

# Discussion on the Construction of Part-Time Teachers in Higher Vocational Colleges

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**Abstract:** High-quality professional teaching staff is an important guarantee to achieve high-quality sustainable development of higher vocational colleges. Part-time teachers are an essential part of the teaching staff of higher vocational colleges, playing a vital role in higher vocational education. This paper analyzes the problems existing in the management of part-time teachers in higher vocational colleges, such as irregular employment, lack of systematic training, imperfect teaching quality monitoring and evaluation system, weak incentive policy, high turnover, and poor stability. Combined with the characteristics of part-time teachers, this paper explores the construction strategy of part-time teachers in higher vocational colleges, builds a high-quality and high-level part-time teacher team, and provides references for achieving high-quality sustainable development of higher vocational colleges.

**Keywords:** Higher vocational school; Part-time teachers; Countermeasures

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## 1. Introduction

Developing new quality productivity is an inherent requirement and an important focus for promoting high-quality development. The first element of the new quality productivity is the new type of workers, strategic talents, and applied talents who can master the new labor tools and continuously create new labor objects. As a vocational education with a high degree of isomorphism with economic and social development, we should comprehensively understand and deeply grasp the rich connotation and practical requirements of new quality productivity, and build a high-quality labor team that adapts to the progress of modern science and technology and the development of modern industry. In order to continuously improve the adaptability of the service industry, higher vocational colleges also urgently need more first-line engineering and technical personnel, highly skilled personnel, management personnel, skilled craftsmen, etc. to participate in talent training and strengthen the construction of high-quality part-time teachers. In recent years, society has put forward new and higher requirements for the construction of part-time teachers in higher vocational colleges, but in practice, the

high-quality development of part-time teachers in higher vocational colleges is still faced with many realistic difficulties, which cannot fully meet the new situation and requirements of the construction of a strong country. Therefore, it is necessary to strengthen the construction of part-time teachers in higher vocational colleges.

Currently, the theoretical expertise of teachers in higher vocational colleges in China is relatively strong. However, many lack practical work experience, leaving them unable to address industry-specific problems effectively. This gap hinders the improvement of professional teaching quality. Recognizing the importance of part-time teachers, higher vocational colleges are prioritizing their management and development. To address the shortcomings of traditional part-time teachers and optimize faculty composition, it is imperative to strengthen the construction of part-time teaching teams and promote their standardization.

Research on the development of part-time teachers in higher vocational colleges has yielded some notable results. To compensate for the shortage of teaching resources, many institutions hire part-time teachers. Zhang<sup>[1]</sup> argued that the unique characteristics of part-time teachers could negatively impact teaching quality and outcomes. He emphasized the importance of building a high-quality teaching workforce in higher vocational colleges and proposed exploring standardized management strategies tailored to the roles of government departments and part-time teachers. Zhang<sup>[2]</sup> examined the significance of developing part-time faculty and identified several issues in their current management, including irregular employment practices, lack of systematic training, an underdeveloped quality monitoring and evaluation system, weak incentive policies, high turnover rates, and poor job stability. He proposed several measures to improve part-time teacher management, such as reforming employment systems, providing systematic training, enhancing quality monitoring and evaluation mechanisms, strengthening incentive policies, and fostering better communication. These measures aim to improve the quality of part-time teachers, enhance the teaching standards of higher vocational colleges, and support their sustainable development. He<sup>[3]</sup> explored the innovative “school-enterprise community” model as a cooperative mechanism for developing part-time teachers. This approach offers practical guidance for building an efficient, collaborative, and socially integrated education ecosystem. It holds significant potential for optimizing resource allocation, improving teaching effectiveness, and advancing the integration of industry and education.

## **2. Vocational characteristics of part-time teachers in higher vocational colleges**

At present, most part-time teachers in higher vocational colleges come from industry as skilled craftsmen or technical experts, embodying dual professional characteristics. These teachers possess extensive professional knowledge and practical skills, along with experience working in enterprises. However, they typically have limited teaching experience, employ relatively simple instructional methods, lack interaction with students, and have insufficient collaboration and communication with full-time teachers<sup>[4]</sup>. Due to the nature of their vocational roles, part-time teachers often face scheduling changes, leading to unstable class times. Their high mobility poses challenges for teaching management and curriculum planning. Moreover, their primary professional responsibilities outside the college limit the time and energy they can dedicate to part-time teaching. This results in minimal effort invested in course preparation and delivery, contributing to inconsistent teaching quality in professional courses. Given these vocational characteristics, it is essential to strengthen the development of part-time teachers, leverage their industry expertise, and align their contributions with the needs of professional teaching development.

### **3. Problems existing in the management of part-time teachers in higher vocational colleges**

#### **3.1. Imperfect employment system and uneven teacher quality**

The recruitment of part-time teachers in many higher vocational colleges remains passive, often driven by shortages in specific majors or courses. These institutions commonly rely on public recruitment or recommendations through personal networks. However, due to time constraints, the qualifications and expertise of part-time teachers are not always thoroughly assessed during the hiring process. This results in variability in their skills and teaching quality, ultimately affecting the overall standard of education.

