administrators apply the vocational education management process to manage appropriately.

Guidelines for experts to consider	Development guidelines for experts
	5) Encourage the establishment of continuousm professional competency development projects. 6) There is a continuous and systematic evaluation of teaching and learning management. 7) Promote systematic quality assurance of education

Table 8: found that:

Guidelines for the vocational administration level of the Huizhou Health Vocational and Technical College Administrator in Guangdong Province 4 areas can be summarized as follow:

Management mode of Higher Vocational Colleges, it can be concluded that the Vocational Educational Administration guidelines of the administrators of Huizhou Health Vocational and Technical College in Guangdong Province;

1) Need to carry out action plans and systematic teaching and learning processes in terms of efficient management and have professional experience training to achieve higher professional standards and skills,

2) They need to continuously explore the impact of students and business organizations on colleges and universities and the need for vocational education, the third point,

3) Needs to organize bilateral learning, so that learners have higher quality and professional ability, and then professional practice,

4) Needs to have a learning process, provide students with high-quality professional life skills, and arrange consistent and clear transfer of learning results, to spread knowledge more widely,

5) Increase modern courses that keep pace with the times, establish mutually beneficial cooperative relations with various institutions of government and private enterprises, provide students with a platform for professional practice, and let knowledge, ability, and professional skills move towards the same goal direction development,

- 6) Needs to continuously provide supervision, follow-up, teaching and learning management, and regularly test the knowledge level and professional level of teachers,
- 7) Encourage high-quality professional teaching staff to come to the school to study and visit,
- 8) Use appropriate supervision methods.
- 9) Needs to encourage to plan and establish a clear vocational training calendar,
- 10) Encourage teachers to continue their studies and obtain educational qualifications. Meet and respond to the learning needs of learners,
- 11) Encourage students' works to be exhibited in various activities of the department and external organizations and participate in competitions in professional fields,
- 12) Promote the learning dissemination of various methods and modern technologies, and use them for their own majors,
- 13) Promote various students in the field enter various institutions and commercial government organizations,
- 14) Enhance the study and display dissemination of relevant academic courses and academic achievements,
- 15) Continuously promote the organization of professional seminars in each field of study,
- 16) Use the results from the seminar to solve problems or develop professional knowledge,
- 17) Opportunities for all sectors to participate in all vocational education promotion activities. The university administrators have coordinated with other agencies. To be used as a place to practice professional experience,
- 18) Administrators apply the vocational education management process to manage appropriately.
- 19) Promote continuous professional competency development projects,
- 20) There is a continuous and systematic evaluation of teaching and learning management, and 21) Promote systematic quality assurance of education.

Discussion

1. Vocational Education Administration of the administrators at Huizhou health vocational and technical college in Guangdong province overall was at a high level. Because The management model of the vocational college systematically operates according to the plan and the teaching and learning process in the same direction and has improved the curriculum of the educational institution to use both knowledge, competence, and professional skills. Consistent with the research of Krittanate Chandaart and Wanich Prasertporn (2021) to present educational institute management guidelines under vocational education standards.

2. Vocational Education Administration of the administrators at Huizhou health vocational and technical college in Guangdong province: The management mode of Higher Vocational Colleges, overall was at a high level. There is an action plan that is linked to various agencies, both public and private in the profession, consistent with the research of Gao Wei Guang (2017) The administrator's role in effective management is that it can help organizations formulate relevant strategic plans and specific goal plans. And can effectively stimulate the enthusiasm of employees. and provides a comparable or important reference for organizational administration, consistent with the research of Nattapatsorn Thanabovornpanich (2018) has studied the subject guidelines for developing management competencies of vocational institutes the results of the study showed that although most institutes provided knowledge in the main vocational fields, they also added knowledge and IT skills for students to apply to develop work/mechanical equipment.

3. Vocational Education Administration of the administrators at Huizhou health vocational and technical college in Guangdong province: the teacher training mechanism overall was at a high level. It was found that 1) Infrastructure, there should be a plan to support knowledgeable and capable people, and it should be constantly updated. 2) From all network, partners to plan, develop, operate, and regularly revise the curriculum. 3) Teachers There should be training, promotion, and support for research work. Through information technology and communication systems Supervision should be followed up. 4) In terms of the learning process, there should be a committee to plan operations. Evaluation and improvement in collection 5) teaching and learning management should have been created Awareness and understanding of the importance to teachers

staff and students Encourage students to use information and communication technology in learning, as well as giving advice. 6) In terms of learning resources, there should be training and development for teachers and personnel within educational institutions to create good attitudes and develop supervision, follow-up, and evaluation systems. Community participation. There should be coordination with the community in use and development. Teaching and disseminating local wisdom in information and communication technology.

