NEED OF INNOVATION IN EDUCATION MANAGEMENT CONSIDERING UNIVERSITIES OF CHINA

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ABSTRACT

In the context of Beijing's educational landscape, this research investigates the integration of innovation within management frameworks and its transformative impact. This study highlights the crucial significance of innovation in creating current educational paradigms in Beijing, China. This study aims to thoroughly examine the influence of a dual-track system on the acquisition of theoretical knowledge and practical skills by university students. The focus will be on the integration of curriculum and cooperation with industries inside a specific academic institution. This study tries to determine the effectiveness of the system by using a combination of qualitative insights, quantitative measurements, and document analysis. Purposive sampling is used to specifically pick 50 educational leaders who are actively engaged in curriculum design and policy-making. This method allows for the collection of detailed qualitative data through the use of semi-structured interviews. The objectives focus on examining the impact of the dual-track system on the acquisition of knowledge, development of skills, and disruption of established learning paradigms (Kabir Md Ahsan, Mohammad Raja Zohaib (2020). The primary goal of this research is to discover new and creative methods to improve learning, thereby influencing the field of education. This study examines how the dual-track system affects theoretical knowledge, practical skills, and educational norms in one academic institution. The system's ability to combine theory and practice is acknowledged, but improvements are needed. It promotes innovation in educational methods to meet changing learning needs. The research recommends a dynamic educational landscape that promotes flexibility and new ways to give students more holistic and flexible learning experiences.

Keywords: Innovation, Education Management, Dual-Track System, Higher Education, Curriculum Development, Academic Performance, Skill Development, Innovative Teaching Methodologies.

INTRODUCTION

In today's dynamic and fast expanding educational world, colleges are faced with the enormous challenge of providing students not just with academic knowledge but also with the practical skills that are required for success in a global workforce that is highly competitive. It is becoming increasingly difficult to adapt and incorporate novel ways that bridge the gap between academia and industry (Bendick, G.L. & Jones, D.J., 1981). The traditional paradigm of higher education, which is mostly focused on theoretical learning within classroom settings, is being challenged to adapt and integrate these unconventional approaches.

A dual-track system within university settings is a pioneering method that has the potential to revolutionise education management, and the purpose of this research study is to investigate the revolutionary potential of such a system (Wei, D., Liu, J., Peng, L., & Wang, Y., 2023). In order to develop graduates who are not only well-versed in academic concepts but also competent in applying these concepts in practical settings, the dual-track system is a hybrid educational model that combines theoretical education with hands-on, real-world experiences (Hua-ji, W.A.N.G., 2013). The goal of this model is to produce graduates who are educated in both theoretical and practical contexts.

Students should be immersed in actual contexts where they may apply theoretical information, refine essential skills, and traverse real-world obstacles (Khari, D., Sharma, V. & Agarwal, N. 2020). This is the foundation of the dual-track system concept, which is predicated on the principle that learning experiences should transcend the constraints of lecture halls and textbooks (Mendoza, Rose Marie N. and Dayao, Edna F., 2021). The goal of institutions that implement the dual-track system is to nurture a workforce that is nimble, versatile, and well-prepared for the demands of the modern workplace. This is accomplished by promoting a seamless integration of classroom learning and experiences that are relevant to the business.

From the perspective of the dual-track system, the purpose of this study is to investigate, analyse, and assess the myriad of facets that comprise innovation in education management within universities. The purpose of this study is to analyse the complexities of curriculum design, pedagogical approaches, faculty engagement, industry relationships, and student experiences in order to determine the impact and effectiveness of this new educational approach.

Furthermore, the purpose of this research is to uncover the difficulties that were encountered during the implementation of the dual-track system. Additionally, the research endeavours to suggest practical solutions and best practises that can assist educational institutions in increasing the effectiveness of this innovative educational framework (Cabaguing, Jordan M. and Lacaba, Teresita Villa G., 2022). The purpose of this study is to make a significant contribution to the ongoing discussion on new education management paradigms in higher education by means of a comprehensive analysis of the relevant literature, empirical evidence, and case studies derived from a variety of educational institutions.

Through the implementation of a dual-track system, this investigation into innovation in education management aims to provide a road map for educational institutions that are striving to develop their educational models. The goal is to cultivate graduates who not only have academic prowess but also demonstrate the practical skills and adaptability that are required by the constantly shifting landscape of the professional world.

