

The Perceptions of Teachers and Principals on Utilization of The Industry Experts in Korean Vocational High Schools

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ABSTRACT

The purpose of this study is to investigate the perceptions of teachers and principals on Utilization of The Industrial-educational Adjunct Teachers System at vocational high schools in Korea. To achieve this, a survey was conducted through an online questionnaire system, targeting principals and teachers at 506 schools. A basic statistical analysis and a t-test were conducted using the SPSS 23.0 for Windows program. The main research results are as follows. First, it is necessary for the both principals and teachers working in vocational high schools to utilize the industry sector expert to enhance their ability in the fields of information and communication, electricity, electronics, culture, art, design, broadcasting, and machinery. In particular, it is especially necessary in the areas that require the sharing of field experience or practical guidance rather than theoretical lectures. Second, despite the high demand for industrial-educational adjunct teachers in vocational high schools, both teachers and principals recognize that schools are having difficulties in securing manpower, and the main reasons for the difficulties are low wages and the location of the school. Third, both teachers and principals recognize the necessity of issuing teacher qualifications to increase the utilization of industry experts in vocational high schools in order to match the current teacher training system with equity. Fourth, both teachers and principals recognize that it is appropriate to introduce a special admission program to teacher training institutes for industry sector experts and grant them extra points when selecting the teachers in order to expand the participation of industry sector experts in vocational high school.

Keywords: Korean vocational high schools, principal, teacher, industrial-educational adjunct teachers