

Enhancing Management System for Career Skill Training Private Schools in China

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Abstract

With the competition in the educational sector in China, numerous career skill training private schools have encountered challenges in sustaining their operations. Furthermore, deficiencies in the management systems of these career skill training private schools have become apparent. The aim of this research was: 1) to study the current management system of career skills training private school, 2) to analyze the enhancement of management system career skills training private school. This study adopted a qualitative methodology for data collection, entailing in-depth interviews with managerial representatives from five career skill training private schools. After data collection, the analysis process involved both content analysis and triangulation techniques to comprehensively elucidate the intricacies of the management systems. The result found that the common problems of career skill training in private schools were in the domains of management and operations, with insufficient attention directed towards pedagogical enhancements. The underpinning

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factors contributing to these challenges are rooted in issues related to institutional prestige and reputation. In pursuit of enhancing the existing management system of career skill training private schools, the McKinsey 7s framework was employed to synthesize an improved management model tailored to the unique context of these institutions. It was conclude that, in accordance with McKinsey's 7S management theory, discernible enhancements have been implemented across seven pivotal dimensions within Career Skill Training Private Schools. These dimensions encompass the overarching development strategy of the institution, the establishment of formalized systems, the allocation of responsibilities within various departments, the delineation of roles and responsibilities among the staff, the nurturing and application of students' competencies, the provision of guidance and refinement of leadership competences, and the fostering of shared values and collective developmental objectives within the institution. This study contribute a valuable point of reference for both individual stakeholders and the broader educational community in the context of Career Skill Training Private Schools' development.

Keywords : Competitive in Educational Sector, Career Skill Training Private Schools, School Management System, McKinsey's 7S

Introduction

Education constitutes a fundamental pillar of national development and progress. It stands as a cornerstone of a nation, emblematic of its prosperity and societal advancement. A country's growth potential is inherently intertwined with the quality of its education, with prosperity hinging upon a robust educational system (Heihei, 2021). However, the limitations faced by school teachers in meeting the diverse educational needs of certain students within constrained timeframes have led to the exploration of alternative educational avenues. In such instances, students and their families often turn to career skill training in private schools to augment their academic performance. They cater to the unique demands of these individuals and facilitate their participation in specialized college entrance examinations. This

response to evolving educational needs reflects both the aspirations of students themselves and the evolving demands of contemporary society (Zhang Penghui, Shu Xiaogang, Yan Shengbiao, 2021). In the 1990 s, the Chinese government issued the "Regulations on Running Schools with Social Forces". This surge in entrepreneurial interest can be attributed in part to the Chinese government's issuance of those laws and regulations. This regulatory framework paved the way for various social institutions to actively engage in the education sector, with a particular focus on career skill training in private schools. As a result, the sector has experienced robust growth and expansion fueled by this conducive regulatory environment (Cheng Mingjie, Zhao Boyu, 2022). At present, the overall market size of the private vocational skills training industry in China is about 2 trillion yuan, accounting for about 2% of GDP. Notably, within this sector, private primary and secondary vocational skills training schools represent a substantial proportion, comprising approximately 40% of the market. This expansive educational landscape opens up extensive opportunities for the further expansion and development of private vocational skills training institutions (Market, 2022).

However, there are many drawbacks to the management of career skill training in private schools. These shortcomings include outdated management practices, constraining their growth trajectories. Furthermore, certain career skill training private schools grapple with insufficient investments and outdated facilities, rendering them ill-equipped to meet evolving developmental requirements. This situation has implications for the overall role and effectiveness of career skill training in private schools in shaping the educational landscape (Huang Di, 2016).

The enhancement of management practices within private vocational skills training schools, coupled with the establishment of a novel off-campus education operational framework founded on sound management principles and methodologies, constitutes an imperative. This strategic approach is essential for catalyzing the theoretical and practical advancement of private vocational skills training schools, enabling them to assume a distinctive role within the domain of off-

campus education. In light of the aforementioned rationale, the author of this article has developed a vested interest in the evolution of private vocational skills training schools. This research endeavor has profound significance, as it can inform governmental policy formulation, guide faculty management strategies, and contribute to the overall betterment and sustainable development of the vocational skills training industry.

