

DEVELOPING STRATEGIC MANAGEMENT GUIDELINES FOR THE ENHANCEMENT OF COOPERATIVE RELATIONSHIP BETWEEN SECONDARY VOCATIONAL SCHOOLS AND COMMUNITIES OF GUANGXI ELECTRO-MECHANICAL INDUSTRY SCHOOL, CHINA

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Abstract

The objectives of this study were: 1) to investigate the problems and needs for a strategic management guideline for secondary vocational schools to strengthen their partnership with the community; and 2) to develop a strategic management guideline for secondary vocational schools to strengthen their partnership with the community. This study employed Guangxi Mechanical and Electrical Industrial School in China as research samples. The samples in this study, namely 160 school members and 288 community members. The survey employed a questionnaire as the research instrument and consisted of three parts. In addition, a set of questions was employed as a tool for focus group discussions. All questions in the questionnaire were evaluated and approved by three experts to ensure their correctness in terms of IOC scores. A Likert scale was used to rate or rank the respondents' opinions on various aspects of strengthening the partnership between secondary vocational schools and the community. The information and data collected were analyzed through the content analysis method and presented in terms of frequency, mean, and standard deviation. The results of the study indicated that 1) the problems and needs of partnership between secondary vocational schools and the community was rated "highest". 2) In addition, the strategic management guidelines developed consisted of four modules: namely 2.1) Conceptual renewal is the key of the enhancement of cooperative relationship, 2) Sound mechanisms as a guarantee of the enhancement of cooperative relationship, 2.3) Capacity enhancement is at the heart of the enhancement of cooperative relationship, 2.4) Two-way interaction as a guideline of the enhancement of cooperative relationship. Three experts assessed and approved the correctness and applicability of each module. The developed strategic management guidelines were applicable to strengthen the partnership between schools and the community.

Keywords: Strategic management guidelines, Cooperative relationship, Secondary vocational schools and communities

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Introduction

With the development of society, China's urban management system is gradually completing the transition from a "unit system" to a "community system". (Wang, 2008, p.133) This has forced the always closed schools have to open up to the community, and strive to seek resources and other aspects of joint cooperation. (Deng, 2007, p.1) The community, as a territorial society, is the most direct social environment of the school. It has become a new trend for schools to have close contact and seek cooperation with the community. (Long, 2019, pp.2-3) The interaction between schools and communities is becoming a positive strategy for practicing the concept of lifelong education and building a learning society. (Liu, 2003, pp.24-25) Schools can contribute to the development of the times by understanding the talents to be cultivated in the times and the actual needs of the society on the basis of the interactive relationship with the community. Therefore, correctly guiding and actively prompting schools to cooperate with the community is of great significance in maintaining the stable development of schools and further promoting community building. (Sun, 2011, p.12)

The Decision of the Central Committee of the Communist Party of China on the Reform of the Educational System issued by China in 1985 pointed out that: "After the reform, it is necessary to create a new situation in the educational work, so that the basic education will be effectively strengthened, the vocational and technical education will be widely developed, the potential of higher education will be fully utilized, the education in school and the education outside the school and the education after school will be carried out side by side, and the education at all levels and all kinds of education will be able to proactively Adapt to the multifaceted needs of economic and social development" (Liu, 2003, pp.8-9) Vocational education, as a type of education, has its unique attributes of vocational and technical (Liu, 2003, pp.106-110). This attribute emphasizes more on the initiative of the school, which requires the school to be able to take the initiative to come out and actively integrate into the development of the community, enterprises and industries, to realize the integration of industry and education, and the symbiosis between the school and the community.

Therefore, exploring the effective interaction between vocational schools and communities, establishing a good partnership, and giving full play to the integration function of vocational schools and communities will be the new trend of vocational school education reform. The research purpose of this paper is to analyze the current situation of the partnership between vocational schools and communities in China, to explore the problems and needs of both sides in the cooperation, and to try to put forward targeted strategies and suggestions, in an attempt to provide some references for the practical research on the issue of cooperation between secondary vocational schools and communities in China.