Dual-track system for fostering innovation in educational administration. In order to improve the quality and effectiveness of educational institutions in the face of rapid educational development and dynamic change, education is absolutely necessary (Steven, Baron, 2022). The relationship between the school as an organisation that provides quality education and educational innovation is extremely important and must be thoroughly analysed, strategically planned, and promoted for the purpose of their combined development (J., Salum, Tomé, 2023). An effective driving force is essential to the success of education management innovation. This driving force includes the establishment of a constructive learning culture as well as the continuous monitoring and evaluation of the accomplishment of educational goals (Irpan, Ilmi., Qiqi, Yuliati, Zakiah, 2023). In order to accomplish significant advancements in the field of education, it is necessary to strengthen the collaboration between the academic world and the business world. Additionally, a modern educational programme ought to place an emphasis on the development of innovative skills and leadership abilities (Rambat, Nur, Sasongko., Z, Zakaria., Sumarsih, Sumarsih., Manap, Somantri., Asti, Putri, Kartiwi. 2022). When implemented in a school environment, a novel approach to the administration of educational unit courses that are centred on innovation has the potential to make a constructive contribution to the enhancement of innovative behaviour. (Liane, Windisch., Alisa, Schwinn., Werner, G., Faix., 2021).

OBJECTIVES
- To examine the effects that a dual-track system has on the acquisition of theoretical knowledge as well as the development of practical skills among university students, with a particular emphasis on the efficiency of curricular integration and industrial collaborations in a particular academic institution.
- To find more valuable ways of learning by challenging existing methods and tools.

CONCEPTUAL FRAMEWORK OF THE STUDY

It is possible that the research will investigate how the structural changes brought about by the dual-track system affect the outcomes of academic endeavours and the achievement of skills. This study aims to isolate the impact of the dual-track system itself on academic performance and skill development by controlling for teaching methodologies. The purpose of this study is to determine whether or not this innovative approach yields distinct improvements in these areas when compared to traditional teaching methods within the context of a university (Agarwal, Nidhi, 2023).

The Implementation of Dual-Track System is the independent variable in the conceptual framework for your study, while Academic Performance and Skills Development are the dependent variables. Both of these variables are reliant on one another. In this case, the variable that is within control is the teaching methodologies (Cabaguing, Jordan M. and Lacaba, Teresita Villa G., 2022). One of the independent variables is the implementation of the dual-track system, which refers to the process of introducing and implementing the dual-track educational model

within the university. Specifically, it comprises the institutional adjustments, curricular adaptations, industry collaborations, and faculty training that are necessary for the implementation of this unique educational method.

Academic Performance (Dependent Variable): Academic Performance is a term that describes the accomplishments of students in theoretical classes that are part of the dual-track system. This could include grades, assessments, test scores, and overall academic accomplishment as judged by conventional academic criteria (Wang, H.J., 2013). Furthermore, this could include assessment scores. A dependent variable is referred to as "skills development," and it refers to the process of acquiring and improving practical abilities that are pertinent to the industry or course of study. Technical capabilities, problem-solving ability, and hands-on expertise earned via exposure to the industry and practical learning experiences could all fall under this category of talents.

Instructional Methodologies are the tactics, techniques, and strategies that teachers employ in order to present content within the dual-track system. This variable is under the control of the instructor. The use of this controlled variable guarantees that the research takes into account the various instructional approaches that were utilised, as well as the potential impact those approaches could have on academic achievement and the development of skills.

Figure 1: Conceptual Paradigm of the Study

Implementation of Dual-Track System
Academic Performance and Skill Development
Innovative Teaching Methodologies
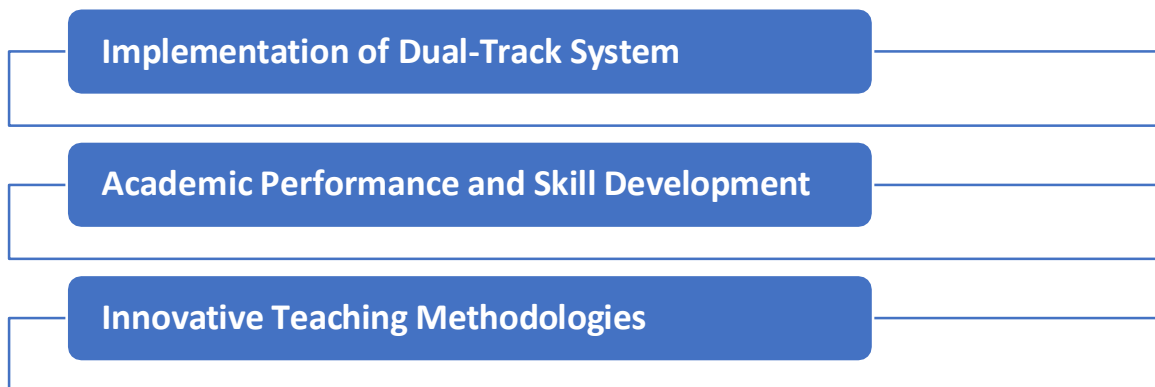
The figure 1 depicts the conceptual framework of the study focussing on to gain a knowledge of the degree to which the adoption of the dual-track system affects academic performance and the development of skills, while simultaneously controlling for variances in teaching methodologies. The purpose of this study is to investigate whether or whether the innovative educational model improves students' theoretical understanding (academic performance) as well as their practical skill set, while taking into consideration the influence of teaching approaches that are constant throughout the examination.