Research Objectives

1. To study the current management system of career skills training in private schools.
2. To analyze the enhancement of management system career skills training in private schools.

Literature Review

This section will discuss what the career skill training private school in China is, the enhancement management concept by 7s McKinsey, and the conceptual framework of this study.

Career Training Private School

Career skill training private schools are educational institutions that receive funding from private individuals or non-governmental organizations, distinct from national educational institutions. These schools specialize in providing extracurricular supplementary education for primary and secondary school students. It is important to note that such institutions do not receive financial support from the national education fund but operate in compliance with national laws and regulations that govern educational activities throughout society. However, they do not possess the authority to confer diplomas for the training programs they offer.

In addition to China, Thailand also has a considerable number of career training private schools, with a particular emphasis on performing arts institutes. For instance, the Drama Academy by Rosukon Kongket, often referred to as Teacher Ngo's

Drama Academy, employs the medium of performing arts to nurture students' self-expression abilities (The Drama Academy, 2016). Similarly, the Kantana Training Center, an acting institute, places a strong emphasis on practical training, work ethics, discipline, technical expertise, and a comprehensive understanding of the entire production process (Kantana, 2016). Additionally, Bangkok University currently offers over 40 courses in their Department of Performing Arts, Srinakharinwirot University offers a B.F.A. program in acting, directing, and theatre design while Silpakorn University's Department of Music and Dramatic Art offers a B.A. in theatre (Office of the Basic Education Commission, 2001).

While Thailand and China may share some similarities in their career training private schools, there exist notable distinctions between the two. First and foremost, in China, Career Training Private Schools operate independently from formal educational institutions and do not confer degrees, unlike certain Thai schools that offer Bachelor's degrees in the field of performing arts. Secondly, China boasts a substantially greater number of Career Training Private Schools when compared to Thailand. This disparity serves as a motivating factor for this study, intending to augment the effectiveness of career skill training in private schools.

Research Framework

To investigate and analyze the management practices of Career Skill Training Private Schools, a selection of five distinct institutions was chosen as the research subjects. Subsequently, face-to-face interviews were conducted with key personnel at these schools. The interview protocols were meticulously designed in alignment with established management theories, facilitating the acquisition of insights into the institutions' management approaches. The gathered information was then systematically collated, analyzed, and compared, with the objective of identifying prevalent management challenges. Incorporating McKinsey's 7S management theory as an analytical framework, the study aimed to enhance the management systems

employed within private career skills training schools in China. The Research process framework is as Figure 1