Research Objectives

The following were the specific research objectives addressed in this study.

1. To investigate needs and problems of cooperative relationship between secondary vocational schools and communities.
2. To develop strategic management guidelines for the enhancement of cooperative relationship between secondary vocational schools and communities.

Research Method

Population and Samples

Population

This study will be conducted of Guangxi Electro-mechanical Industry School in Nanning City, Guangxi Autonomous region, China, as a case study. The research population for this research project would be 266 school members (including teachers and school administrators), and 1023 community members (including parents and community workers).

Samples

In this research, the sample groups will be divided into 2 groups; namely, 160 school members and 288 community members (krejcie & Morgan, 1970, pp.607-610). The respondents will be obtained through stratified random sampling technique. Moreover the 3 specialists will be used for the focus groups discussion meeting.

Research Instrument

For the investigation of needs and problem, Questionnaires will be used as a research instrument. The survey will be in the form of an online questionnaire, which consisted of three parts, namely, 1) general information; 2) problems of cooperative relationship between secondary vocational schools and communities; and 3) needs of strategic management guidelines for the enhancement of cooperative relationship between secondary vocational schools and communities.

Each question in the questionnaire was evaluated and approved by the three specialists. Each question was evaluated for its validity in terms of the IOC score ranging from 0.66 to 1. In addition, the questionnaire will be evaluated for its reliability through Cronbach Alpha Coefficient which must be at 0.80 or more (Cronbach, 1951, pp. 297-334). For the developing of strategic guidelines, a set of questions for the focus groups discussion meet will be used to recruit ideas, suggestions and comment from the 3 specialists.

Data Collection

For the investigation of needs and problems, the research herself collected the data and information from the sample groups online via emailing. 160 school questionnaires were distributed and 155 questionnaires were returned, a recovery rate of 96.88%. Community questionnaires were distributed in 288 copies, with 280 recovered, a recovery rate of about 97.22%.

Data Analysis

The data and information collected will be analyzed and interpreted and then expressed in terms of frequency count, percentages, mean (), and standard deviations (S.D.). The Five Point Likert Rating Scale was used to evaluate the respondents' needs and problems of cooperative relationship between secondary vocational schools and communities. In addition, the comments, ideas, and suggestions from the 3 specialists obtained from the focus group discussion meeting, will be analyzed in terms of correction and suitability for the contents of the guidelines through content analysis.

The criteria and define at the range of the mean scores as the following: The ideas and comments from the 3 specialists obtained from the focus group discussion meeting were analyzed by using Quantitative Research Method and then used to correct and improve the contents of the management guideline handbook. Rating reference table: (Srisa-ard, 2002, p. 103)

weight/Scale	Mean Range	Verbal Interpretation
5	4.51-5.00	Highest
4	3.51-4.50	High
3	2.51-3.50	Middle
2	1.51-2.50	Low
1	1.00-1.50	Lowest

Conclusions

General information of school members, in the school sample group, there are 73 male, accounting for 47.10%, and 82 female, accounting for 52.90%. The school members are predominantly girl. In terms of age, most of the sample group are in the age between 26 to 35 (40.65%) and are in between 36 to 50 (43.87%). In the remaining data, there are 6 school members aged under 26, accounting for 3.87%, and 11 school members over 50, accounting for 11.61 %. In terms of profession, teachers were in the majority with 107, accounting for 69.03%, and school administrators with 48, accounting for 30.97%. In terms of communities, urban communities have the highest percentage with 113 persons, accounting for 72.90%, while rural communities have a lower percentage with 42 persons, accounting for 27.10%.

