An Empirical Study on Class Advisor Training: Evaluation, Challenges, and Implications

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Abstract. This research delves into the training regimen for class advisors in vocational schools, offering insights into its current state, hurdles, and the efficacy of assessment systems. Data was amassed via a detailed questionnaire circulated amongst class advisors, which was then subjected to a thorough investigation using both descriptive and inferential statistical methods. The results spotlight the heterogeneous demographic of class advisors and underscore the need for systematic, exhaustive training programs. We also uncover obstacles in the present training framework, particularly a deficiency in potent assessment and evaluation methods. Furthermore, the research provides an understanding of the perceived fairness of the class advisor evaluation system and its effectiveness from the class advisors' viewpoint. This exploration bolsters the refinement of class advisor training by facilitating a more profound comprehension and suggesting pragmatic enhancements.

Keywords: Class Advisers, Vocational Schools, Training and Evaluation System.

1 Introduction

In this modern era, class advisors at technical and vocational schools have seen their roles evolve significantly, becoming increasingly vital. Their duties extend beyond mere student management. They also take on key responsibilities in guiding students' careers, offering psychological counseling, and imparting moral education [1]. Despite their multifaceted roles, the training, assessment, and evaluation processes for class advisors haven't been adequately addressed. This lack of focus might adversely impact their professional competence and, in turn, student development [2].

The crux of this study is to scrutinize the existing training, assessment, and evaluation mechanisms for class advisors in technical and vocational schools, and put forth recommendations for enhancement. The goal is to bolster the professional growth of class advisors, thereby elevating the educational standards in these schools [3].

In order to accomplish this, we undertook a comprehensive survey of class advisors. Analyzing the data garnered from this questionnaire - covering aspects such as the current status of class advisors, their impressions and experiences of training, and their perspectives on the assessment and evaluation process [4].

In subsequent sections, we delve into relevant literature reviews, lay out the methodology adopted in this study, put forward our findings and discussions, and ultimately draw our conclusions and implications.

ICMEIM 2023, September 08-10, Wuhan, People's Republic of China

DOI 10.4108/eai.8-9-2023.2340026

2 Literature review

This section delivers a comprehensive review of the existing body of research concerning the training of class advisors. It underscores the significance of such training, fortified by theoretical frameworks and empirical evidence. Additionally, it navigates through the hurdles and concerns surfaced in previous studies.

2.1 Current research on class advisor training

Scholarly investigations into class advisor training span both national and international spectrums. They delve into diverse facets of the training, including its syllabus, pedagogical methods, and outcomes [5]. For example, several studies center on the vital knowledge and skillsets class advisors should amass through training [6, 7]. Others gauge the efficacy of a variety of training techniques, like lectures, workshops, and e-learning modules [8-10]. The conclusions drawn from these studies offer significant insights for shaping the structure and execution of class advisor training.

2.2 Importance of class advisor training

The significance of class advisor training has been underscored in both theoretical propositions and empirical research. Theoretically, training is deemed indispensable for class advisors to aptly perform their multi-dimensional roles [11, 12]. Empirical studies lend weight to this perspective. For instance, evidence indicates that class advisors with robust training display higher competence in administrating class operations, mentoring students, and resolving challenges [13-15].

2.3 Challenges and issues in class advisor training

While the significance of class advisor training is universally acknowledged, existing studies have flagged several obstacles and issues. A primary concern is the absence of well-structured and holistic training programs [16]. Numerous class advisors have voiced that the training they received prior to assuming their roles was inadequate. Another pain point is the missing efficient mechanisms to assess and evaluate training [17]. Absent a thorough evaluation, gauging the effectiveness of training and implementing needed enhancements becomes arduous. These challenges and issues necessitate more in-depth research and practical efforts in the domain of class advisor training.

3 Methodology

This section delineates the research methodology, elaborating on the conception and execution of the questionnaire, the procedures involved in data collection, and the statistical techniques deployed for processing and interpreting the data.

3.1 Research design: questionnaire design and implementation

The research methodology for this study is structured around a questionnaire survey. The questionnaire was meticulously designed to gather information on several dimensions of class advisor training, encompassing the training content, methodologies, and its effectiveness. The

questionnaire included multiple-choice questions, Likert scale questions, and open-ended queries to facilitate both quantitative and qualitative data collection. The questionnaire was crafted to be lucid, succinct, and straightforward to eliminate any chance of misinterpretation by respondents. It was disseminated to class advisors across a variety of schools and institutions, both digitally and physically, to procure a diverse array of responses. The execution of the questionnaire adhered strictly to ethical guidelines, safeguarding the anonymity and confidentiality of the respondents [18-20].