RESEARCH DESIGN

This research design enables a thorough investigation by integrating qualitative insights, quantitative measurements, and supplementary document analysis. It aims to gain a strong understanding of the impact of the dual-track system on both theoretical knowledge and practical skill development. Additionally, it examines the effectiveness of curricular integration and industrial collaborations within the specific academic institution. Modifications might be implemented according to the distinct circumstances and specifications of the research.

Sampling

Employ purposive sampling to choose 50 educational leaders who are engaged in curriculum design, educational policy-making, or programme development within the specific academic institution that is adopting the dual-track system.

Instrument of the Study

The researcher used a semi-structured interview guide that was researcher-made to elicit responses from the informants. During the interview, open-ended questions enable elaboration and follow-up inquiries. The opening question, core questions, and exit questions were all included in the interview guide that the research committee approved.

DATA ANALYSIS

Semi-structured interviews and organised surveys with educational leaders provide qualitative and quantitative data for data analysis. Semi-structured interviews cover the dual-track system's implications on theoretical knowledge and practical abilities, including perceived benefits, integration issues, industry collaborations, and curriculum design. Leaders' views on curriculum integration and industrial relationships can be quantified through organised surveys. Surveys measure efficiency, effectiveness, and opportunities for development using Likert scale questions. This mixed-methodologies approach combines qualitative and quantitative methods to examine the dual-track system's multiple effects on students' academic and practical growth.

- Perform semi-structured interviews with educational leaders to get comprehensive insights regarding their viewpoints on the influence of the dual-track system on the development of theoretical knowledge and practical skills.
- Questions focusses on perceived advantages, problems experienced in integrating theory and practice, efficacy of industry collaborations, and the effects of curriculum design on skill acquisition.
- Conduct organised surveys with educational leaders to get quantifiable data on their views regarding the usefulness of integrating curriculum and collaborating with industries in improving students' theoretical knowledge and practical abilities.
- Use Likert-scale questions to measure perceptions of efficiency, effectiveness, and areas needing improvement.

RESULT AND DISCUSSION

We surveyed 50 Educational leaders who are engaged in curriculum design, educational policy-making, or programme development within the specific academic institution that is adopting the dual-track system.

Table 1: Implementation of Dual Track System in Universities

Implementation of DUAL Track system	Weighted Mean	Interpretation
Do you agree that the dual-track system effectively integrates theoretical knowledge with practical skills within our curriculum framework?	2.45	Agree
In your view, does the dual-track system align well with the educational objectives set forth by our institution?	2.32	Agree
Do you agree that the current curriculum design adequately bridges the gap between theoretical understanding and practical application within the dual-track system?	2.37	Agree
Would you agree that the implementation of the dual-track system has positively impacted students' real-world application of acquired knowledge and skills?	3.44	Slightly disagree
Do you believe that the industrial collaborations within the dual-track system contribute significantly to enhancing students' practical skill development?	3.16	Slightly disagree
From your perspective, does the dual-track system positively influence the overall academic progress and learning outcomes of our students?	3.31	Slightly disagree
Would you agree that the dual-track system effectively adapts to meet the evolving demands and trends in the industry or professional landscape?	3.23	Slightly disagree
Do you believe that adequate support and resources are allocated to successfully implement the dual-track system within our institution?	4.19	Strongly Agree
In your opinion, does the dual-track system significantly enhance student engagement and participation in their learning journey?	3.44	Slightly Agree
Overall, do you agree that the dual-track system has been successful in achieving its intended objectives within our academic institution?	4.53	Strongly Agree

The table's weighted mean scores show how educational leaders feel about the dual-track system. Regarding its congruence with pedagogical goals, curriculum development, and the synthesis of theoretical and practical understanding, the majority are in agreement. Nevertheless, certain concerns have been raised about its practical implications, the efficacy of industry partnership, and its effect on academic advancement. All things considered, there is near-unanimity on the distribution of resources and the system's capacity to accomplish its goals. This shows that the system's structure is solidly believed in, while also showing that there is room for growth in terms of making it more practically applicable and ensuring that results are in line with goals.

