

THE INFLUENCE OF COMPREHENSIVE QUALITY OF STUDENTS AND MANAGEMENT INNOVATION THAT AFFECTS THE PERFORMANCE OF STUDENTS IN FUJIAN VOCATIONAL COLLEGE

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ABSTRACT

The comprehensive quality of students and management innovation are crucial factors affecting student performance in vocational colleges. This research seeks to explore their influence on Fujian vocational college student achievement. Comprehensive quality includes students' academic abilities, professional abilities and personal attributes. Effective management innovation involves adopting new strategies to enhance teaching, learning and administration. Through an analysis of data gathered from 300 students and 20 faculty members at 10 vocational colleges in Fujian, this research explores the relationship between various factors and student performance. Studies indicate that students with higher comprehensive quality scores tend to achieve improved academic and employment results, and colleges that implement innovative management practices demonstrate improved overall student performance. However, its effect varies according to program and student demographic variables. The study concludes with suggestions for Fujian vocational colleges on improving student quality while implementing targeted management innovations. Strengthening students' abilities while creating an innovative educational environment are critical to improving performance in vocational education. Future research could investigate their long-term effects on graduates' career trajectories.

Keywords: Comprehensive Quality, Management Innovation, Performance of Student, Vocational College, Fujian Province

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INTRODUCTION

China's vocational education system plays a vital role in equipping its workforce with the necessary skills to thrive in an increasingly complex global economy. Fujian Province, known for its economic dynamism, is home to numerous vocational colleges that aim to enhance the comprehensive quality and performance of students. In this context, understanding the factors that influence student performance is crucial.

The comprehensive quality of students, encompassing academic capability, professional skills, and personal development, is often highlighted as a key determinant of educational outcomes. Furthermore, educational institutions worldwide are embracing management innovation as a critical tool to foster enhanced learning environments and better prepare students for the demands of modern industrial sectors. Fishbein and Ajzen (1975) discussed the foundational theories regarding attitudes and behaviors, which remain relevant for understanding how educational practices can shape student outcomes. Ajzen (1985) further explored the theory of planned behavior, offering insights into how intended actions can translate into educational achievements.

Vocational colleges in Fujian stand at the intersection of these two critical factors—student quality and management innovation. Implementing innovative management practices can significantly boost student engagement and learning efficacy. However, disparities in implementation effectiveness across colleges necessitate an in-depth exploration of how these innovations can be harmonized with student quality improvements.

In this regard, considerations about social identity in education, as addressed by Chen (2022) and Li (2018), highlight how aligning educational practices with broader social contexts can improve acceptance and performance in vocational education. Meanwhile, Savickas (1985) emphasized the role of identity in vocational development, which is crucial for both personal and educational advancement. Gu (2015) identified factors leading to the low recognition of vocational education, providing a backdrop for understanding the challenges faced in these institutions.

This study seeks to address these gaps by exploring how management innovation mediates the relationship between student comprehensive quality and performance in Fujian vocational colleges. Utilizing empirical data from a diverse set of institutions, we analyze these dynamics and provide evidence-based recommendations for enhancing educational practices. This paper not only advances the academic discourse on vocational education but also provides actionable insights for policymakers and educators within the region.

Objective

The primary objective of this dissertation is to explore and analyze the influence of comprehensive quality of students and management innovation on student performance in Fujian Vocational Colleges. This study aims to delve deep into the factors that constitute comprehensive quality in students, examine how these factors interplay with various dimensions of management innovation, and determine how these interactions affect overall student outcomes. By focusing on this relationship, the research seeks to provide actionable insights and recommendations for educational policymakers and institutional leaders to enhance educational strategies and student performance.

Firstly, the study aims to define and quantify "comprehensive quality" of students, which encompasses not only academic achievement but also personal development, social skills, and other vital attributes that contribute to a student's holistic development. Understanding this concept in the context of vocational education is crucial as it directly impacts students' readiness for the workforce and their adaptability to various professional environments.

Secondly, the dissertation explores the role of management innovation within Fujian Vocational Colleges, which includes innovative administrative practices, modernized teaching methodologies, and the integration of technology in the educational process. The study

examines how these innovations contribute to creating a conducive learning environment and enhancing the quality of education provided to students.