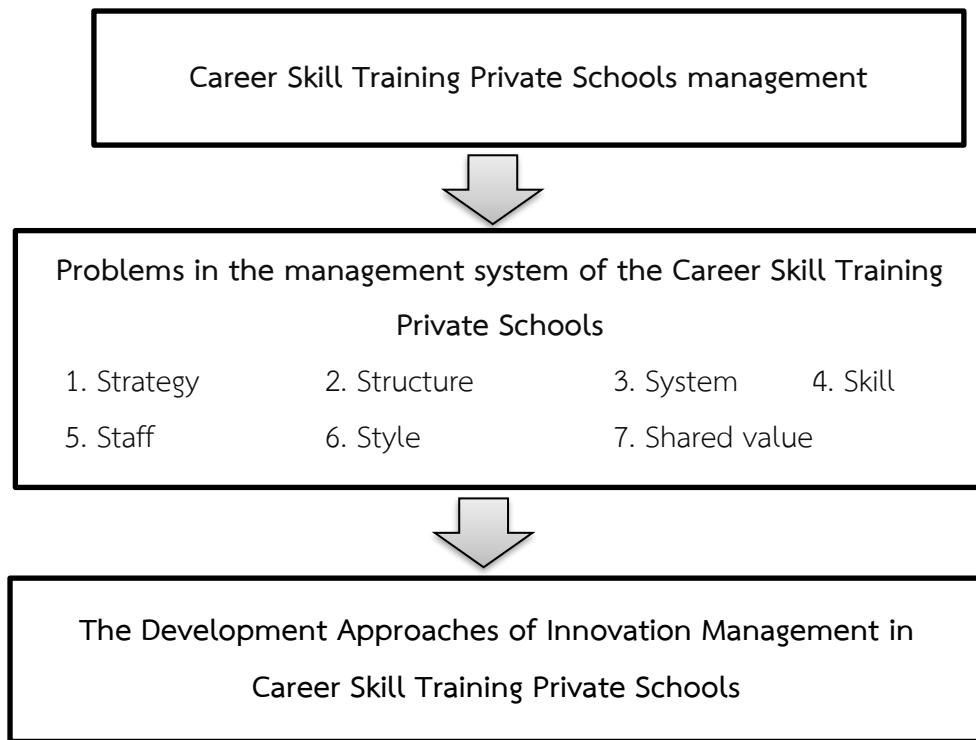


Figure 1 Research Framework

Figure 1 shows the conceptualization of the reviewed many concepts of the management system, and the common elements were found. However, Mckinsey's concepts is a tool that can be used for all businesses, enterprises, and schools. It is appropriate to apply career training in private schools in China to find the new knowledge that the traditional management concepts missed. After applying the Mckinsey concepts, the problems and needs will appear to recommend the suggestion of improving the current management of career training in private schools.

Research Methods

Research Design

Within the research framework, two distinct approaches have been applied: an exploratory approach and an analytical approach. The primary approach employed in this study is the exploratory approach, making qualitative methods particularly suitable. In this context, in-depth interviews serve as a valuable research tool for the examination of the current management system within Career Skill Training Private Schools. Consequently, the findings resulting from the exploratory approach will undergo analysis to identify problems and challenges. This analysis forms the basis for synthesizing the development of strategies aimed at enhancing the current management practices within the career skill training private schools, aligning with the analytical approach of the study.

According to the research framework in Figure 2, the development of a management system for career skill training in private schools can be found to include five steps.

Step 1 : This step involves a review of 7s Mckinsey using academic published sources.

Step 2 : Review the management system of career skill training private schools, focusing on the current management practice in China. Data were gathered from related documents such as the published articles, reports, and the News, etc.

Step 3 : This step focuses on the exploration of selected career skill training private schools by using 7s Mckinsey indicators to define their problems.

Step 4 : Analyze ongoing efforts and strengthen opportunities to enhance the management system based on the problems found.

Step 5 : Conclusion and recommendations can be made, based on those findings from the previous steps, to potentially enhance the management system of career skill training in private schools in China.

Key Informant

To enhance the reliability of the study, it is imperative to conduct interviews with key informants who possess a comprehensive understanding of the school's operations. Therefore, the primary interviewees were the school directors, as they bear ultimate responsibility for the school's viability amidst the educational business competition. However, it's crucial to acknowledge that the 7 S McKinsey model encompasses various facets of an organization. To comprehensively cover all these aspects, this study extends its scope to include interviews with teachers, who play a pivotal role in supporting the school's progress, as well as parents and students who directly experience the impact of the school's operations. This multifaceted approach ensures a more holistic and robust examination of the school's management and its alignment with the 7s model.

Table 1 List of Key Informants

No.	Name	Status	Region
1	Mr .Li		Shaping Town
2	Mr .Huang		Xianshi Town
3	Mr .Zheng	School Director	Gaoxin District
4	Ms .Jiang		Gongjing District
5	Ms .Luo		Yantan District
6	Mr .Ming		Shaping Town
7	Mr .Ci		Xianshi Town
8	Mr .Liao	Teacher	Gaoxin District
9	Mr .Sui		Gongjing District
10	Ms .Li		Yantan District
11	Ms .Ma		Yantan District
12	Ms .Zan		Xianshi Town
13	Mr .Wang	Parent and Students	Gaoxin District
14	Ms .Liu		Yantan District
15	Mr .You		Yantan District

Data Collection

The process of conducting in-depth interviews involved transcribing the discussions and extracting similar or pertinent issues across all interviewees. This comprehensive approach was carried out through face-to-face interviews with various stakeholders, including school managers, teachers, students, and parents from different Career Skill Training Private Schools. These interviews were designed to gather insights from both internal perspectives, represented by school managers and teachers, and external perspectives, represented by student parents and students, about various facets of the school.

