

Chapter 4

Research Results

In this chapter, it is divided into three sections, namely 1) general information 2) learning Achievement needs and issues for academic improvement and 3) strategies for building effective collaboration between professional institutions and educational stakeholders.

Part 1 General information

1.1 student

Table 4.1 General information of students

General information		Total(n)=381	
		Frequency	Percentage
Gender	Male	128	33.6
	Female	253	66.4
Total		381	100
Ages	18-20	331	86.0
	21-24	55	13.1
Total		381	100
Time to learn effectively	1-3hours/day	12	3
	4-6hours/day	224	58.7
	7-10hours/day	145	41.3
Total		381	100

1.2 teachers

Table 4.2 General information of teachers

General information		Total(n)=10	
		Frequency	percentage
Gender	Male	4	40
	Female	6	60
Total		10	100
Ages	21-25	0	0
	26-30	2	20
	31-35	3	30
	36-40	1	10
	41-45	2	20
	45-50	1	10
	51 and above	1	10
Total		10	100
Education	Bachelor Degree	2	20
	Master Degree	3	30
	Doctoral Degree	5	50
Total		10	100

Table 4.2 General information of teachers (Cont)

General information	Total(n)=10		
		Frequency	percentage
Years of being a teacher	1-5	0	0
	6-10	1	10
	11-15	2	20
	16-20	2	20
	21-25	3	30
	26-30	1	10
	31-35	1	10
	36-40	0	0
Total	10	100	

According to table 4.2, in the teachers sample group, there are 6 female (60%) and 4 male (40%). About the age, the number of the teacher at the age of 26-30 is 2, accounting for 20%, the number of the teacher at the age of 31-35 is 3, accounting for 31%, the age of 35-40 is 1, accounting for 10%, the age of 41-45 is 2, accounting for 20%, the age of 45-50 is 1, accounting for 10%, and the number of the people at the age of 51 and above is 1 accounting for 10%. About the education, the highest percentage is 50% of master degree, the lowest percentage is 30% of bachelor degree, which is following behind the education degree is doctor degree 20%. Besides, years of being a teacher the highest percentage is 45%, Percentages are sorted from highest to lowest as 30%, 20%,20%,10%, 10%.At last.

Part 2 Needs of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Students.

2.1 student

Table 4.3 Needs of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Students

Questions	n=381		Level of problems
	\bar{x}	S.D	
1. You think that Vocational institutions value the collaboration of schools and educational stakeholders in educating students	4.55	0.37	Highest
2. You think that the teachers students trust that college is good at exploring and using parents' resources to carry out educational activities to establishing partnership between tertiary institutions and stakeholders.	4.53	0.57	Highest
3. You think that the College and student trust their teacher's ability of teach students according to their aptitude.	4.65	0.24	Highest

Table 4.3 Needs of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Students (Cont)

Questions	n=381		Level of needs
	\bar{X}	S.D.	
4. College and students trust teachers can skillfully deal with the conflicts between home and school and actively cooperate with teachers.	4.66	0.22	Highest
5. Students trust and actively cooperate with parents, school teachers, follow school guidance.	4.56	0.36	Highest
6. You are satisfied with the current situation of partnership between tertiary institutions and stakeholders.	4.59	0.34	Highest
7. The college releases relevant resources and activities available in the community to establishing partnership between tertiary and stakeholders.	4.67	0.21	Highest
8. The college issue questionnaires or hold symposiums to understand the status quo of family education and solicit suggestions from school work.	4.53	0.37	Highest

Table 4.3 Needs of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Students (Cont)

Questions	n=381		Level of needs
	\bar{X}	S.D.	
9. The college establish a variety of channels for home school communication, such as QQ group, home school.	4.65	0.41	Highest
10. The teachers are proactive in communicating with educational stakeholders to improve the Achievement of student learning.	4.65	0.24	Highest
11. Teachers inform parents of their expectations and requirements of students in academic performance to exchange information to establish partnership between tertiary and stakeholders.	4.66	0.2	Highest
12. Students actively express their opinions or make suggestions to teachers in school and education stakeholder communications.	4.47	0.46	Highest

Table 4.3 Needs of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Students (Cont)

Questions	n=381		Level of needs
	\bar{x}	S.D.	
13. College respect the law of education, set up courses and arrange teaching according to the characteristics of students at different stages of development.	4.59	0.46	Highest
14. College respects teachers' labor and dedication, respects and recognizes teachers for their own value, and gives teachers freedom to form a personalized educating style.	4.59	0.34	Highest
15. Vocational school teachers see students as independent, whole and unique people, and treat each student with equality and generosity	4.48	0.43	Highest
16. Vocational school teachers see students as independent, whole, unique people and treat each student with equality and generosity.	4.72	0.47	Highest