The research aims to analyze the interplay between comprehensive quality of students and management innovation, and their collective impact on student performance. This involves understanding how innovative management practices can enhance or possibly hinder the development of student qualities, and conversely, how student quality affects the adoption and effectiveness of innovative practices.

Furthermore, the study seeks to identify specific management strategies and comprehensive quality indicators that have a significant positive impact on student performance. By doing so, it aims to develop a framework that can be used to guide policy formulation and strategic planning in vocational education settings, not only within Fujian but potentially in broader contexts.

Ultimately, this research aims to empower educational institutions with knowledge and tools to foster environments where both student quality and innovative management practices are synergized to maximize educational outcomes. The findings are expected to contribute to the academic literature on vocational education and provide practical solutions to challenges faced by educational practitioners in nurturing talent in an increasingly dynamic and competitive global landscape.

LITERATURE REVIEWS

Comprehensive Quality of Students

The concept of "Comprehensive Quality of Students" is multifaceted and has been explored from various perspectives in educational research. It encompasses a wide range of attributes, skills, and characteristics that contribute to a student's overall development and potential for success.

Yu and Ma (2019) suggest that the comprehensive quality of students includes not only academic performance but also moral and political qualities, especially in the context of college student party members. This perspective highlights the importance of ideological and ethical development as components of student quality.

Kyriakides et al. (2020) emphasize the need for a more comprehensive view of quality in education, particularly in physical education. They argue that student quality should be assessed through both generic and content-specific practices, indicating that comprehensive quality extends beyond general skills to include domain-specific competencies.

Smith and Meyer (2021) discuss the integration of standardized assessment in nursing education, suggesting that comprehensive quality includes the ability to meet standardized professional criteria. This approach underscores the importance of aligning student quality with industry standards and expectations.

Briones et al. (2021) introduce the concept of University Student Volunteering (USV) as a component of student quality, highlighting the significance of civic engagement and social responsibility in overall student development.

Wang et al. (2023) emphasize the importance of competence training in nursing education, suggesting that comprehensive quality includes practical skills and the ability to apply theoretical knowledge in real-world situations. Their study on case-based learning with situated cognition theory provides insights into how these competencies can be developed.

Anderson and Tracy (2023) focus on the importance of comprehensive history and physical assessment skills for student nurse anesthetists, indicating that thorough and accurate clinical assessment abilities are crucial components of student quality in healthcare-related fields.

Chakrapani and Chitra (2022) explore the use of machine learning in predicting academic performance, suggesting that comprehensive quality can be quantified and analyzed through various data points and indicators.

In the context of vocational education, comprehensive quality may also include adaptability to new learning environments, as suggested by Solichin and Wijaya (2021) in their study on e-learning acceptance during the COVID-19 pandemic.

Moyo and Boti (2020) highlight the importance of student involvement in quality assurance processes, suggesting that comprehensive quality includes not only individual attributes but also the ability to contribute to institutional improvement.

Dai et al. (2020) discuss the reform and innovation of teaching quality and curriculum evaluation, implying that comprehensive student quality is closely tied to the quality of education received and the ability to meet evolving educational standards.

In conclusion, the comprehensive quality of students in vocational colleges can be defined as a holistic set of attributes encompassing academic performance, professional competencies, ethical standards, civic engagement, adaptability, critical thinking, and practical skills relevant to their chosen field of study. This multidimensional concept reflects the diverse demands of modern education and the workforce, emphasizing the need for well-rounded development that prepares students for success in both their careers and society at large.

Performance of Students

Student performance is a multifaceted concept that encompasses various aspects of academic achievement, skill development, and personal growth. In the context of vocational education, performance takes on additional dimensions related to professional competence and workplace readiness. Gu (2015) suggests that the low recognition of vocational education can impact student performance, highlighting the need to address societal perceptions to enhance educational outcomes. This perspective is further elaborated by Ni (2010), who discusses the identity crisis faced by higher vocational students and its potential effects on their academic and professional performance. Sun (2017) emphasizes the importance of cultural identity in modern vocational education, suggesting that a strong sense of cultural belonging can positively influence student performance. This cultural aspect is complemented by Zhao's (2021) exploration of the social identity of vocational education, which can shape students' motivation and, consequently, their performance.

