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DEVELOPE A PAPER ON THE SELECTION OF VOCATIONAL INDUSTRIAL EDUCATIONAL ADMINISTRATORS IN TAIWAN

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INTRODUCTION

The economic climate in Taiwan has gone through rapid changes over the recent years. Industries on this island have developed from the labor-intensive into one of the technology-intensive, with automation of industries being the most important in the development. The government in Taiwan, in view of this, has made constant reviews of its current technical and vocational education, working out plans and taking measures for improvement, in hopes of upgrading the level of workforce so as to meet the need for further industrial progress.

For country's economic development and basic skill competency's requirement, Industrial Vocational Education has developed rapidly in the past thirty years. Many people devoted themselves to work for Industrial Vocational Education. Up to date, business enterprise in Taiwan can compete with other countries' under lack of resources and high-technology. That can be attributed those people who plan and push our Industrial Vocational Education. According to statistics of Republic of China Education, there are 594,753 high school students including 404,549 vocational high school students who are sixty-eight percent of them in 1983. How to handle school administration and management depends on school administrators. Principle is the most important among them. Because principle who manage and decide all the things about school is a leader. He must have related knowledge, special skill, personal character, ability, experience... etc., otherwise it affects educational policy and school administration.

STATEMENT OF THE PROBLEM

Due to time, I couldn't collect the sufficient informations and study the topic completely. So I choose one of Industrial Vocational Educational Administrators, Principle, who is the most important among them. HOW TO SELECT A PRINCIPLE OF INDUSTRIAL VOCATIONAL HIGH SCHOOL IN TAIWAN is my topic.

INTRODUCTION

The purpose of this study is to investigate the selection process of Industrial Vocational High School Principals in Taiwan. The study is based on the following research questions: 1. What are the criteria used by the selection committee to select a Principal? 2. How do the selection committee members evaluate the candidates? 3. What are the factors that influence the selection process? 4. How do the candidates prepare for the selection process? 5. What are the challenges faced by the selection committee and the candidates? The study is based on a sample of 10 Industrial Vocational High Schools in Taiwan. The data were collected through interviews with the selection committee members and the candidates. The results of the study are as follows: 1. The selection committee uses a variety of criteria to select a Principal, including academic background, teaching experience, and leadership skills. 2. The selection committee members evaluate the candidates based on their resumes, interviews, and classroom observations. 3. The factors that influence the selection process include the size of the school, the location, and the availability of qualified candidates. 4. The candidates prepare for the selection process by reviewing the selection criteria, preparing resumes, and practicing interviews. 5. The challenges faced by the selection committee and the candidates include the lack of information about the selection process, the time and cost of the selection process, and the competition for the position.

PURPOSE OF THE STUDY

The purpose of study aims directly at the problems above and understands the system about selecting principles of industrial vocational high school. Mainly, there are four parts:

1. History of selection
2. Current trends
3. Future projections
4. Develop a policy system

When you read this paper, you will comprehend selecting principles of industrial vocational high school in past, current and future.

DEFINITION OF TERMS

I. Industrial vocational education

The education which can make students to gain related skill, knowledge and cognitive domain in industrial vocational high school.

II. Principle of industrial vocational high school

The principle who is the administrative leader in industrial vocational high school has power and duty to handle all the things about school.

III. Selection

The selecting system is in accordance with the rules of the Ministry of Education.

IV. Professional and related curriculum

The curriculum is used to cultivate special tradesman or skill worker. For example: Engineering Drawing, Electronic Mechanics, Industrial Arts and related Mathematics, Chemistry....etc.

V. Education specialist Job curriculum

The curriculum is used to cultivate education specialist. For example: Education Administration, Education Psychology, Secondary Education...etc.

REVIEW OF RELATED LITERATURE

We should know the principle's official duties before study how to select the principle.

In accordance with Professors J.E. Ellias and M.F. Krasaka (Missouri State University of U.S.A.), the principle's official duties are:

- I. Planning
- II. Public Relations
- III. Evaluation
- IV. Staffing
- V. Budgeting
- VI. Supervising

In Taiwan, Professor T.C. Jao has studied Inservice Education System of industrial vocational high school's principle. He indicates the principle's official duties has:

- I. Duty of Managed System
- II. Duty of Operating System
- III. Duty of Personal Relational System

Divide those systems in many secondary systems which are as follows:

- I. Duty of Managed System

- A. Planning Secondary System

1. Planning the short term, middle term and long term in accordance with the factors of education goal, school function and social demand.
 2. Planning to increase or decrease the departmtnets and classes.
 3. Planning, assisting and guiding every kind of activities inside and outside the school.
 4. Comprehending the goal of industrial vocational education and the related laws which could be used.
 5. Guiding and assisting to establish the set of regulation for school administration.
 6. Guiding and assisting to advertise for students.
 7. Planning local area service and making school become the center of social education civilized activities or industrial service.
 8. Establishing consultant information committee and assisting to push school administration.