General information of community members, in the community sample group, there are 86 male, accounting for 30.71%, and 194 female, accounting for 69.29%. The community members are predominantly girl. In terms of age, most of the sample group are in the age between 26 to 35 (59.74%) and are in between 36 to 50(36.67%). In the remaining data, there are 3 community members aged under 26, accounting for 2.56%, and 27 community members over 50, accounting for 1.03%. In terms of profession, parents

were in the majority with 257, accounting for 91.79%, and community workers with 23, accounting for 8.21%. In terms of communities, urban communities have the highest percentage with 187 persons, accounting for 66.79%, while rural communities have a lower percentage with 93 persons, accounting for 33.21%.

Problems of cooperative relationship between secondary vocational schools and communities for school members, as you can see in the table, it is indicated that the problems of cooperative relationship between secondary vocational schools and communities in the opinions of school members are at the highest level. ($\bar{X} = 4.75$, S.D. = 0.56).

Problems of cooperative relationship between secondary vocational schools and communities for community members, as you can see in the table, it is indicated that the problems of cooperative relationship between secondary vocational schools and communities in the opinions of community members are at the highest level. ($\bar{X} = 4.74$, S.D. = 0.58).

Needs of the enhancement of cooperative relationship between secondary vocational schools and communities for school members, as you can see in the table, it is indicated that the needs of the enhancement of cooperative relationship between secondary vocational schools and communities in the opinions of school members are at the highest level. ($\bar{X} = 4.77$, S.D. = 0.53).

Needs of the enhancement of cooperative relationship between secondary vocational schools and communities for community members, According to table 4.6, as you can see in the table, it is indicated that the needs of the enhancement of cooperative relationship between secondary vocational schools and communities in the opinions of community members are at the highest level. ($\bar{X} = 4.78$, S.D. = 0.53).

The strategic management guidelines for the enhancement of cooperative relationship between secondary vocational schools and communities of Guangxi Electro-mechanical Industry School are through the expert review. It can be used as the strategic management guidelines for the enhancement of cooperative relationship between secondary vocational schools and communities of Guangxi Electro-mechanical Industry School.

The strategic management guidelines for the enhancement of cooperative relationship between secondary vocational schools and communities of Guangxi Electro-mechanical Industry School of four units; namely; 1) Conceptual renewal is the key to secondary vocational school-community partnerships; 2) Sound mechanisms as a guarantee of cooperation between secondary vocational schools and the community; 3) Capacity enhancement is at the heart of secondary vocational school-community partnerships; and 4) Two-way interaction as a guideline for cooperation between secondary vocational schools and communities. All the four units evaluated by the three specialists in terms of correctness and suitability of the contents and presented in terms of IOC (Index of

Congruence) values. All four units were evaluated and possessed the IOC values from 0.67 to 1.00 meaning the developed strategic management guidelines for the enhancement of cooperative relationship between secondary vocational schools and communities of Guangxi Electro-mechanical Industry School was acceptable and could be used as the strategic management guidelines for the enhancement of cooperative relationship between secondary vocational schools and communities of Guangxi Electro-mechanical Industry School.

Strengthening the partnership between secondary vocational schools and the community is mainly about enhancing the mutual provision and utilization of resources and services in terms of content, and strengthening two-way participation in terms of form. Based on a survey of the current situation of cooperation between secondary vocational schools and the community and an analysis of the problems, an effective strategy management guide for strengthening the cooperative relationship between the two is proposed.

A management guideline handbook including four units, namely: 1) Conceptual renewal is the key of the enhancement of cooperative relationship between secondary vocational schools and communities; 2) Sound mechanisms as a guarantee of the enhancement of cooperative relationship between secondary vocational schools and communities; 3) Capacity enhancement is at the heart of the enhancement of cooperative relationship between secondary vocational schools and communities; and 4) Two-way interaction as a guideline of the enhancement of cooperative relationship between secondary vocational schools and communities. All the four units evaluated by the three specialists in terms of correctness and suitability of the contents and presented in terms of IOC (Index of Congruence) values. All four units were evaluated and possessed the IOC values is 1.00 meaning the developed strategic management guidelines for the enhancement of cooperative relationship between secondary vocational schools and communities of Guangxi Electro-mechanical Industry School was acceptable and could be used as the strategic management guidelines for the enhancement of cooperative relationship between secondary vocational schools and communities of Guangxi Electro-mechanical Industry School.