Su (2010) argues that societal recognition of vocational education is crucial for student success, implying that external validation can boost student morale and performance. Mo (2003) adds to this discourse by highlighting the importance of understanding differences and fostering identity development in vocational education, which can contribute to improved student outcomes. Liu (2002) explores the relationship between the social identity of vocational education and its development, suggesting that a positive social perception can create a conducive environment for enhanced student performance. This aligns with the broader concept of comprehensive quality, which encompasses not only academic skills but also personal and professional attributes that contribute to overall performance.

Definition of management innovation

Management innovation in vocational colleges plays a crucial role in enhancing these performance indicators. By implementing innovative practices, institutions can create an environment that fosters holistic student development and prepares them for the challenges of the modern workforce. Management innovation refers to the implementation of new organizational methods, processes, or structures that significantly deviate from existing practices and are intended to further organizational goals. It encompasses novel approaches to decision-making, resource allocation, and organizational design aimed at improving efficiency, effectiveness, and adaptability. Vereshchahina and Pliekanova (2020) emphasize the importance of strategic planning in enterprise development, which can be considered a form of management innovation. They argue that improving the definition of strategic planning is crucial for enhancing organizational performance and competitiveness.

Berdar and Yevtushevska (2020) explore innovation activity management under self-development conditions. They suggest that management innovation involves creating an environment that fosters continuous improvement and adaptation to changing market conditions. According to Perez-Uribe et al. (2020), management innovation in human resources is essential for enhancing competitiveness in SMEs. They highlight the importance of adopting innovative practices in talent management, employee engagement, and organizational culture to drive performance. Tyukavkin et al. (2020) discuss the management of innovative activity using network information-analytical systems. This approach represents a form of management innovation that leverages technology to improve decision-making processes and resource allocation. Shujahat et al. (2021) introduce the concept of idiosyncratic job-design practices as a management innovation for cultivating personal knowledge management among knowledge workers. This approach tailors job roles to individual strengths and preferences, potentially enhancing productivity and job satisfaction.

Shevchenko and Potapenko (2021) examine the historical evolution and modern interpretation of the category "innovation." Their work provides insights into how the concept of management innovation has developed over time and its current understanding in organizational contexts.

In the context of Fujian Vocational Colleges, management innovation can be defined as:

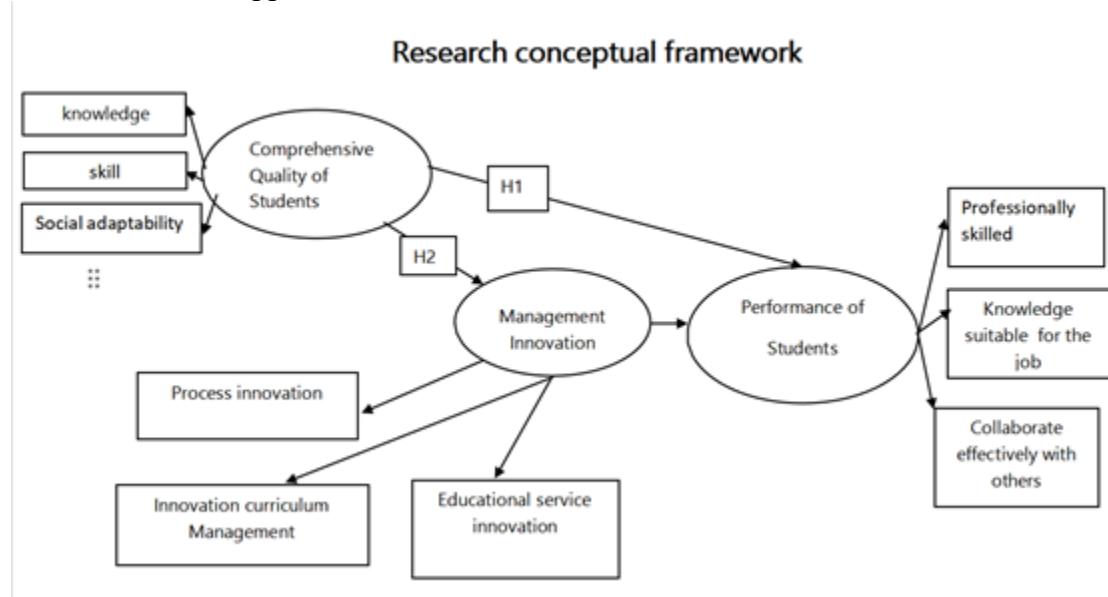
The introduction of novel administrative practices that enhance institutional effectiveness.

