

THE INNOVATION OF EDUCATIONAL MANAGEMENT FROM AN INTERNATIONAL PERSPECTIVE IN ANHUI

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ABSTRACT

This study investigates the innovation of educational management from an international perspective at Anhui Vocational and Technical University. Against the backdrop of China's Education Modernization 2035 and the rapid advancement of educational informatization, vocational institutions face pressing needs to transform traditional management models. The research examines how international perspectives and technological integration drive systematic innovation in vocational college management. Through a mixed-methods approach combining questionnaire surveys (n=86 faculty members) and in-depth interviews with five experts, the study analyzes five key dimensions: Factors of School Teachers, Factors of School Students, Quality of Education, Teacher Professional Development, and Internationalisation. Findings reveal that all dimensions demonstrate high implementation levels, with student-related factors perceived as the most prominent drivers of innovation. However, internationalisation and quality of education emerged as areas requiring strategic enhancement. The research proposes a theoretical framework integrating learner-centric principles, technology-enhanced methodologies, educator development, and outcome-based evaluation, offering practical pathways for vocational colleges to transition from passive adaptation to proactive leadership in educational reform.

Keywords: Educational Management Innovation, International Perspective, Vocational Education, Teacher Development, Educational Informatization

INTRODUCTION

With the rapid development of information technology, educational informatization has become a critical engine for modernizing vocational education. China's Education Modernization 2035 explicitly proposes "accelerating educational reform in the information age," requiring vocational colleges to enhance management efficiency through technological innovation (State Council, 2019). However, current management practices in vocational institutions still face numerous challenges: disconnection between traditional management models and informatization needs, insufficient capacity for data-driven decision-making, and low efficiency in resource integration (Huang et al., 2020).

The internationalization of higher education further compounds these challenges, as vocational institutions must prepare graduates for globally interconnected professional environments while maintaining relevance to local industrial needs. Anhui Vocational and Technical University, as a key

public undergraduate institution administered by the Anhui Provincial Government, exemplifies both the achievements and ongoing challenges in this transformative process. The university has evolved from a skilled trades training center into a comprehensive vocational institution, yet questions persist regarding how to optimally integrate international perspectives into its educational management framework.

Against this backdrop, this study focuses on 'how educational informatization drives systematic innovation in vocational college management models from an international perspective' and aims to address the following questions: How can information technologies restructure the organizational framework and management processes of vocational colleges? How can data governance improve the scientific rigor of management decisions? How can international perspectives be effectively incorporated into educational management innovation?

OBJECTIVE

1.To study the level of innovation of vocational college management models under the background of educational informatization at Anhui Vocational and Technical College.

2.To propose the development of innovation of vocational college management models under the background of educational informatization at Anhui Vocational and Technical College.

METHODOLOGY

This research employed a mixed-methods approach combining quantitative survey research with qualitative interview methods to comprehensively investigate educational management innovation at Anhui Vocational and Technical University.

Population and Sample

The population for this research comprised 120 faculty members at Anhui Vocational and Technical University. The sample size of 86 teachers was determined using the Krejcie & Morgan (1970) sample size table. Additionally, five faculty members from the School of Culture, Tourism, and Journalism Arts were purposively selected as key informants for in-depth interviews, each possessing over five years of experience and recognized expertise in educational management.

Research Instruments

Two primary research instruments were developed:

1. **Questionnaire:** A 40-item questionnaire divided into two sections. Part 1 collected demographic information including gender, age, educational background, work experience, and professional title. Part 2 assessed five dimensions of educational management innovation: Factors of School Teachers (8 items), Factors of School Students (8 items), Quality of Education (8 items), Teacher Professional Development (8 items), and Internationalization (8 items). A five-point Likert scale was employed for responses.
2. **Interview Protocol:** A semi-structured interview guide was developed based on the same five dimensions, designed to elicit deeper insights from expert participants regarding successful practices, challenges, and opportunities in educational management innovation.

Instrument Validation

The questionnaire was reviewed by three experts who assessed content validity using the Index of Item-Objective Congruence (IOC). All items achieved IOC values between 0.67 and 1.00, exceeding the 0.50 threshold for acceptability. Following expert review and advisor approval, a pilot test was conducted with 30 individuals outside the main sample. Reliability analysis using Cronbach's alpha coefficient yielded a value of 0.9316 for the entire questionnaire, indicating excellent internal consistency.

Data Analysis

Quantitative data were analyzed using descriptive statistics including frequency distributions, percentages, means, and standard deviations. Interpretation of mean scores followed a predetermined scale: 4.51-5.00 (highest level), 3.51-4.50 (high level), 2.51-3.50 (moderate level), 1.51-2.50 (low level), and 1.00-1.50 (lowest level). Qualitative data from interviews were analyzed using content analysis to identify themes and patterns complementing the quantitative findings.

RESULTS

A survey concerning innovations in teacher education management was administered to faculty members at Anhui Vocational and Technical College. The questionnaire was completed by 86 educators, representing the full sample. Their professional background characteristics are summarized in Table 1.

Table 1

General information of respondents		
General information		(n = 86)
Percentage		Frequency
1. Gender of respondents		
30.23	Male	26
69.77	Female	60
100	Total	86
2. Age of respondents		
6.99	22 -28 years old	6

27.90	28 -33 years old	24
34.88	33 -40 years old	30
18.60	40 -45 years old	16

3. Respondent's highest educational

8.14	Bachelor'sdegree	7
38.37	Master'sdeg	33
53.49	Doctoraldegree	46
100	Total	86

4. The work experience of the respondents

12.80	Under 6 years	11
16.28	6 - 10 years	14
18.60	11 - 15 years	16
34.88	16 - 20 years	30
17.44	More than 20 years	15
100	Total	86

5. Professional Title Distribution

5.81	Junior professional title	5
24.42	Intermediate professional title	21
69.77	Senior professional title	60
100	Total	86

Results analysis of mean and standard deviation the Innovations in teacher education management.