Unit 1 Conceptual renewal is the key of the enhancement of cooperative relationship between secondary vocational schools and communities

At present, in order to transform the theoretically strengthened construction of the cooperative relationship between secondary vocational schools and communities in China into reality, the first step is to update the concept. Concept is the precursor of practice, which guides the cooperative behavior of both parties. In general, secondary vocational schools and communities should have the following kinds of consciousness.

Unit 2 Sound mechanisms as a guarantee of the enhancement of cooperative relationship between secondary vocational schools and communities

In order to strengthen the benign operation of cooperation between secondary vocational

schools and the community, there must be a sound mechanism to guarantee. The guarantee mechanism, incentive mechanism and evaluation mechanism are indispensable for the cooperation, and the perfection or otherwise of these mechanisms directly constrains the cooperation process between secondary vocational schools and communities.

Unit 3 Capacity enhancement is at the heart of the enhancement of cooperative relationship between secondary vocational schools and communities

In order to promote enhanced cooperation between secondary vocational schools and communities, it should be centered on enhancing the capacity of personnel from both secondary vocational schools and communities. Capacity building is an important foundation for cooperation between the two parties. The lack of capacity on either side will affect the secondary vocational school-community partnership. Therefore, we should strengthen the capacity building of educators, community workers and community residents. Unit 4 Two-way interaction as a guideline of the enhancement of cooperative relationship between secondary vocational schools and communities

Strengthening cooperation between secondary vocational schools and the community should follow the guideline of two-way interaction. The two-way interaction guideline contains two meanings, one refers to the interaction between secondary vocational schools and communities in terms of communication. The first refers to the interaction between secondary vocational schools and the community in terms of communication, i.e. secondary vocational schools contact the community and the community participates in secondary vocational schools; the second refers to the interaction between the two sides in terms of resources. That is, the community in providing resources to promote the development of secondary vocational schools at the same time, secondary vocational schools should also act as the community's "public goods", for the enjoyment of community residents, to provide convenience for the community.

Summary, this guidelines gives a strategic management thought on strengthening the partnership between secondary vocational schools and the community. The strengthening of partnership between secondary vocational schools and the community should firstly be renewed in terms of concepts, so that secondary vocational schools and the community can have four kinds of consciousness: openness consciousness, reform consciousness, sharing consciousness and pragmatic consciousness. Under the guidance of new concepts, secondary vocational schools and communities can gradually strengthen good cooperative relations. Secondly, the smooth progress of cooperation between secondary vocational schools and communities also needs a sound mechanism to guarantee. The government should continuously improve the guarantee mechanism, incentive mechanism and evaluation mechanism of the cooperation between the two, and remove the obstacles in the cooperation between the two sides from the system. Again, the capacity building of secondary vocational schools and communities should be strengthened, focusing on the training of secondary vocational school administrators and teachers, as well as the

improvement of the quality of community workers and community residents. Finally, strengthening cooperation between secondary vocational schools and communities should also follow the principle of two-way interaction. That is, secondary vocational schools to serve the community, community participation in secondary vocational schools, the two produce interaction. Secondary vocational schools can provide services to the community by opening equipment and facilities to the community, establishing an open day system, organizing volunteer activities and providing family education. The community can provide an educational base for secondary vocational schools and play an important role in participating in the decision-making and curriculum of secondary vocational schools. The two can cooperate and help each other, thus building and developing together.

Discussions

As a territorial society, the community is the most direct social environment for secondary vocational schools. The construction of material civilization and spiritual civilization of the community and the improvement of the quality of the residents need the strong support and cooperation of secondary vocational schools. As a specialized educational institution within the geographical scope of the community, secondary vocational schools are inevitably connected with the community. Secondary vocational schools provide a variety of facilities for community members, and play an important role in promoting community building and improving the cultural quality level of residents. Cooperation between secondary vocational schools and the community is an effective way for both to seek a win-win situation. At present, it has gradually developed into a new trend in China.