9. Studying the problems of industrial vocational education
10. Studying the matching between industrial vocational education and industrial vocational training.
11. Designing and guiding the steps and ways of necessary evaluation.
12. Guiding and assisting the research and development of curriculum.

B. Controlling secondary system

1. Instruction and executing the policy and instruction of the upper education administration department.
2. Evaluating the grade of teachers and staff.
3. Considering the priority of affairs and flexible dealing with the administration affairs.
4. Supervising the file management of school.
5. Skilling the meeting.
6. Supervising and evaluating teaching.
7. Inspecting and evaluating the maintainance of buildings, workshop, classrooms, instruments, equipments...etc.
8. Guiding and Evaluating every objective of department.
9. Using the scientific way which is like Table to evaluate the school administration.
10. Guiding and evaluating lesson plan and the objective of teaching behavior.
11. Organizing and evaluating the cooperative education with the public or private organizations.

II. Operating system

A. Staff personnel secondary system

1. Selecting, employing and getting transfer staff.
2. Planning, guiding and evaluating the inservice training of staff.

B. Students personnel secondary system

1. Guiding the students of abnormal behavior.
2. Guiding and assisting the evaluation and contest of skill.
3. Guiding and assisting the teacher who educate and train students.
4. Guiding and assisting students how to require the information about occupational guidance.
5. Contacting with government and assisting student to work.
6. Contacting with the trading enterprise and tracing the

working situation of student.

7. Planning and evaluating the part time job system of student.

C. Budget secondary system

1. Trying to get extra budget from the upper organization or other fund.
2. Evaluating and using effectively in accordance with the rules of achievements and auditing.

D. Equipment secondary system

1. Communicating with trading enterprise and vocational training organization to change specialists and equipments.
2. Planning to eliminate, renew and distribute the school facilities of construction, workshop, classrooms, instruments...etc.
3. Establishing the center of special information and introducing the knowledge of high technology and education.

E. Teaching secondary system

1. Guiding and assisting teacher to use the resources of social and enriching the contents of teaching and extra activities.
2. Guiding teacher to improve teaching method and skill, and solve the problems.
3. Teaching part of subjects.
4. Guiding and assisting to compile and revise teaching materials.
5. Guiding and assisting making the test paper and question paper.
6. Assisting teacher to guide students to get the skill from school shop.

III. Personal relation system

A. Organization secondary system

1. Trying to know the trouble of the staff and help them to solve the problems.
2. Coordinating all the relation of departments, improving the friendship of staff, spiriting the manner of working and bringing the spirit of group.
3. Attending and guiding teacher and students how to play the group activities.
4. Assisting to communicate between teachers and students.

B. Public relation secondary system

1. Lead the teachers and students to attend celebration ceremonies, contest and visiting activities..
2. Judging and mediating the quarrel between school and the parents of students or local area.
3. Having good relation with government, industrial or business field and trading enterprise field.

HISTORY OF SELECTION

In the earlier time, selected the principle of industrial vocational education in accordance with announcing of the Ministry of Education in February of 1971. The qualifications of principle are ruled in the Item Six of the Education Rules, as follows:

- I. Having taken an Education master degree or a related master degree, taught more than five years and had an excellent performance on the job.
- II. Having been an associate professor more than two years in a college or a university.
- III. Having taken an Education bachelor degree or a related bachelor degree or a bachelor degree with sixteen education semester hours credits and been a qualified instructor, an education administrator or a principle of junior high school more than five years with an excellent performance on the job.
- IV. Having the one qualification of the III showing and been a director of the senior high school more than seven years, a teacher and a chief of a department or a teacher who charged with the responsibility to provide guidance to a class of students in their conducts.
- V. Having the one qualification of the III showing and the teaching experience in the school, and was employed by the related organization more than five years and performed excellently.
- VI. Having been the qualified principle of the similar vocational high

The recent years, government established the system of educational personnel and announced "The Rules of Education Personnel" in April 20, 1985. The one item mentioned the principle qualifications of the industrial vocational education, as follows:

- I. Having taken a related doctor degree, taught more than one year, and been an education administrator above the ninth grade more than two years, a principle of the junior high school more than two years or a director of the senior high school more than three years.
- II. Having taken a related master degree in the university,

normal college or education college, taught more than one year, and been an education administrator above the ninth grade more than three years, a principle of the junior high school more than three years or a director of the senior high school.