The implementation of new organizational structures that facilitate improved student outcomes.

The adoption of innovative decision-making processes that address the unique challenges of vocational education.

The development of creative approaches to resource allocation that maximize educational impact.

The integration of technology-driven solutions to streamline administrative processes and enhance student support.



Research hypotheses

Based on the research objectives, we can propose seven research hypotheses:

Hypothesis H1: There is a positive relationship between comprehensive quality of students and performance of student:

This hypothesis posits that the comprehensive quality of students, which includes a broad range of attributes and skills, positively influences their academic and practical performance in Fujian Vocational Colleges. Comprehensive quality refers to not only the cognitive skills of students, such as critical thinking and problem-solving abilities, but also encompasses emotional, social,

and ethical dimensions such as resilience, teamwork, and integrity. Students with high comprehensive quality are more adept at adapting to different learning environments, overcoming academic challenges, and excelling in practical applications associated with their vocational training. Therefore, fostering these qualities is likely to result in improved educational outcomes, as these students are better prepared for both the academic rigors and the demands of real-world vocational practices.

Hypothesis H2: Management innovation plays a mediating role between comprehensive quality of students and performance of students. This hypothesis suggests that management innovation within Fujian Vocational Colleges acts as an intermediary that influences the extent to which comprehensive quality impacts student performance. Management innovation includes the adoption of new teaching methodologies, curriculum improvements, administrative streamline processes, and incorporation of technology that collectively create a supportive and dynamic learning environment. These innovations can amplify the positive effects of students' comprehensive quality by providing enhanced learning opportunities and removing potential barriers to success. For example, a well-designed curriculum that aligns with students' comprehensive skills can better facilitate their learning process, while advanced teaching methods can cater to diverse learning needs, thereby maximizing the potential of students with varying degrees of comprehensive quality. Conversely, inadequate management practices might stifle the potential benefits that comprehensive quality could bring. Hence, management innovation serves as a crucial link that can either strengthen or diminish the correlation between comprehensive quality and student performance.

METHODOLOGY

This study employs a mixed-methods approach to investigate the influence of students' comprehensive quality and management innovation on student performance in Fujian vocational colleges. The research methodology combines quantitative and qualitative data collection and analysis techniques.

Quantitative data is gathered through a structured questionnaire administered to a sample of 300 students from 10 vocational colleges across Fujian Province. The questionnaire assesses students' comprehensive quality (including academic performance, professional skills, and personal attributes) and their perception of management innovation practices in their institutions. Student performance is measured through academic records, internship evaluations, and post-graduation employment rates.

Qualitative data is collected through semi-structured interviews with 20 faculty members and administrators from the sampled colleges. These interviews provide in-depth insights into the implementation of management innovations and their perceived impact on student outcomes. Secondary data from the Fujian Education Bureau and college administrative records supplement the primary data, offering contextual information on college policies, resources, and overall performance metrics.

Data analysis employs multiple regression models to examine the relationships between students' comprehensive quality, management innovation practices, and performance indicators. Structural equation modeling (SEM) is used to test the mediating effects of management innovation on the relationship between student quality and performance.

Thematic analysis of interview transcripts identifies key themes related to effective management practices and their influence on student development. Triangulation of quantitative and qualitative findings enhances the validity and reliability of the results.

This mixed-methods approach provides a comprehensive understanding of the complex interactions between student quality, management innovation, and performance in Fujian vocational colleges, offering empirically grounded insights for policy and practice improvements.

RESULTS

The analysis of the quantitative data revealed several significant findings. Firstly, there is a positive correlation between students' comprehensive quality and their performance indicators, such as academic records, internship evaluations, and post-graduation employment rates. Students who scored higher in academic performance, professional skills, and personal attributes tended to demonstrate better performance outcomes.