#### **3.2. Lack of perfect supervision and management mechanisms**

Part-time teachers, who generally hold full-time jobs elsewhere, exhibit high mobility and low stability. Unfortunately, many higher vocational colleges lack effective mechanisms for regulating and supervising their work, relying heavily on the teachers' self-discipline and sense of responsibility <sup>[5]</sup>. The absence of rigorous oversight often leads to insufficient attention to teaching responsibilities, inadequate assessment of teaching quality, and challenges in maintaining consistent educational outcomes. While colleges may organize lectures for part-time teachers and provide feedback, such initiatives rarely form a basis for meaningful improvements. As a result, the existing supervision and management frameworks for part-time teachers are largely perfunctory and lack practical significance.

#### **3.3. Lack of systematic training and weak sense of belonging**

Few higher vocational colleges have established systematic and standardized training programs for part-time teachers. Although these external teachers bring substantial professional knowledge and hands-on skills, their teaching methodologies often need enhancement through targeted training. Unfortunately, many colleges pay insufficient attention to this need. Additionally, part-time teachers' compensation is typically calculated based on class hours, excluding them from opportunities for title evaluations, awards, or recognition. This exclusion fosters a perception among part-time teachers that they are peripheral to the institution, leading to a lack of connection to its interests and achievements. Consequently, they often exhibit a weak sense of belonging, which affects their dedication to teaching. This detachment results in limited responsibility and engagement with their teaching duties. Many part-time teachers aim only to fulfill their contractual obligations, with little attention to teaching outcomes—an approach that hinders the development of professional education.

### **4. Countermeasures for standardized management of part-time teachers in higher vocational colleges**

#### **4.1. Improving the employment system and assessing part-time teachers**

Vocational colleges should establish a standardized management system for part-time teachers. First and foremost, a comprehensive employment system for part-time teachers should be developed and refined. During the hiring process, emphasis should be placed on assessing candidates' professional knowledge, qualifications, skills, and teaching abilities. Based on national teaching quality standards for related disciplines, professional standards for part-time teachers in higher vocational colleges, curriculum standards for teacher education, and teacher certification requirements, colleges should formulate training objectives, define job responsibilities, and establish expectations for part-time teachers. Key assessment criteria should include part-time teachers' educational beliefs, professional ethics, knowledge structure, teaching ability, class management, holistic

education practices, self-planning and professional development, as well as communication and collaboration skills. Colleges must prepare and refine teaching documentation, including teaching plans, classroom organization guidelines, course assessments, grade evaluations, and procedures for collecting teaching archives and conducting performance reviews <sup>[6]</sup>. All part-time teachers should uphold moral education as a foundation, adhere to teaching standards, enhance their information-based teaching capabilities, prepare thoroughly for classes, deliver quality instruction, and educate students with integrity. They are also encouraged to leverage their industry expertise and professional advantages to introduce advanced technologies and resources into the classroom, contributing positively to improving the quality of vocational training. By continuously enhancing the employment system, colleges can ensure that part-time teachers meet the professional competence and quality standards required for high-quality instruction in their respective disciplines.

#### **4.2. Strengthening supervision and management mechanisms to achieve standardized management**

Building a strong teaching team is an enduring priority for school development. Following the principle of “operating schools lawfully and in a standardized manner,” schools have gradually established teaching teams with appropriate scale and structure to meet instructional needs. With part-time teachers now forming a significant proportion of teaching staff, it is essential to enhance their supervision and management. Vocational colleges should strictly follow institutional guidelines for hiring and managing part-time teachers. Relevant departments should ensure proper daily management, establish comprehensive personnel files for part-time teachers, and rigorously implement supervision systems to ensure compliance with standardized practices. These efforts will ensure the effective integration of part-time teachers into the academic framework.

#### **4.3. Enhancing welfare policies to foster a sense of belonging**

To strengthen the development of part-time teaching staff, vocational colleges should improve welfare policies, thereby enhancing part-time teachers’ sense of achievement and belonging. A robust policy framework should ensure fair salaries and benefits, motivating teachers to inspire greater enthusiasm among students and provide more professional insights during lessons. Course presentations and evaluations should also be conducted at the end of each course. Additionally, ideological education for part-time teachers is essential to deepen their understanding of their roles and responsibilities, including course design and innovative teaching practices. School management should actively engage with part-time teachers to address challenges and concerns, emphasizing teaching standards and expectations. This collaborative approach enhances their sense of responsibility and belonging, driving improvements in course quality and professional development. Humanistic care and consistent communication between teaching units and part-time teachers can further strengthen their connection to the institution. Such initiatives improve job satisfaction and encourage part-time teachers to actively contribute to professional and curriculum development.

### **5. Conclusion**

Strengthening the development of part-time teaching staff is essential for higher vocational colleges in the modern era. Institutions must recognize the importance of this initiative, consider the unique characteristics of part-time teachers, and develop targeted strategies to address challenges in their management. This approach will help optimize the role of part-time teachers in vocational education and enhance the overall quality of teaching and learning.

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