From Table 2.

Table 2

Innovations in teacher education management		n = 86		
	$\bar{x}$	S.D.	Interpretation	
1. Factors of School Teachers	3.78	0.82	High level	
2. Factors of School Students	3.85	0.75	High level	
3. Quality of education	3.69	0.88	High level	
4. Teacher professional development	3.80	0.79	High level	
5. Internationalisation	3.74	0.83	High level	
Total	3.77	0.81	High level	

Figure 1

Table 3. Results analysis of mean and standard deviation the Factors of School Teachers.

n = 86				
Factors of School Teachers	$\bar{x}$	S.D.	Interpretation	
1.Ability to keep up with international educational trends and apply them to teaching practices in a timely manner.	4.42	0.81	High level	
2. Cross-cultural communication skills.	4.08	0.77	High level	
3. Actively engage in international joint research, curriculum co-construction, and other collaborative	3.32	0.80	High level	

activities.

4.Design a high-quality internationalized 3.91 0.79 High level

curriculum system that combines
international needs with the university's
unique features.

5.Sufficient experience and skills in 3.83 0.75 High level
managing international student education.

6.Ability to meet the diverse learning and 4.33 0.84 High level
living needs of international students.

7.International academic influence of the 3.02 0.73 Moderate level
faculty team.

7. Innovative measures and results
in enriching teaching content by utilizing 3.24 0.88 Moderate level
international educational resources.

Total 3.77 High level

Table 4. Results analysis of mean and standard deviation the Factors of School Students.

n = 86			
Factors of School Students	$\bar{x}$	S.D.	Interpretation
1. Awareness of international exchange opportunities and enthusiasm for participation	4.02	0.72	High level
2. Completeness of the system for cultivating cross-cultural adaptability.	3.35	0.78	Moderate level
3.Awareness and ability to actively			

seek international learning and exchange 4.09 0.88 High level

resources.

4.Foreign language proficiency that

meets the needs of internationa 3.22 0.71 Moderate level

l education exchange and cooperation.

5.Gaps in the utilization of international 4.00 0.84 High level

educational resources.

6.Awareness of career planning with 4.06 0.81 High level

an international perspective.

7.Integration of international educational 3.36 0.87 Moderate level

experience with future career development.

8. Development of innovative thinking and 4.05 0.84 High level

practical ability in international education activities.

Total	3.77	High level
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Table 6.Results analysis of mean and standard deviation the Quality of education.

n = 86			
Quality of education	$\bar{x}$	S.D.	Interpretation
1. The degree of integration of international education standards and accreditation systems in the evaluation process.	4.08	0.89	High level
2.The degree of internationalization of the school's curriculum system.	4.05	0.87	High level

3.The actual effect of introducing international educational resources	3.28	0.91	Moderate level
on improving teaching quality.			
4.The effectiveness of teaching method innovations under international perspectives in cross-cultural teaching	3.72	0.85	High level
environments.			
5.Quality control mechanisms in international education	3.25	0.71	Moderate level
cooperation projects.			
6. The efficiency of converting research outcomes into teaching	3.41	0.87	Moderate level
content to enhance education quality.			
7. The faculty development strategies of the school for improving international	4.09	0.79	High level
education quality.			
8. Optimizing resource allocation to maximize the enhancement of	3.89	0.69	High level
education quality.			

Total	3.72	High level
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CONCLUSION AND FUTURE WORK

This study examined educational management innovation from an international perspective at Anhui Vocational and Technical University, revealing a generally high level of implementation across five key dimensions. The findings demonstrate that student-centered factors currently drive innovation most prominently, while internationalisation and quality of education present opportunities for strategic enhancement. The research contributes both theoretical and practical value by:

Theoretical Contributions: Enriching the interdisciplinary framework of educational informatization and management innovation, expanding the theoretical scope of vocational education governance (Gu Mingyuan, 2020). The proposed theoretical framework integrating learner-centric principles, technology-enhanced methodologies, educator development, and outcome-based evaluation offers a structured approach for understanding and advancing innovation in vocational contexts.

Practical Implications: Providing actionable models for vocational colleges, including strategies for optimizing resource allocation through smart campus platforms (Yu Shengquan, 2019) and enhancing student management through learning analytics. The specific findings regarding teacher and student factors offer concrete direction for professional development programming and curriculum enhancement.

The study confirms that educational management innovation serves as a vital driving force for advancing vocational education, enabling institutions to transition from "passive adaptation" to "proactive leadership" in informatization reform. For Anhui Vocational and Technical University, the path forward involves deepening industry-education integration, strengthening international partnerships, and systematically addressing the identified gaps in faculty international engagement and student cross-cultural preparation.

Future Work should focus on:

1. Longitudinal studies tracking the implementation and impact of specific innovation strategies over time.

2. Comparative research examining innovation patterns across multiple vocational institutions to identify contextual factors influencing success.

3. Development and validation of targeted intervention programs addressing the moderate-level items identified in teacher and student factors.

4. Exploration of industry partner perspectives on graduate readiness and the alignment of educational management innovation with workforce needs.

5. Investigation of technology-enhanced assessment systems that can provide real-time feedback for continuous quality improvement.

By pursuing these directions, researchers and practitioners can further advance the theoretical understanding and practical application of educational management innovation in vocational education contexts.

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