

# Research on the Problems and Paths of School-Enterprise Teacher Team Building in Vocational Colleges and Universities in the Context of Industry-Education Integration

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**Abstract:** High-level school-enterprise teacher team is an important support for the high-quality development of modern vocational education. By analyzing the current practice of school-enterprise teacher team in vocational colleges and universities under the background of industry-education integration, we summarize the different forms of problematic features in the construction of teacher team, such as differences and conflicts in the subject cooperation, lack of teacher management system, and constraints of individual teachers; analyze the root causes of the dilemma in three dimensions of the cooperation between school and enterprise subjects, the teaching team, and the individual needs, and put forward the establishment of an appropriate management mechanism of the teacher team of vocational colleges and universities and enterprises, enhancement of the cooperation and trust, and the exploration of the path to maximize the effectiveness of individual teachers. It proposes to establish appropriate management mechanism for school-enterprise teachers in vocational colleges and universities, enhance cooperation and trust, and explore the path of maximizing the effectiveness of individual teachers.

**Keywords:** Vocational colleges and universities; Industry-teaching integration; School-enterprise teacher team building

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Creating a high-quality school-enterprise teacher team is an important way to realize the integration of production and education in vocational education, and the many problems that exist in the current practice of school-enterprise teacher team construction are important factors restricting the effectiveness of educating people, and this study attempts to analyze the root causes of the dilemma through the comprehensive presentation of practical problems in the construction of vocational school-enterprise teacher team, with a view to proposing a more optimized path to solve the problem.

## 1. Characterization of the problems in the construction of school-enterprise teachers in vocational colleges and universities

### 1.1 Poor stability of the school-enterprise teaching force

The orientation of vocational colleges and universities to cultivate high-quality applied, compound and innovative talents requires them to focus on the skills, practice, industry and innovation of teachers. However, there is an obvious shortage of teachers who meet the requirements of teachers in vocational colleges in current practice, and there is an obvious lack of personnel from outside the school to teach in vocational colleges and participate in the construction together. Professional teachers on campus who meet the requirements of teachers for industry-teaching integration also show a certain degree of two-way insufficiency of ability and energy, and it is difficult to hire suitable teachers. At the same time, the teaching form of vocational colleges and universities mostly adopts project-based teaching, which requires teachers to carry out practical teaching in depth and students to participate in the whole process.

However, the stage and time limit of the project determines that teachers from industrial enterprises responsible for a certain project will no longer continue to participate in the cooperation of the vocational colleges and universities after completing a certain stage or all the projects, which results in the increase of stage and uncertainty in the participation of teachers from industrial enterprises in the teaching and poorer integration of teachers and students in depth with the schools. Teachers and students are less deeply integrated, and there is a shortage and waste of human resources for school-enterprise teacher cooperation.

## **1.2 Inadequate teacher management mechanisms**

From the viewpoint of the construction practice of vocational colleges and universities, firstly, it is difficult to realize the two-way flow of teachers between schools and enterprises, and local governments and industrial associations do not have a high demand to participate in the management of the teaching force, resulting in the management of the teaching force of vocational colleges and universities is still dominated by the schools, and the way of management is traditional, unitary and limited, so that the two-way flow of teachers between schools and enterprises and other initiatives can not be truly implemented in-depth. Secondly, the limitation of the teacher team management system. Most schools are negligent of the importance of teacher selection, in the requirements of the training system, the school and the line enterprise teacher selection criteria system is inadequate and training system is inappropriate, the overall governance and regulation is weak. At the same time, the school and enterprise teacher labor assessment and evaluation is improper. In the process of evaluation of teachers' labor, the evaluation of school teachers' work does not focus on the practical innovation ability, project cooperation ability and social service contribution, and the assessment of industry and enterprise teachers has less relevance to their actual interests, and the nature of incentive is insufficient.

## **1.3 Imbalance in the development of individual teachers**

Vocational institutions in the industry and enterprise teachers on the teaching theory of the lack of basic knowledge, knowledge of the teaching law, as well as the characteristics of the physical and mental development of higher vocational students of the confusion constraints on the role of enterprise teachers in the actual teaching process; school school teachers source of the structure of the unitary, with the discipline-based knowledge structure, the ability to practice and capture the industrial development of the sensitivity of the insufficient to meet the application of high-skilled core qualities of the requirements. At the same time, teachers of industrial enterprises and school teachers bear double identity, double work and double responsibility. The school teacher's job is an enterprise employee, and due to the limited time and energy, the enterprise teacher's participation in vocational education is insufficient. For school teachers, teaching is their basic responsibility, while teachers need to follow the school's performance appraisal, title evaluation and other human resource management requirements, under the evaluation standard of the performance appraisal system, the teachers' education and teaching input and appraisal of the input behavior shows a conflict.

# **2. The reasons for the development difficulties of the school-enterprise teacher team in vocational colleges and universities are analyzed**

## **2.1 Differentiated cooperation between school and enterprise subjects**

Organizational affiliation is the basis of cooperation between the two subjects of vocational colleges and enterprises, school and enterprise organizational affiliation of the difference between the school and enterprise organization leads to the co-existence of cooperative schools and enterprises in the same organization, but also belongs to their different organizations, the original organization of the heterogeneity of the two sides of the school-enterprise cooperation with the intrinsic goals of motivation and interest orientation, affecting the cooperation behavior and effectiveness. In vocational colleges and universities in the framework of different subjects involved in cooperative schooling, the subjects themselves to form their own different field, the field itself presupposes and produces their own specific forms of interest, the subjects in different fields and the interests of inconsistent expectations and produce staging is inevitable<sup>[1]</sup>. In the school-enterprise teacher structure of vocational colleges and universities, school teachers and enterprise teachers are subordinate to the employer in terms of authority and responsibility as general workers and the original organization. The difference in organizational affiliation is the logical premise for the formation of differences in the behavior of individual teachers, and the subordination of the labor relationship between school and enterprise teachers to a certain extent shows the behavioral orientation of obedience to the original organization and the conflict of the cooperative organization.