This paper takes secondary vocational schools and communities as research objects, explores the cooperation problems and needs of secondary vocational schools and communities, reveals the current status of cooperation between secondary vocational schools and communities in China, and puts forward effective management strategies to promote the cooperation between the two. The research conclusions of this paper are as follows.

First of all, this paper organizes the domestic and international research on the cooperative relationship between secondary vocational schools and communities, and the research literature review includes the theoretical research, institutional research and strategic research on the cooperation between secondary vocational schools and communities at home and abroad. It tries to get inspiration from the theory and practice of interaction between secondary vocational schools and communities at home and abroad, explores the possible problems of cooperation between secondary vocational schools and communities in China, and hopes that it can provide certain reference value for the study of cooperative relationship between schools and communities in theory.

Secondly, this paper describes the theoretical foundation of cooperation between secondary vocational schools and communities. On top of the theoretical foundation, the author combs through the survey results and analyzes the current situation of cooperation between secondary vocational schools and communities as well as the existing problems from five aspects:

secondary vocational schools' and communities' knowledge and attitudes towards cooperation, the content of cooperation, the way of cooperation, the management of cooperation and the evaluation of cooperation. In the author's opinion, the cooperation between secondary vocational schools and communities is influenced by factors from three levels: society, schools and communities. In order to strengthen the cooperation between secondary vocational schools and the community, the society should provide a political and economic environment and an educational policy environment to support the cooperation; secondary vocational schools should have better human resources, material conditions for running schools, a cultural atmosphere and a corresponding level of education; and the community should have a reasonable composition of inhabitants, a high level of economic development and a good cultural environment.

Finally, in view of the problems existing in the cooperation between secondary vocational schools and the community, the author puts forward the effective management strategy to strengthen the cooperative relationship between the two, mainly from four aspects: First, the updating of the concept of cooperation. Secondary vocational schools and communities should have a sense of openness, reform, sharing and pragmatic consciousness, the concept of renewal is the key to cooperation between the two. Second, the soundness of the mechanism. The cooperation between secondary vocational schools and communities should be guaranteed by relevant guarantee mechanisms, incentive mechanisms and evaluation mechanisms. Third, the enhancement of capacity. Secondary vocational school personnel capacity training and community personnel to improve the quality of the two is the core of cooperation. Fourth, two-way interaction. Secondary vocational schools to serve the community, community participation in secondary vocational schools, effective interaction is the norm of cooperation between the two.

Suggestion

To a certain extent, this paper carries out a more systematic research on the theoretical and practical problems of the cooperative relationship between secondary vocational schools and the community, and basically achieves the expected research purpose. However, limited to the complexity of the issue of cooperative relationship between secondary vocational schools and the community, this paper mainly takes Guangxi Mechanical and Electrical Industrial School as an example, makes a rough discussion on the current situation of cooperative relationship between secondary vocational schools and the community, and puts forward some personal ideas. For the selected samples, their representativeness is limited and may not reflect the general situation in rural areas of China, which is the biggest shortcoming of this thesis. In addition, due to the relative scarcity of domestic information on the cooperative relationship between secondary vocational schools and communities as well as my limited ability and knowledge, I may not have a deep enough understanding of it. Therefore, the suggestions put forward in this paper inevitably have shortcomings, and I would like to invite experts, scholars and peers to criticize and correct them when they refer to it. At the same time, the author will continue to think, continue to pay attention to the development trend of secondary vocational schools and

community-related fields, and do a more comprehensive and in-depth study of this issue. Finally, the author calls on the whole society to pay attention to secondary vocational schools, communities and the cooperation between secondary vocational schools and communities. It is also hoped that more scholars will explore such issues in the future and provide practical and operational countermeasures and suggestions to promote the smooth development of cooperation between secondary vocational schools and communities.

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