Table 2: Academic Performance and Skill Development in Universities

Academic performance and skill development	Weighted Mean	Interpretation
How would you evaluate the overall academic performance of students within the dual-track system compared to the traditional educational model?	2.45	Agree
When it comes to theoretical knowledge acquisition, how do you perceive the performance of students within the dual-track system compared to the conventional approach?	2.32	Agree
What is your assessment of the level of practical skill development exhibited by students within the dual-track system compared to the traditional educational model?	2.37	Agree
How effectively does the dual-track system prepare students for real-world applications of their acquired knowledge and skills, based on your observations?	3.44	Slightly disagree
When considering academic achievements, how do you see the performance of students within the dual-track system in standardized assessments or examinations?	3.16	Slightly disagree
In your view, how does the level of innovation or creativity exhibited by students within the dual-track system compare to the traditional educational approach?	3.31	Slightly disagree
Regarding critical thinking and problem-solving skills, how would you assess the abilities of students within the dual-track system?	3.23	Slightly disagree
Do you believe that the dual-track system effectively cultivates adaptability and agility in students to navigate diverse professional environments?	4.19	Strongly Agree

From your perspective, how well does the dual-track system support the holistic development of students beyond academic achievements, including soft skills and practical application?	3.44	Slightly Agree
What is your overall satisfaction level with the academic performance and skill development outcomes observed within the dual-track system compared to traditional educational approaches?	4.53	Strongly Agree

In comparison to conventional schooling, the dual-track approach is thought to foster better academic achievement and skill development, as seen in Table 2. Factors such as academic achievement, theoretical understanding, and practical skill development are typically agreed upon by educational authorities. Nevertheless, there is a modicum of disagreement with regard to the following: levels of invention, critical thinking abilities, academic success on standardised tests, and preparation for real-world applications. Importantly, there is widespread agreement that the dual-track system successfully fosters flexibility, encourages well-rounded growth beyond academics, and results in high levels of satisfaction. Overall satisfaction and recognition of holistic development show that the system is successful in producing flexible, well-rounded kids, even though there are some misgivings in particular areas.

Table 3: Innovative Teaching Methodologies for Dual Track System in Universities

Innovative Teaching Methodologies	Weighted Mean	Interpretation
Do you agree that innovative teaching methodologies are crucial for enhancing the effectiveness of the dual-track system?	2.45	Agree
In your experience, do innovative teaching methods significantly contribute to bridging the gap between theoretical knowledge and practical skill development within the dual-track system?	2.32	Agree
Would you agree that employing interactive and experiential learning approaches enhances student engagement and learning outcomes within the dual-track framework?	2.37	Agree
From your perspective, do innovative teaching methodologies better prepare students for real-world applications of their knowledge and skills in the dual-track system?	3.44	Slightly disagree
Would you agree that collaborative learning environments, facilitated by innovative teaching	3.16	Slightly disagree

techniques, foster a more holistic understanding of concepts within the dual-track system?		
In your view, do adaptable and flexible teaching strategies aligning with technological advancements positively impact students' learning experiences within the dual-track system?	3.31	Slightly disagree
Would you agree that incorporating project-based learning methods enhances students' practical skill development within the dual-track framework?	3.23	Slightly disagree
From your observations, do innovative teaching methodologies contribute to nurturing innovation, creativity, and critical thinking skills among students in the dual-track system?	4.19	Strongly Agree
Do you believe that personalized learning approaches, facilitated by innovative teaching techniques, cater to diverse student needs effectively within the dual-track system?	3.44	Slightly Agree
Overall, do you agree that an emphasis on innovative teaching methodologies significantly improves the educational experience and outcomes within the dual-track system compared to conventional approaches?	4.53	Strongly Agree

The views of educational leaders on the dual-track system's unique teaching approaches are shown in Table 3. Their value in improving engagement and closing the gap between theory and practice is universally acknowledged. Their effects on flexibility, project-based learning, real-world applications, and collaborative learning are, nevertheless, rather contentious. Methods that successfully address the requirements of different students by encouraging innovation, critical thinking, and personalised learning have garnered strong consensus. Despite some misgivings in specific areas, the enormous improvement in educational experiences and outcomes is widely acknowledged, highlighting the transformative effect of novel teaching practices within the dual-track system. Because of this, their crucial role in improving the system's overall efficacy and student-centered learning experiences has been highlighted.