Data Analysis

In order to ensure the validity and reliability of the findings, a rigorous content analysis will be conducted. Content analysis involves the systematic examination of documents and various communication artifacts, including text, images, audio, or video. This approach enables social scientists to discern and analyze patterns in communication in a systematic and replicable manner. Data analysis within content analysis entails describing the observed data and phenomena. All the quoted results derived from the content analysis will be subjected to a triangulation process. This process entails cross-referencing and validating the extracted information from interviews with the input and evaluation of experts within the relevant field. Triangulation serves as a critical step in the research process, ensuring that the research findings are robust, credible, and in accordance with established best practices in qualitative research.

Research Results

The Result of Current Management System of Career Skills Training Private School

The interviews conducted with school directors, teachers, and parents of students revealed notable disparities in the advantages of different schools. These distinctions primarily stem from variations in their management approaches and the

focal areas of their training programs. Furthermore, the differences in knowledge levels and cognitive processes among the five school principals play a crucial role. Some of these educational leaders exhibit a propensity for continuous learning and innovative thinking, which significantly contributes to the effective management and operation of their respective schools. Conversely, not all principals achieve equally favorable outcomes in this regard. Additionally, the size of the teacher and student populations within these schools is largely contingent upon factors such as the school's establishment date and its operational circumstances. These factors influence the overall scale and capacity of educational institutions.

The Result of Problems Findings of the Current Management System based on 7s McKinsey

The examination of Career Skill Training in Private Schools reveals several shortcomings across the elements of the 7S McKinsey model:

1. Structure: The organizational structure within these schools lacks clarity, and there is a general lack of specificity in defining work roles and responsibilities.
2. Systems: These schools do not appear to effectively consider and respond to government policies, preferring instead to establish their systems without due regard for external regulations and guidelines.
3. Style: Leadership within these institutions appears to be deficient in fostering the cultivation and development of leaders' ideologies and perspectives, thereby hindering comprehensive leadership growth.
4. Staff: There is a noticeable deficiency in self-improvement initiatives among the teaching staff, indicating a need for professional development and upskilling.
5. Skills: Despite students acquiring skills, there is a noticeable gap in their practical application, as reported by both parents and students during interviews.
6. Strategy: Many schools continue to rely on traditional enrollment methods, often neglecting the concept of sustainable development in their strategic planning.

7. Shared Values: Negative findings in the first element (Structure) can have a cascading impact on all other elements, including the foundational shared values, potentially undermining the overall organizational culture and ethos.

These findings underscore the need for comprehensive improvements across multiple dimensions to enhance the overall management and effectiveness of Career Skill Training in Private Schools. value, it was not found a sense of belonging to all stakeholders. Thus, it is necessary to always promote common values.

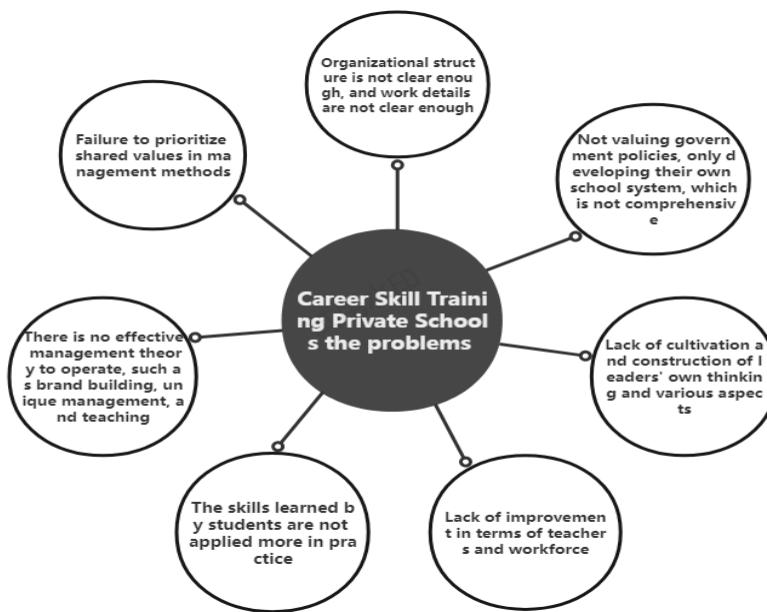


Figure 2 Problems Findings from 7s McKinsey of Career Skill Training Private Schools

Figure 2 illustrates the research design, which involves the application of McKinsey's 7S management theory to conduct interviews with representatives from five distinct private skill training schools. Subsequently, the study compiles a comprehensive list of seven distinct questions that these private skill training schools have concerning McKinsey's 7S management model. This process aims to gain insights into the practical concerns and inquiries of these educational institutions regarding the applicability and utility of the 7S model in their context.