3.2 Data collection: questionnaire distribution and data organization

Data collection was accomplished by disseminating the questionnaire among class advisors. The distribution was executed both virtually, via email and online survey platforms, and physically, via direct handouts in schools and institutions. The data culled from the questionnaire was subsequently organized and encoded for analysis. The data underwent rigorous scrutiny for completeness and consistency, with any incomplete or inconsistent datasets being excluded from the analysis. The vetted data was then inputted into a database, with individual responses coded to facilitate easy identification and analysis [21].

3.3 Data analysis: data processing and analysis methods

The data procured from the questionnaire was processed and evaluated employing a range of statistical techniques. Descriptive statistics offered a summary of the data and presented a general picture of the responses. On the other hand, inferential statistics enabled us to draw conclusions from the data and put forth hypotheses. The data was scrutinized with the aid of statistical software, ensuring precise and dependable results. The analysis encapsulated measures of central tendency and dispersion, correlation assessment, and regression analysis. The aim was to uncover patterns and trends in the data and to discern relationships between different variables. The outcomes of the analysis were subsequently interpreted in line with the research objectives and hypotheses [22, 23].

4 Results and discussion

This section unveils the findings of our comparative study between the control group, which persisted with traditional instruction methods, and the experimental group that experienced digitally transformed curricula. Data was examined employing SPSS software, and both descriptive and inferential statistics were conducted to assess the influence of digital transformation on vocational education.

4.1 Analysis of basic information of class advisors

The basic information of the class advisors, encompassing gender, age, educational background, and years of professional experience, was meticulously analyzed to gain a comprehensive understanding of the demographic characteristics of the class advi-sors. This forms an integral part of our research methodology as it provides valuable context and baseline data for subsequent analysis.

As illustrated in Table 1, the gender distribution of class advisors was strikingly balanced, with males comprising 49.94% and females making up 50.06% of the total. This near-equal gender

distribution offers an interesting perspective on the gen-der dynamics within the role of class advisors in vocational schools.

Table 1. Demographic and Professional Profile of Class Advisors in Vocational Schools.

Category	Description	Number	Percentage
Gender	Male	411	49.94%
	Female	412	50.06%
Age	20-30 years	276	33.54%
	31-40 years	368	44.71%
	41-50 years	144	17.50%
	50 years and above	35	4.25%
Educational Background	Junior college and below	22	2.67%
	Junior college	81	9.84%
	Bachelor	531	64.52%
	Master	181	21.99%
	Doctor	8	0.97%
Work Experience	0-1 year	145	17.62%
	1-5 years	319	38.76%
	6-10 years	216	26.25%
	11-20 years	131	15.92%
	21 years and above	12	1.46%

Age-wise, our analysis revealed that a significant majority, 78.25%, of the class advisors were in the 20-40 year age bracket, indicating a youthful and potentially dynamic workforce. This could have implications for their adaptability to new training methodologies and their openness to new ideas in their professional roles.

In the context of educational qualifications, our analysis showed that a substantial majority, 64.52%, of the class advisors held a bachelor's degree. In addition, 21.99% of them had furthered their education to attain a master's degree. This indicates a highly educated workforce, equipped with the theoretical knowledge necessary for their roles.

Regarding professional experience, a broad spectrum was noticed. While 38.76% of class advisors boasted 1-5 years of experience, hinting at their relatively fresh entry into their roles, 26.25% had a more substantial tenure of 6-10 years. This fusion of novel viewpoints and seasoned experiences could potentially catalyze a vibrant exchange of ideas and optimal practices among class advisors.

Consequently, this demographic assessment offers valuable insights into the profile of class advisors, paving the way for a more detailed comprehension of their training and evaluation necessities.

4.2 Analysis and summary of class advisor training needs and current situation

Venturing further into the specifics of class advisor training, our research aimed to comprehend their perceived requirements and assess the prevailing training practices. This assessment was primarily informed by the responses obtained from the questionnaire. It furnishes a more thorough understanding of the training milieu, spotlighting the areas that class advisors deem valuable and those demanding further enrichment (Key Term: Training Needs Analysis).