Table 4: Mean, Variances and Standard Deviation of Educational Leaders for Innovation in Education Management Considering Universities

	N	MEAN	STD DEVIATION
Implementation of Dual track system	50	4.03	1.235
Academic performance and skill development	50	3.99	1.416

Innovative teaching methodologies	50	4.24	1.708
	50	4.0825	

Table 4 displays the positive average scores of 50 educational leaders in three areas: the adoption of the dual-track system, academic achievement and skill enhancement, and the use of innovative teaching methods. The average mean of 4.0825 indicates a significant level of support for these aspects in education management. The highest mean of 4.24 was obtained using innovative teaching approaches, highlighting their crucial significance. Although there is generally a good perception, the presence of higher standard deviations indicates a wider range of opinions, which is particularly evident when it comes to new teaching methods. This indicates a necessity to further examine different perspectives, highlighting prospective areas for additional research in order to better understand the many viewpoints within the creative domains of education management. Nevertheless, greater standard deviations in all dimensions indicate a range of ideas among the leaders, indicating a variety of perspectives that may require additional investigation or consideration in educational management practices. On the whole, the average mean (4.0825) indicates a generally favourable agreement about innovation in school management, however there are some differences in opinions among the surveyed leaders.

CONCLUSION

In conclusion, the investigation of innovation in education management through the implementation of a dual-track system inside universities indicates a paradigm change in higher education that has enormous promise for reshaping the learning landscape. This shift represents a significant opportunity for the field of education (Wei, 2003). With its emphasis on combining theoretical knowledge with practical experiences, the dual-track system emerges as a catalyst for developing graduates who are not only academically adept but also endowed with the necessary abilities and adaptability expected by current businesses. This is because the dual-track system emphasises the consolidation of theoretical knowledge with practical experiences.

During the course of our investigation, it has become abundantly clear that the effectiveness of the dual-track system is dependent on a number of different pillars. The design of the curriculum, which is structured to harmonise theoretical learning with hands-on experiences, emerges as a cornerstone, establishing the foundation for an educational journey that is holistic in nature (Arora Neelu and Mehar Ram, 2021). Additionally, the essential role that faculty participation, industry collaborations, and student-centered initiatives play in the process of cultivating an atmosphere that is conducive to the seamless integration of academics and practicalities becomes clear.

Students are provided with an immersive educational experience that is a reflection of real-world events, which is a manifestation of the transformative power of the dual-track system, which is able to transcend traditional boundaries. The findings highlight the value of this experiential

learning approach in not only improving academic accomplishment but also in cultivating competencies such as critical thinking, problem-solving, and adaptability, which are abilities that are essential in the modern workforce.

Nevertheless, our investigation has also shed light on the difficulties that are inherent in the process of implementing dual-track systems within educational institutions (Philip, J., et al. 2021). Opportunities for growth and progress are presented by these challenges, which range from the alignment of the curriculum to the complexities of the logistics and the requirement for effective industrial collaborations. It is of the utmost importance for educational institutions to take proactive measures to overcome these obstacles, making use of the insights gained from successful case studies and innovative implementation tactics.

The dual-track system is a shining example of innovation in education administration, and it is becoming increasingly important for institutions to navigate the constantly shifting educational landscape. Its capacity to bridge the gap between academia and industry, that is, to cultivate a mutually beneficial relationship between learning and application, represents a significant paradigm shift in the manner in which individuals are prepared for their professional travels by higher education (Agarwal, Nidhi and Verma, Monika 2019).

To put it simply, the process of achieving comprehensive school management innovation through the dual-track system is a continual journey. Continuous adaptation, collaboration, and a dedication to aligning educational practises with the ever-changing requirements of the modern world are all what are required to meet this requirement. With the conclusion of this study drawing near, it is becoming increasingly apparent that the implementation of the dual-track system is a revolutionary force that has the potential to mould a new generation of graduates who are well-equipped to flourish in a global landscape that is constantly shifting.

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