Research Discussion

Firstly, this study utilized McKinsey's 7S management theory to identify and address management issues within Career Skill Training Private Schools. These issues were identified through interviews and subsequently addressed through appropriate corrective measures. However, it is important to note that prior management research has not applied the McKinsey 7S theory to Career Skill Training in Private Schools. Instead, reference application methods have been drawn from other enterprise management contexts. In future research endeavors, the application of this theory can serve the dual purpose of offering improved recommendations for government policies related to private skill training schools and providing robust theoretical support for the advancement of the Career Skill Training Private Schools Development Alliance. This demonstrates the potential for applying established management frameworks to enhance the effectiveness and sustainability of educational institutions in this sector.

The relevant prior researches support this study, particularly the work of Achmad Masfi and Tintin Sukartini (2022). The study adheres to specific inclusion criteria, focusing on scholarly articles utilizing the McKinsey 7S framework as a central model for the evaluation and organization of various aspects. The McKinsey 7S framework serves as the guiding model for methodological evaluation, development, and assessment in this research. It presents an invaluable alternative tool for enhancing and optimizing organizational performance. This framework delineates the orchestration of seven essential elements, encompassing strategy, structure, style, employee systems, skills, and shared values. As a comprehensive model, it holds the potential to yield significant improvements in diverse sectors such as healthcare, technology, communication, industry, and banking. The adaptability of this model renders it highly effective for the evaluation of organizational performance. In the context of the present study, the McKinsey 7S framework was also employed as a template for structuring interview questions, aiding in the assessment and refinement of the seven critical facets of school management.

This study is according with the literature that encompasses research conducted by Ainunnisa (2022), which also centered on educational institutions as its primary subject. The interviewed parties in Ainunnisa's study exhibited a striking resemblance to those interviewed in the present research, encompassing teachers, staff, and beneficiaries of the respective schools. Both studies shared a common methodological approach by adopting the McKinsey 7S model for the evaluation of management practices. Specifically, the McKinsey 7S model was employed to examine the following dimensions in Ainunnisa's study: 1) shared values, underpinned by the tagline "Smart, Religious, and Fun." 2) The school's strategic branding initiatives designed to cultivate multi-intelligence students and actualize the vision and mission of Muhammadiyah's objectives. 3) Organizational structure, with a focus on the development of school branding across diverse coordinating fields. 4) Proficiency in creating a comprehensive management information system. 5) A dedication to prioritizing quality-based learning in all recruitment processes. 6) A commitment to enhancing the competences of all teachers and staff members. 7) The principal's employment of a two-way communication method. The overarching objective of both studies is to effect improvements in the management of seven distinct facets within their respective school environments, thereby fostering enhanced management practices and facilitating overall development.

Furthermore, the extensive literature informing this study comprises a range of scholarly works. In Nurdin, Sumin, and Venny Hidayah's research (2021), the McKinsey 7S model was utilized as a supervisory framework within the school's supervisory department. Although the utilization of the model may vary, it remains a central tool in their research, encapsulating seven key variable factors: shared values, strategy, structure, system, skills, employees, and leadership style. Their work is qualitative in nature. Sumbane et al.'s research (2023) aligns with the methodology used in this study. They also employed the McKinsey 7S model as a questionnaire tool, summarizing and synthesizing seven distinctive aspects within each factor of their research. Their work ultimately led to the development of a method for

students with Autism Spectrum Disorder (ASD) and contributed to the body of knowledge available to the government, mirroring the effective research approach of the present study. Additionally, Meijuany and Jiangdi (2020) conducted research using the McKinsey 7S model to examine issues within disciplinary development, exemplified by their study of Guangdong Baiyun University. Their study employed the model's seven dimensions - strategy, structure, system, style, personnel, skills, and shared values - to explore pathways for enhancing disciplinary development. By endowing these seven elements with specific relevance in the context of disciplinary construction scenarios, their research sought to drive reform in the disciplinary construction system and mechanisms, providing strategic support and decision-making insights for enhancing the comprehensive strength of academic disciplines in universities. This body of research collectively reaffirms the efficacy of the approach employed in the present study.