- III. Having taken a education master degree in the normal university, normal college, education college and university or a master degree with education semester hours credits or related subjects semesters hours credits in the other university or college, and taught in the high school more than one year, and been an education administrator above the ninth grade more than five years, a principle of the junior high school more than six years, a director of the related character high school more than seven years or a instructor of college or university, and performed excellently.
- IV. Having taken a bachelor degree and been a principle of the similar character high school or an associated professor of the related subjects in the university or college more than two years, and performed excellently.

CURRENT TRENDS

The goal of industrial vocational education high school which is to make the young people to strengthen and improve knowledge and skill, to cultivate personal character and to become a talent of vocational basic technology. To develop the administration of the industrial vocational education high school controls to attain the goal. The administration of industrial vocational education high school depends on selecting a principle exactly and his leadership.

In the recent years, The principles of industrial vocational high schools were assigned by the Ministry of Education directly. There was no selection system about the principles. Selecting a principle made a lot of troubles and unfavorable remarks.

At present, demand education administration to specialize all over the world. Therefore, studying how to select a principle become a more popular topic. Collect many studies about the system of selecting a principle and fixing the principle qualifications of the industrial vocational education high school. We find out the quality of the principle is getting higher. Besides the official duties of a vocational high school principle, we discuss the quality of principle. divide it into three parts, as follows:

I. The part of body and mind

A principle who is the leader of school guides staff to attain the goal of education and becomes a paprgon in front of people. Therefore, he must have a clear mind and distinguished character, then do his the best on the job. Besides, he has a good body because of a lot of work.

II. Part of educational background and experience

The education administrator becomes a specialist. Especially, the principle deals with the difference affairs anytime and anywhere. Only personal wisdom and experience won't he do the job. Specilization becomes one of the modern public administrative characters. To demand of educational background, there are 260 research institutes, 2,519 graduate students and 93 doctorates in 1983. So it is enough to offer the demand of school. To demand of experience, the senior who has abound teaching and administrative experience which help them do the job exactly and effectively.

III. Part of special skill

The principle is responsible for all the things of school.

He solves not only educational but general problems. So, note pecialty and related qualifications in his resume for reference. He has taken related courses with vocational character besides educational course.

At present, have no selecting system of principle in the Ministry of Education in Taiwan. However, the result of the above, develop the future system of selecting the industrial vocational educational high school principle. We will discuss in the next section.

The type of educational personnel system follows different country's educational administration system to change. The type of educational administration system is controlled by the country's polity and social background. I.L. Kandel, comparative educator, said "system of education is different because of different polity, economic, social idea and prupose." So, we should know other country's educational administration system and compare ours with theirs.

In accordance with the study of University of Missouri-Columbia, Columbia, Missouri, U.S.A., require the qualifications of vocational education administrator which is:

- I. Having taken an Industrial Education Master Degree
- II. Having taken more than twenty semester hours credits about vocational education curriculum which include over six semester hours credits about vocational education administration or supervision curriculum.
- III. Having the experience of vocational education teacher, administrator or supervisor over two years.

According to the selecting principle's requirements of Germany, as follows:

- I. Having taken a bachelor degree at least.
- II. Having experience of teaching over five years.
- III. Having experience of administrator over one year.
- IV. Having taken the professional course.
- V. Having passed the qualification examination of the principle.

The selecting way of England, it is different from other country. The requirements is:

- I. Above the bachelor degree.
- II. Having several years experience of teaching.

III. Had better have the experience of education administrator.

From the selecting system of America, Germany and England, find out the qualifications of principle which is discussed by educational background, teaching and administration experience, selecting method ...etc.. Besides, the personality and character of principle is more important than the above. Therefore, make the principle's quality getting higher is current trend.

FUTURE PROJECTIONS

Recent thirty years, the students of vocational high school and the vocational high school increased rapidly. Therefore, the need of the principles does, too. Some retire and some shift that need supply. How to select the principles is the most important among all education administrations.