Figure 1 lucidly showcases how class advisors perceive the significance of professional training. A substantial majority, 72.17%, regarded training as highly important, while another 21.14% considered it important. This collective response, which represents over 93% of class advisors, underscores the high acknowledgment of the importance of training among class advisors. It also implies a robust willingness among class advisors to partake in training activities to augment their professional abilities and competencies.

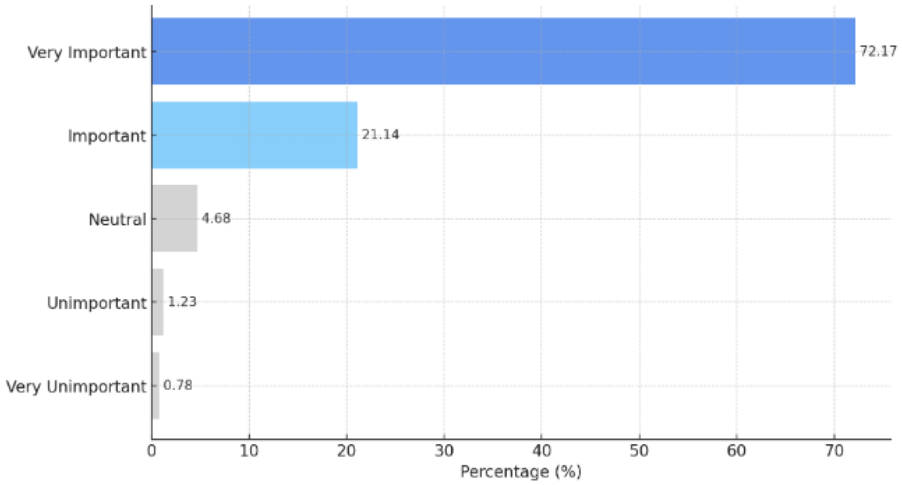

Fig. 1. Perceived Importance of Training

As deduced from the responses, the content of the training sessions was varied and exhaustive. As depicted in Figure 2, the most frequently included content was the school's student management regulations, which formed part of the training for 93.68% of class advisors. This suggests a pronounced emphasis on arming class advisors with the requisite knowledge and skills to manage their students effectively.

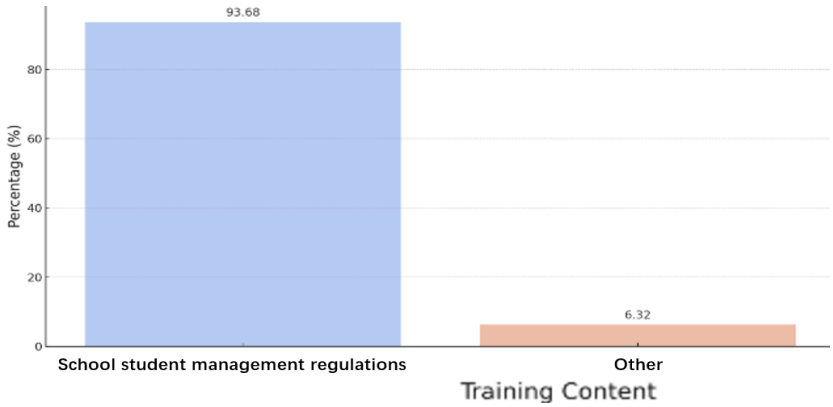

Fig. 2. Training Content Covered

The delivery methods for the training were equally assorted, accommodating different learning preferences and logistical factors. School lectures were the predominant mode of delivery, leveraged by 94.29% of class advisors. Moreover, 60.63% of class advisors partook in online courses, mirroring the growing embracement of digital learning platforms in professional training.

The analysis also illuminated the current state of training assessment and evaluation. A substantial 73.39% of class advisors reported undergoing an assessment and evaluation post-training. This indicates that the majority of training programs are followed by some form of evaluation, offering a measure of the training's effectiveness.

Hence, this analysis not only emphasizes the value that class advisors place on training but also unveils the diverse and exhaustive nature of current training practices. It lays a robust foundation for the development of our suggested training and evaluation system for class advisors.

4.3 Analysis of class advisor position evaluation system

The appraisal of class advisor roles is a pivotal component of the training process. It's via these evaluations that educational institutions can gauge the efficacy of their training programs and pinpoint enhancement areas. Our study centered on grasping the current state of the class advisors' evaluation system and its perception by those it directly impacts. This was achieved by scrutinizing the responses received from the questionnaires.