Drawing from diverse management theories application in the past, it is evident that these theories exhibit certain commonalities while being tailored to specific applications, such as enterprise companies or educational institutions. Of note, the contemporary McKinsey 7S model offers a unifying perspective, allowing for the consolidation of these shared aspects. Furthermore, the model is versatile, making it applicable to the sphere of school management. It is worth highlighting that previous applications of the McKinsey 7S model have primarily focused on business contexts, and its utilization in school management has been limited. Thus, this research holds a significant study by exploring the feasibility of employing the McKinsey 7S model within the educational context.

Research Suggestions

Policy Suggestions

1. The tuition range policy of Career Training Private School cannot be too low or too high.

2. Career Training Private School standardizes internal management policies and conducts regular inspections.

Practical Suggestions

Based on the analysis conducted, practical recommendations for school directors and managers to enhance their management system based on the 7S McKinsey model are as follows:

1. Strategy: Implement differentiation and sustainable development strategies, implement targeted measures, improve the quality of training and education, and utilize the unique management and teaching capabilities of the school to enhance its core competitiveness

2. Structure: Seize the opportunities brought by the market's demand for vocational skills training in private schools. Combine the development of the school with the comprehensive needs of students, establish corresponding teaching departments, implement work division, and enhance competitiveness.

3. System: Utilize government policies as effective guidance and promotion tools to align school systems with government regulations, and leverage market demand to drive internal institutional and regulatory improvements in schools. Strengthen management and improve management quality.

4. Skill: Continuously evaluate and update the internal processes of the school, while improving the quality of teaching, while also improving students' practical and operational abilities. Implement skill assessment procedures for students to comprehensively improve their quality.

5. Staff: Pay attention to employee training and learning, ensure that all faculty members maintain continuous learning and self-improvement, and encourage employees to participate in training. Pay attention to the evaluation of training effectiveness, improve employees' work ability and level, in order to adapt to market demand and the needs of enterprise development.

6. Style: Because the decision-making ability of leaders directly affects the direction of the organization's operations, improving leadership also requires

continuous learning, combining with reality, connecting with subordinates, and listening to reasonable suggestions from subordinates to improve overall strength.

7. Shared Value: Whether a school has cohesion and the strength of cohesion are directly related to the survival and development of the school, requiring common goals and a shared economy. Only with excellent leadership and systems can schools have cohesion and shared values. Improving overall effectiveness.

Academic Research Suggestion

Based on the results and discussion presented in this article, recommendations to the government can be formulated to enhance the regulation and oversight of career skill training in private schools. These suggestions aim to promote the healthy and orderly development of the entire private skill training school market while contributing to social harmony and development. By implementing these recommendations, the government can play a pivotal role in fostering a more regulated, transparent, and equitable private skill training school sector. This, in turn, can contribute to the overall advancement of education and skills development, benefiting both students and society as a whole.

For future research endeavors, there are several promising avenues to explore. Quantitative Research can conduct surveys to gauge the satisfaction of parents and students regarding the operation of the management system in Career Skill Training Private Schools. This quantitative approach can provide statistically robust insights into the effectiveness of the management systems and identify areas for improvement. Also, the stakeholder analysis is an investigation into the roles and perspectives of relevant stakeholders. For example, government officials are responsible for informal education and private education oversight. Understanding their views and policies can inform the development of effective strategies for enhancing Career Skill Training in Private Schools. By adopting these research approaches, future studies can contribute significantly to the enhancement of Career Skill Training in Private Schools and, more broadly, to the development of education

and skills training in China. This research has the potential to shape policies and strategies that drive human development and economic growth in the country.

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