## **2.2 Mismanagement of teacher teams**

The formal nature of the faculty in vocational institutions a teamwork with the goal of training people. Stephen P. Robbins, a leading American management expert, points out that a team is a formal group of individuals who collaborate with each other in order to achieve a certain goal. An efficient team not only requires members of the organization to have a clear understanding of the team's

overall goals, but also to consider the relevance of the team's goals and individual goals, is a differentiated unity of individual goals and the overall goals of the organization<sup>[2]</sup>. When the individual goals of school and enterprise teachers and team goals converge, the team vision plays the most efficacy, and vice versa, it presents a realistic representation that hinders the realization of team goals. Effective teams have a sound infrastructure that includes a clear evaluation system, an incentive program that recognizes and rewards team activities, and a supportive human resource system<sup>[3]</sup>. The lack of uniform and distinctive performance evaluation and appropriate incentives for teamwork is a major constraint to the slow development of school-enterprise teacher teams in vocational colleges and universities.

### **2.3 Low attention to individual needs**

Education is the cause of training people, molding people, teaching practice activities include not only the attention of the education object students, but also the need to enhance the attention of the teacher as the main body of the educational activities. On the one hand, vocational colleges, schools and enterprises teachers need to have a lofty sentiments of educating people. Especially for enterprise teachers, expressed as the teachers of teaching beliefs, the pursuit of educational ideals adhere to<sup>[4]</sup>. For the technical backbone of industrial enterprises and the teachers of great national craftsmen, the noble character of teaching and the sentiment of educating people for the country and the industry are the inner spiritual motivation for their participation in the educational activities of vocational colleges and universities. On the other hand, individual needs are the intrinsic motivation for the development of teachers in vocational colleges and universities. According to Simonov, the complexity and richness of human needs most directly express the trend of self-development<sup>[5]</sup>. The individual needs of teachers in vocational colleges and universities for remuneration, growth opportunities, organizational recognition, and value realization permeate teachers' participation in the construction activities of vocational colleges and universities, and affect their commitment to educational and teaching behaviors and teaching effectiveness.

## **3. The path direction of the optimization of the school-enterprise teacher team construction in vocational colleges and universities**

### **3.1 Establishment of appropriate regulatory mechanisms**

First, the empowerment of teachers' governance in vocational colleges and universities. Through the establishment of school and enterprise talent two-way flow mechanism, set up a flexible personnel system to a greater extent to empower the personnel management of vocational colleges and universities, in terms of teacher selection and recruitment, teacher training, performance appraisal, etc., to build a separate adapted to vocational colleges and universities and enterprises teachers of both sides of the governance and implementation of the program. Secondly, to build a reasonable evaluation system and incentive policy. Reasonable evaluation is to make scientific and reasonable judgment on the work undertaken by each teacher in the construction of vocational colleges and universities jointly built by cooperation, and to make overall evaluation on the actual effect of teachers' work and their contribution or value to the organization. It highlights the value concept of people-oriented, combines quantitative assessment with qualitative evaluation, and builds a system in which evaluation is for motivation. Fully understand the needs and personality development needs of different teachers, and promote the consistency between teachers' self-development goals and the organizational goals of vocational colleges and universities with a personalized incentive system.

### **3.2 Enhancing cooperative and trusting parenting synergies**

On the one hand, form a community of teachers' technology research and development by taking industry-university-research as a hand. Establishing the cooperation relationship between the technological innovation team of teachers from industry, school and enterprise, realizing the seamless docking between the knowledge overflow of universities and the key issues of industrial technological innovation, and promoting the two-way flow of knowledge and skills; broadening the channels of teachers' interactive training, reasonably distributing the benefits of teachers' cooperation in research and development between schools and enterprises, establishing the appropriate mechanism of sharing results and risks, and forming a community of technological innovation and research and development. On the other hand, the teamwork trust and motivation are enhanced with the goal of educating people. In the form of teamwork, the school-enterprise teacher team of vocational colleges and universities needs to gather a consensus on cooperation and consciously enhance the value of cooperation. Under the organizational mechanism of industry-education integration, school-enterprise teacher cooperation breaks the cognitive constraints of the original organization, highlights the dynamic role of non-interest factors in a larger pattern, enhances the teacher's nurturing attributes and the emotional care of students' care and respect<sup>[6]</sup>, and enhances the sense of responsibility and sense of mission of nurturing of vocational

college and university teacher teams.

### **3.3 Maximizing the effectiveness of individual teachers**

The first is to balance the individual needs of teachers in vocational colleges and schools with organizational development goals. Attention to teachers' individual needs, changes and growth is the cornerstone for achieving organizational development goals. Balancing the consistency of individual development needs and organizational development goals of teachers in vocational colleges and universities, and stimulating teachers' internal development motivation and creative potential is a realistic need for the construction of vocational colleges and universities' teaching staff. Focus on individual development needs, highlight the realization of the self-worth of the subjectivity of teacher development, and realize the unity of internalization. Secondly, it is to enhance the participation of individual teachers of vocational colleges and universities as . Enhance the school-enterprise teachers' self-consciousness of the turn of educational philosophy, the reflection and correction of teaching practice, the realization of teaching ability and personal improvement. By enhancing the sense of action and value of teachers who are the main subjects of practice, we can stimulate the internal driving force of teachers' independent development, thus promoting the construction of high-quality school-enterprise teacher teams in vocational colleges and universities.

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