Table 4.3 Needs of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Students (Cont)

Questions	n=381		Level of needs
	\bar{X}	S.D.	
17. Vocational school teachers love their work, affirm their social status and social value, and respect their profession as educators.	4.61	0.3	Highest
18. It is the responsibility of the faculty to coach teachers on the skills of building partnerships between schools and educational stakeholders.	4.78	0.43	Highest
19. It is the responsibility of the faculty to carry out activities to promote school and education stakeholder partnerships under the direction of the university in order to build partnerships.	4.57	0.36	Highest
20. The student's responsibility is to maintain close contact with the school and educational stakeholders in order to build partnerships to improve the Achievement of student learning.	4.54	0.45	Highest
Total	4.6	0.36	Highest

According to Table 4.3, it can be seen that teachers have the highest level of mastery of skills to build partnerships between schools and educational stakeholders.

Part2 problem of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Students.

Table 4.4 problem of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Students

Questions	n=381		Level of problems
	\bar{x}	S.D	
1. You think that Vocational institutions value the collaboration of schools and educational stakeholders in educating students	4.55	0.37	Highest
2. You think that the teachers students trust that college is good at exploring and using parents' resources to carry out educational activities to establishing partnership between tertiary institutions and stakeholders.	4.53	0.57	Highest
3. You think that the College and student trust their teacher's ability of teach students according to their aptitude.	4.65	0.24	Highest

Table 4.4 Problem of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Students(Cont)

Questions	n=381		Level of problems
	\bar{X}	S.D	
4. College and students trust teachers can skillfully deal with the conflicts between home and school and actively cooperate with teachers.	4.66	0.22	Highest
5. Students trust and actively cooperate with parents, school teachers, follow school guidance.	4.56	0.36	Highest
6. You are satisfied with the current situation of partnership between tertiary institutions and stakeholders.	4.59	0.34	Highest
7. The college releases relevant resources and activities available in the community to establishing partnership between tertiary and stakeholders.	4.67	0.21	Highest
8. The college issue questionnaires or hold symposiums to understand the status quo of family education and solicit suggestions from school work.	4.53	0.37	Highest

Table 4.4 Problem of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Students(Cont)

Questions	n=381		Level of problems
	\bar{X}	S.D	
9. The college establish a variety of channels for home school communication, such as QQ group, home school.	4.65	0.41	Highest
10. The teachers are proactive in communicating with educational stakeholders to improve the Achievement of student learning.	4.65	0.24	Highest
11. Teachers inform parents of their expectations and requirements of students in academic performance to exchange information to establish partnership between tertiary and stakeholders.	4.66	0.2	Highest
12. Students actively express their opinions or make suggestions to teachers in school and education stakeholder communications.	4.47	0.46	Highest

Table 4.4 Problem of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Students(Cont)

Questions	n=381		Level of problems
	\bar{X}	S.D	
13. College respect the law of education, set up courses and arrange teaching according to the characteristics of students at different stages of development.	4.59	0.46	Highest
14. College respects teachers' labor and dedication, respects and recognizes teachers for their own value, and gives teachers freedom to form a personalized educating style.	4.59	0.34	Highest
15. Vocational school teachers see students as independent, whole and unique people, and treat each student with equality and generosity	4.48	0.43	Highest
16. Vocational school teachers see students as independent, whole, unique people and treat each student with equality and generosity.	4.72	0.47	Highest

Table 4.4 Problem of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Students(Cont)

Questions	n=381		Level of problems
	\bar{X}	S.D	
17. Vocational school teachers love their work, affirm their social status and social value, and respect their profession as educators.	4.61	0.3	Highest
18. It is the responsibility of the faculty to coach teachers on the skills of building partnerships between schools and educational stakeholders.	4.78	0.43	Highest
19. It is the responsibility of the faculty to carry out activities to promote school and education stakeholder partnerships under the direction of the university in order to build partnerships.	4.57	0.36	Highest
20. The student's responsibility is to maintain close contact with the school and educational stakeholders in order to build partnerships to improve the Achievement of student learning.	4.54	0.45	Highest
Total	4.6	0.36	Highest

According to Table 4.4, it can be seen that the majority of students rated the questions on improving effective learning the highest level.