4. Vocational Education Administration of the administrators at Huizhou health vocational and technical college in Guangdong province: School running conditions overall were at a high level. Because administrators have a vision of work that is by the plan, as a calendar. It also sees the importance of personnel management, supporting the teacher to develop their potential to progress in the profession. Has studied the subject pattern development managing vocational education courses Diploma level in line with Thailand Education 4.0, it was found that the desirable conditions for the management of the higher vocational diploma curriculum were found that 1) on the effectiveness side, there was a goal for learners to have competence and quality according to vocational education standards. Teaching as a project (Project Base Learning), using information technology to make more media. 3) Internal process efficiency develops teaching and learning systems to be intensive and up-to-date Manage teaching and learning for students to learn a variety of Students can use it. Develop analytical thinking and problem-solving Develop a flexible course curriculum and teaching process that integrate learning and life collaborate with enterprises to develop a competency-based curriculum that is in line with the needs of demand of the labor market Develop an educational quality assurance system teachers and staff are creative.

5. The administration of the career of the management at the Occupational Health and Technical College. Huizhou in Guangdong: The overall management principle is at a high level. We found that the history of higher vocational education in the United Kingdom, the United States, Germany and Japan are the most representative, and summarized relevant experience according to the characteristics of higher vocational education in these countries. Promoting through relevant legislation. In different periods, the United States, in accordance with its socioeconomic development and various requirements, formulated laws and regulations in a timely manner, and used legislative

means to ensure the sustainable development and development of higher vocational education. Consistent with the research of Chalong Noppakhun, (2018: 46) has studied the academic administration of colleges under vocational education in Nakhon Ratchasima Province. The recommendations are as follows: 1) Should cooperate with business enterprises in creating a curriculum to cover the needs of the labor market and the needs of learners. 2) There should be training to educate teachers in organizing teaching and learning activities. Teaching techniques and encouraging teachers to organize a variety of teaching and learning 3) should be followed up 4) Teachers should be encouraged and developed in the production of teaching and learning materials, encouraging learners to invent innovations by using technology media. 5) There should be a measure. Evaluate a wide range of learners. Assessment by the teacher learners and parents and measure results according to real conditions.

Recommendations

Recommendations of research

1. Management mode of Higher Vocational Colleges: Administrators should encourage teachers and related parties to participate in organizing the learning process into professional practice and providing learners with quality professional life skills to develop educational institutions in the same direction. And there should be a systematic action plan and teaching and learning process with vocational training to have a higher professional skill standard and improve the curriculum of educational institutions that use both knowledge, competence, and professional skills to have a management approach. Study in the same direction and have links with various agencies, both government and private sectors in the profession.

2. Teacher training mechanism: Teacher training mechanism: use an appropriate variety of supervision styles. The standard of knowledge and professional standards of teachers is regularly tested and provided supervision, follow-up, teaching, and learning management continually. To exchange and learn every month continuously. Administrators should set the standard of knowledge and professional standards of teachers who are regularly tested and encourage personnel to study visits about vocational teaching and learning with outstanding quality. School running conditions: From the table, opportunities and listening to different opinions of personnel and

suggestions from other people involved, to be used as information to solve problems and is a guideline for the development of educational institutions together was the lowest. Administrators should be flexible and adapt the organization to the circumstances in which they are involved in the performance of certain activities. And has a serious and systematic performance evaluation. There are improvements and improvements.

3. School running conditions: School running conditions: Administrative should encourage to plan and establish a clear vocational training calendar. And encouraging teachers to continue their studies and gain educational qualifications. Meet and correspond to the learning needs of the learners. And encouraging students' works to be exhibited in various activities of departments and external organizations and encouraging personnel in educational institutions to apply research to solve teaching and learning problems for higher quality

4. Management principles: should the university administrators have coordinated with other agencies. To be used as a place to practice professional experience, and administrators apply the vocational education management process to manage appropriately and promote systematic quality assurance of education and there is a continuous and systematic evaluation of teaching and learning management.

Recommendations for the next research

1. Study the influence of the factors affecting administrators in the Vocational Educational Administration of the Huizhou Health Vocational and Technical College Administrator in Guangdong Province, The People's Republic of China.

2. Qualitative research should be conducted to deeply understand the management methods and skills of university administrators, so as to expand educational opportunities in other theoretical frameworks.

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