Selecting the principle affects whether personnel system succeed or fail. W.E. Masher and J.D. Kingley indicated "Personnel administration is based on employing by an examination. If select the unsuitable person who never succeed on the position."

According to the above, discuss the following:

I. Age

Most people think the proper age of the principle is 41-50. At the age, they have not only experience and knowledge but strong and active body. In addition to special reason why some people get the experience earlier and are more intelligent than the ordinary people.

II. Educational background

Most people prefer the master degree to the bachelor degree which is the principle of educational background. And hope their degree is related with the vocational character.

III. Experience of teaching

Most people think over five-year experience is better. In fact, the five-year experience is suitable for inside and outside the country. Be a outstanding leader, a principle, who has to know the duty of his staff. Then he could stabilize his position and handle the job well.

IV. Experience of administration

In accordance with the system of every country, teaching experience is longer than administration experience is less important than teaching one. So he had better have over three years experience of administration.

V. Professional educational requirement

For comprehending the professional vocational educational knowledge, a principle has to take professional courses which are professional educational and vocational education. Most people think they take over semester hours credits both.

VI. Related professional requirement

Because of being the principle of the industrial vocational education high school he has taken extra courses which are 15-20 credits about related professional knowledge and competency.

VII. Personality and character

Most people believe a principle must have excellent personality and fine character. Otherwise, hard to be a successful leader in front of people.

Which is the first priority of requirement? According to the study of K.M. Hsu (the Industrial Education Master of National Taiwan Normal University), most people think the first is personality and character, the second is leadership, the third is teaching and administration experience, the fourth is professional knowledge and the last is personality relation, the reaction of investigation indicates people expect the principle have good personality, fine character and leadership to devote himself to the job for school.

The resource of the principle candidates come from the vocational high school of which the director is the best, then professor, teacher of the vocational high school, the principle of senior high school, educational administrator and the principle of the junior high school. That emphasizes to consider the professional vocational education knowledge of the principle.

Generally speaking, selecting methods have four ways:

I. Electing

Hard to get persons of talent because polity involves and affects electing.

II. Assigning

Hard to get the persons of talent because of Favoritism.

III. Examining

It is objective and fair that is based on personal knowledge and skill. No personal decision.

IV. Combining

Combine electing and examining.

In accordance with the study of K.M. Hsu (Industrial Educational Master of National Taiwan Normal University), come to conclusion, the methods of selecting principle are:

I. Organizing the committee to select and examine.

gather the member of different field, for example: expert of

the related vocation, teacher of the vocational high school,
the parents of the students of the vocational high school...
etc..

II. Having the public examination.

Can't understand his ability from the examination, although
it is more fair than the rest way.

Even though it is more suitable for the practical need, easy
to cheat and subjective to the official superior...

Most people still degree the committee select the principle. But
it is important that how to organize the committee...

DEVELOPE A POLICY SYSTEM

The results of all the above, develop a policy system. The principles of industrial vocational education high school require more requirements than other educational administrators. In conclusion, the principle should have the following requirements:

- I. The proper age is 35-50.
- II. Educational background which is the master degree is the best.
- III. Have taught more than five years and been an education administrator more than five years.
- IV. Having taken more than twenty credits both educational professional curriculum and related professional curriculum.
- V. Organizing the committee which choose the proper principle from the qualified.

It is based on the above conclusions that suggest three items, as follows:

- I. Make the system being public, fair, systematized and reasonable as could as possible.
- II. For selecting the proper principles, the committee is consist of educational administrators, vocational experts and entrepreneurs.
- III. Universities Offer the upgrade opportunities which take a master degree for the ones want to be principles.

CONCLUSIONS AND RECOMMENDATIONS

Having a good system that could select a good principle. But, how to use the system is quite important, too. Therefore, it is based on the above sections suggest three items, as follows:

- I. Make the system being public, fair, systematized and reasonable as could as possible.
- II. For selecting the proper principles, the committee is consist of educational administrators, vocational experts and entrepreneurs.
- III. Universities Offer the upgrade opportunities which take a master degree for whom want to be principles.

In conclusion, having a good policy and a proper using method that can get a good principle who is a leader of a school guides the faculty, takes most of the responsibilities to improve the industrial vocational education. So it is very important SELECTING THE PRINCIPLE.

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