2.2 teacher

Table 4.5 Needs of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Teachers

Questions	n=10		Level of problems
	\bar{x}	S.D	
1. You think that Vocational institutions value the collaboration of schools and educational stakeholders in educating students	4.68	0.35	Highest
2. You think that the teachers' students trust that college is good at exploring and using parents' resources to carry out educational activities to establishing partnership between tertiary institutions and stakeholders.	4.69	0.47	Highest
3. You think that the College and student trust their teacher's ability of teach students according to their aptitude.	4.47	0.43	Highest

Table 4.5 Needs of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Teachers(Cont)

Questions	n=10		Level of problems
	\bar{x}	S.D	
4. College and students trust teachers can skillfully deal with the conflicts between home and school and actively cooperate with teachers.	4.49	0.42	Highest
5. Students trust and actively cooperate with parents, school teachers, follow school guidance.	4.49	0.41	Highest
6. You are satisfied with the current situation of partnership between tertiary institutions and stakeholders.	4.66	0.2	Highest
7. The college releases relevant resources and activities available in the community to establishing partnership between tertiary and stakeholders.	4.51	0.4	Highest
8. The college issue questionnaires or hold symposiums to understand the status quo of family education and solicit suggestions from school work.	4.57	0.35	Highest

Table 4.5 Needs of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Teachers(Conti)

Questions	n=10		Level of problems
	\bar{x}	S.D	
9. The college establish a variety of channels for home school communication, such as QQ group, home school.	4.46	0.37	Highest
10. The teachers are proactive in communicating with educational stakeholders to improve the Achievement of student learning.	4.49	0.52	Highest
11. Teachers inform parents of their expectations and requirements of students in academic performance to exchange information to establish partnership between tertiary and stakeholders.	4.57	0.34	Highest
12. Students actively express their opinions or make suggestions to teachers in school and education stakeholder communications.	4.59	0.32	Highest
13. College respect the law of education, set up courses and arrange teaching according to the characteristics of students at different stages of development.	4.5	0.2	Highest

Table 4.5 Needs of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Teachers(Cont)

Questions	n=10		Level of problems
	\bar{x}	S.D	
14. College respects teachers' labor and dedication, respects and recognizes teachers for their own value, and gives teachers freedom to form a personalized educating style.	4.68	0.2	Highest
15. Vocational school teachers see students as independent, whole and unique people, and treat each student with equality and generosity	4.49	0.41	Highest
16. Vocational school teachers see students as independent, whole, unique people and treat each student with equality and generosity.	4.78	0.43	Highest
17. Vocational school teachers love their work, affirm their social status and social value, and respect their profession as educators.	4.5	0.41	Highest

Table 4.5 Needs of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Teachers(Cont)

Questions	n=10		Level of problems
	\bar{x}	S.D	
18. It is the responsibility of the faculty to coach teachers on the skills of building partnerships between schools and educational stakeholders.	4.69	0.46	Highest
19. It is the responsibility of the faculty to carry out activities to promote school and education stakeholder partnerships under the direction of the university in order to build partnerships.	4.66	0.2	Highest
20. The student's responsibility is to maintain close contact with the school and educational stakeholders in order to build partnerships to improve the Achievement of student learning.	4.68	0.37	Highest
Total	4.57	0.35	Highest

According to Table 4.4, it is clear that most teachers and educational co-participants take each student seriously.

2.2 teacher

Table 4.6 Problem of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Teachers.

Questions	n=10		Level of problems
	\bar{X}	S.D	
1. You think that Vocational institutions value the collaboration of schools and educational stakeholders in educating students	4.68	0.35	Highest
2. You think that the teachers students trust that college is good at exploring and using parents' resources to carry out educational activities to establishing partnership between tertiary institutions and stakeholders.	4.69	0.47	Highest
3. You think that the College and student trust their teacher's ability of teach students according to their aptitude.	4.47	0.43	Highest

Table 4.6 Problem of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Teachers(Cont)

Questions	n=10		Level of problems
	\bar{X}	S.D	
4. College and students trust teachers can skillfully deal with the conflicts between home and school and actively cooperate with teachers.	4.49	0.42	Highest
5. Students trust and actively cooperate with parents, school teachers, follow school guidance.	4.49	0.41	Highest
6. You are satisfied with the current situation of partnership between tertiary institutions and stakeholders.	4.66	0.2	Highest
7. The college releases relevant resources and activities available in the community to establishing partnership between tertiary and stakeholders.	4.51	0.4	Highest
8. The college issue questionnaires or hold symposiums to understand the status quo of family education and solicit suggestions from school work.	4.57	0.35	Highest

Table 4.6 Problem of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Teachers(Cont)

Questions	n=10		Level of problems
	\bar{x}	S.D	
9. The college establish a variety of channels for home school communication, such as QQ group, home school.	4.66	0.37	Highest
10. The teachers are proactive in communicating with educational stakeholders to improve the Achievement of student learning.	4.49	0.52	Highest
11. Teachers inform parents of their expectations and requirements of students in academic performance to exchange information to establish partnership between tertiary and stakeholders.	4.57	0.34	Highest
12. Students actively express their opinions or make suggestions to teachers in school and education stakeholder communications.	4.59	0.32	Highest
13. College respect the law of education, set up courses and arrange teaching according to the characteristics of students at different stages of development.	4.5	0.2	Highest