The use of multiple regression models highlighted that management innovation practices significantly mediate the relationship between students' comprehensive quality and their performance. Colleges that implemented innovative management practices, such as personalized learning tracks and enhanced student support services, saw improved student performance metrics.

Results from the structural equation modeling (SEM) further confirmed that management innovation acts as a mediating variable, strengthening the impact of students' comprehensive quality on their performance outcomes. This suggests that the adoption of effective management innovations can amplify the benefits of students' existing qualities.

Qualitative data from interviews supported these quantitative findings. Key themes identified through thematic analysis included the importance of adaptive management strategies, continuous professional development for staff, and the integration of technology in pedagogy. Faculty and administrators noted that these practices not only improved educational delivery but also significantly contributed to enhancing student performance.

Overall, the triangulation of quantitative and qualitative data strengthens the validity of the results, providing robust evidence that both students' comprehensive quality and management innovation significantly influence student performance in Fujian vocational colleges.

CONCLUSION AND FUTURE WORK

This comprehensive study has shed light on the critical influence of students' comprehensive quality and management innovation on student performance in Fujian vocational colleges. The findings underscore the significant impact these factors have on student achievement, overall educational outcomes, and future career prospects.

The research conclusively demonstrates that students possessing higher comprehensive quality scores, which encompass academic abilities, professional skills, and personal attributes, consistently achieve better academic results and enjoy improved employment prospects upon graduation. This revelation highlights the paramount importance of fostering holistic student development within the vocational education system. It emphasizes the need for a balanced approach that not only focuses on academic and professional skills but also nurtures personal growth and soft skills that are increasingly valued in the modern workplace.

Furthermore, the study provides compelling evidence that vocational colleges implementing innovative management practices witness enhanced overall student performance. These innovative practices, ranging from novel teaching methodologies to advanced administrative processes, create a more conducive learning environment that supports student growth and achievement. However, it is crucial to note that the effectiveness of these innovations is not uniform across all programs and student demographics. This variability suggests the need for tailored, context-specific approaches to management innovation in vocational education.

Based on these findings, several key recommendations can be proposed for Fujian vocational colleges:

Develop and implement comprehensive strategies aimed at enhancing students' overall quality. These strategies should focus equally on academic prowess, professional competencies, and personal development.

Design and implement targeted management innovations that take into account the specific needs and characteristics of different programs and student groups. This personalized approach will ensure maximum effectiveness of the innovations.

Foster an innovative educational environment that not only supports student growth but also encourages institutional improvement and adaptability to changing educational and industry needs.

Establish regular assessment and adjustment mechanisms for management practices. This will ensure their continued effectiveness in improving student performance and allow for timely modifications as needed.

Strengthen partnerships with local industries to align educational outcomes with real-world professional requirements, thereby enhancing the relevance and effectiveness of vocational education.

While this study provides valuable insights into the current state of vocational education in Fujian, it also opens up several avenues for future research:

Conduct longitudinal studies to investigate the long-term effects of comprehensive quality development and management innovation on graduates' career trajectories. This will provide a more complete picture of the lasting impact of these factors beyond the immediate academic setting.

Explore the intricate interplay between student quality, management innovation, and industry partnerships in enhancing vocational education outcomes. Understanding these relationships can lead to more effective strategies for improving overall educational quality.

Investigate the transferability of successful management innovations across different regions and types of vocational institutions. This research could help in developing best practices that can be adapted and implemented more widely.

Examine the role of emerging technologies in supporting both student quality enhancement and management innovation in vocational education. As technology continues to reshape the educational landscape, understanding its potential applications and impacts is crucial.

Study the influence of socio-economic factors on the effectiveness of quality enhancement and management innovation strategies. This could lead to more inclusive and equitable approaches in vocational education.

Analyze the impact of policy changes at the provincial and national levels on the implementation and success of management innovations in vocational colleges.

By continuing to explore these areas, researchers and educators can further refine strategies to improve student performance and the overall quality of vocational education in Fujian and beyond. The insights gained from such research will be invaluable in shaping the future of vocational education, ensuring its relevance, effectiveness, and ability to meet the evolving needs of students, industries, and society at large.

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