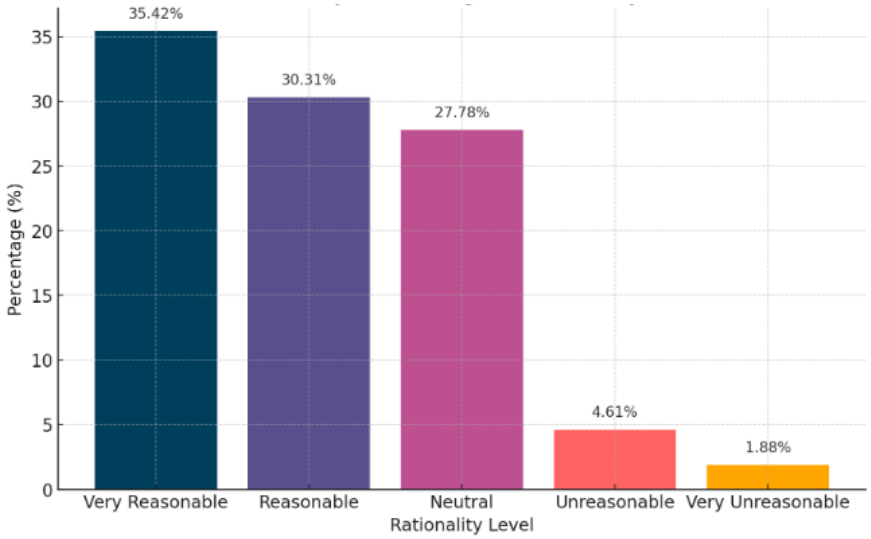

Fig. 3. Rationality of Existing Evaluation System

Figure 3 offers a vivid representation of the prevailing evaluation system, grounded in the class advisors' responses. An impressive 95.02% of class advisors confirmed their respective schools implement an evaluation system for class advisor roles. This signals that a majority of schools acknowledge the significance of appraising class advisors' performance and have instituted mechanisms to accomplish this task.

With regard to the perceived fairness of the extant evaluation system, class advisors rated it on a 1 to 5 scale, 5 being the highest. The feedback leaned towards positive, with 35.42% of class advisors granting it the topmost score and 30.31% allotting it a score of 4. This portrays a broad approval of the present evaluation system's equity and efficacy.

Concerning the aspects to be incorporated in the evaluation, responses varied. Nonetheless, some commonalities emerged. For instance, 89.67% of class advisors concurred that the ability to manage daily class affairs merited an evaluation, and 88.09% believed that student mental health education and crisis event handling ability should be included as well. These results underscore these competencies' importance in class advisors' role and the necessity for their assessment.

The evaluation forms utilized by schools appeared to be quite diverse. Basic theoretical knowledge testing was employed in 65.98% of instances, while typical task solution formulation and implementation effect prediction were used in 80.8% of cases. This assortment of evaluation forms likely reflects the multifaceted nature of the class advisor role, which calls for a wide range of skills and competencies.

Overall, this analysis offers a thorough understanding of the current state of the class advisor evaluation system. It underscores the areas class advisors consider important for evaluation and provides insights into the current system's perceived effectiveness. These findings will be instrumental in the creation of our proposed class advisor training and evaluation system.

4.4 Discussion of research results

This study's findings provide an intricate insight into the existing state and needs of class advisor training, in addition to the implemented evaluation system for this role. These observations harmonize with existing research, emphasizing the significance of continual training and the need for a robust, effective evaluation system. Yet, our study goes beyond, unveiling certain challenges and deficits in the prevailing training approaches, such as the lack of comprehensive training programs and potent evaluation methods. These insights lay a foundation for further research and practical enhancements in the sphere of class advisor training.

5 Conclusion

This research has uncovered both the present conditions and demands of class advisor training in vocational schools, supported by a comprehensive evaluation of the currently established systems. It underscores the indispensable role of sustained professional development for class advisors and the significance of having a robust evaluation system. Notably, the study brings to light certain challenges that need addressing. A key issue is the necessity for a more systematic and structured approach to training that addresses the diverse needs and experiences of class advisors. Simultaneously, the evaluation mechanisms in place require enhancement for a more effective and objective assessment of class advisor performance. These findings illuminate the path forward: the creation of a data-driven, learner-centered, and outcome-oriented training and evaluation system. The proposed system, informed by the insights gleaned from this study, aims to bolster the professional competence and performance of class advisors. Ultimately, this contributes to elevating the overall quality of education in vocational schools, underscoring the systemic implications of effectively training and evaluating class advisors.

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