Table 4.6 Problem of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Teachers(Cont)

Questions	n=10		Level of problems
	\bar{X}	S.D	
14. College respects teachers' labor and dedication, respects and recognizes teachers for their own value, and gives teachers freedom to form a personalized educating style.	4.68	0.2	Highest
15. Vocational school teachers see students as independent, whole and unique people, and treat each student with equality and generosity	4.49	0.41	Highest
16. Vocational school teachers see students as independent, whole, unique people and treat each student with equality and generosity.	4.78	0.43	Highest
17. Vocational school teachers love their work, affirm their social status and social value, and respect their profession as educators.	4.5	0.41	Highest

Table 4.6 Problem of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Teachers(Cont)

Questions	n=10		Level of problems
	\bar{x}	S.D	
18. It is the responsibility of the faculty to coach teachers on the skills of building partnerships between schools and educational stakeholders.	4.69	0.46	Highest
19. It is the responsibility of the faculty to carry out activities to promote school and education stakeholder partnerships under the direction of the university in order to build partnerships.	4.66	0.2	Highest
20. The student's responsibility is to maintain close contact with the school and educational stakeholders in order to build partnerships to improve the Achievement of student learning.	4.68	0.37	Highest
Total	4.57	0.35	Highest

According to Table 4.6 shows that the majority of teachers rated the need to establish collaboration between vocational schools and educational stakeholders the highest. Teachers and educational stakeholders are able to treat each student equally and are able to establish cooperation in order to improve the Achievement of student learning and increase students' interest in learning.

Part 3 Strategic guideline for establish of effective cooperation between vocational college and educational stakeholders for the enhancement of learning achievement of the students

Take the ten modules of “ICVE” platform of Jiangsu Finance & Accounting Vocational College as an example, “ICVE” Teaching Manual - ten modules; namely: 1) Login 2) Create Course 3) Course Construction 4) Course Assignment Exam Management 5) Local Upload File 6) Add Topic 7) Add URL 8) Upload Test Questions 9) Course Status Statistics and 10) Student and Class Management. Each module is presented in a graphic format to make it easier for teachers and students to operate the “ICVE” platform. All ten modules were evaluated by three experts (one Thai professor and two native English speakers) in terms of content correctness and suitability and presented in IOC (Index of Consistency) values. The IOC values of all ten modules ranged from 0.8 to 1.0, which means that the “ICVE” platform is acceptable and can be used as a guidebook and a guide to improve the Achievement of student learning in Jiangsu Vocational College of Finance and Economics.

Table 4.7 The Index of Congruence (IOC) of the ten units as well as the two parts in each unit terms of correctness and suitability of the contents.

Topics/Contents	IOC
Unit1: Log In	
1. How to log in	1.0
2. App management	0.66
Unit2: Create Course	
1. Create course cover	0.66
2. Course Content Editor	0.66

Table 4.7 The Index of Congruence (IOC) of the ten units as well as the two parts in each unit terms of correctness and suitability of the contents (Cont)

Topics/Contents	IOC
Unit3: Course Construction	
Topics/Contents	IOC
1. Template Video Links	1.0
2. Picture guide	0.66
Unit 4: Course Assignment Exam Management	
1. Editing of assignments	0.66
2. Editing of exams	0.66
Unit 5: Local Upload File	
1. Classification of information	0.66
2. Local Upload	0.66
Unit 6 Add Topic	
1. Add image	0.66
2. Add Audio	0.66
Unit 7 Add URL	
1. Add URL	0.66
2. Cloud Resources	1.0
Unit 8 Upload Test Questions	

Table 4.7 The Index of Congruence (IOC) of the ten units as well as the two parts in each unit terms of correctness and suitability of the contents (Cont)

Topics/Contents	IOC
1. In the space home page for	0.66
2. Perform in the navigation screen	1.0
Unit 9 Course Status Statistics	
Topics/Contents	IOC
1. Course Learning	0.66
2. Examination results	0.66
Unit 10 Student and Class Management	
1. Student and Classroom Management	0.66
2. Faculty Team and Teaching Assistant Setup	0.66

Table 4.7 shows that the correctness and appropriateness of the ten module contents and the performance of the three experts (one Thai professor and two native English speakers) in terms of IOC (Index of Consistency) are in the range of 0.66-1, which indicates that the "ICVE" platform is acceptable and can be used as a guidebook for Jiangsu Finance & Accounting Vocational College to improve the efficiency of learning and achieve the Achievement of learning with educational stakeholders Improvement The Strategy Guide.