



INVESTIGATING NEEDS AND PROBLEMS OF ACADEMIC ADMINISTRATION ON THE COURSE OF JOURNALISTIC WRITING IN GUANGXI VOCATIONAL UNIVERSITY OF AGRICULTURE*

¹Yuan Haisheng ²Aree Ussavanuphap

^{1,2}Dhonburi Rajabhat University, Thailand

Corresponding Author E-mail: areeup99@gmail.com

Abstract

Academic administration guidelines are very important for any major. It is necessary for teachers and students of journalism majors to develop an effective academic administration guide, which can help teachers and students better understand the writing courses. The objectives of this research were: 1) To investigate the opinions of students, teachers and administrators towards the academic administration on the course of journalistic writing. 2) To propose academic administration guidelines on developing journalistic writing manual for journalism students. The respondents of this study were 216 students, and 60 teachers and administrators at Guangxi Vocational University of Agriculture, obtained through "stratified random sampling". The research instrument employed in this study were questionnaires and a set of questions for the focus group discussion. The information and data collected were analyzed and presented in terms of frequency count, mean values, and standard deviation. The results show that: 1) the problems in the academic administration on the course of journalistic writing of Journalism students of Guangxi Vocational University of Agriculture are at the "high" level regarding the necessity of offering writing courses and students' needs. In term of curriculum, students mentioned that writing courses had many hours and students felt tired were at the highest level; For the instruction part, students pointed that they could not bear hardships and stand hard work, and they were unwilling to learn more other knowledge were at the highest level. For the evaluation part, students thought that what the teacher taught in class was not what they needed were at the highest level. 2) The developing manual writing for journalistic writing consisted of 5 units composition. All 5 units had been evaluated by three experts, and the IOC value was 0.67-1.00, indicating that the developed writing course guidelines was acceptable and could be used as a manual of journalistic writing for journalism students to Improve writing skills and knowledge.

Keywords: Academic Administration, Guidelines, Journalistic Writing, Manual



Introduction

The high-quality development of China's media industry provides excellent practical significance for the deep integration of media and meets the inherent requirements of theoretical and practical innovation in the media field. Accelerating the deep integration of media and realizing the high-quality development of the media industry has become an important task for my country's cultural media (Haberstroh, 2020). China's media industry has entered a period of high-quality development, which not only complies with the fundamental needs of the healthy development of the network environment but also creates major opportunities and breakthroughs for promoting the deep integration and transformation of traditional media and new media in my country. In the era of new media, positive cultural communication has become the mainstream (Wright & Nolan, 2021).

As an agricultural vocational college, the journalism major is a marginalized subject and receives relatively few resources and support from the school. Therefore, in order to promote the development of the journalism major, it is necessary to improve the level of academic administration. The foundation of vocational students is relatively weak, and an effective one suitable for them The academic administration guidelines is very necessary.

Guangxi Agricultural Vocational and Technical University was approved by the Ministry of Education in May 2021 and the People's Government of the Guangxi Zhuang Autonomous Region in June 2021. In the early days of its establishment, it offered a journalism major, and more than 1,000 graduates have worked in various TV stations, media, and websites in Guangxi; After the school was transferred and merged into a vocational undergraduate program, the College of Humanities and Arts was established, which establish a journalism major. Therefore, the development of journalism majors in agricultural colleges and how to improve the writing skills of journalism majors is particularly important. Although today's journalism majors have talent training programs and a complete teaching system, they lack an administrative guide. This study will Developing a writing course administration guide for journalism teachers and students to help them improve their writing skills.

More than a decade ago, many journalism experts expressed concern that problems with basic writing skills meant that new public relations practitioners were not entering the field at an appropriate level. In response, they urged public relations educators to change the curriculum to include a more writing-focused approach. Journalistic employers confirm that, as in the field of public relations, high-quality writing skills are expected of recent graduates (Fu, 2021), and writing training is often viewed as a fundamental journalistic skill (Haladyna, 2019). Teaching writing has long been viewed as a pillar of education (Marconi, 2020). Writing instruction has traditionally been part of early education or early skill development. At the other end of the educational timeline, degrees and subject majors that



require students to demonstrate professional writing skills, such as public relations and journalism, must teach students professional writing skills (Sekaran, 2018).

Objectives of this Research

1. To investigate the opinions on problems of students, teachers and administrators towards the academic administration on the course of journalistic writing.
2. To propose academic administration guidelines on developing journalistic writing manual for journalism students.

Research Methodology

The research focuses on investigating needs and problems of academic administration on the course of journalistic writing in Guangxi Vocational University of Agriculture. It can show the research methodology as follows:

1. Research design

Mixed methods research (Quantitative research and Qualitative research) is employed to analyze the data because both quantitative and qualitative approaches are adopted in the research process.

2. Population and sample group

2.1 Population

This study was conducted of Guangxi Vocational University of Agriculture. The population of this research project was divided into two groups: 1) 492 students, 2) 50 teachers and 10 administrators.

2.2 Sample Group

In this research project, the sample groups were divided into three groups; namely, 1) 216 journalism students; This sample groups was derived from of Krejci and Morgan formula, 2) 50 teachers, who taught the journalistic writing, and 10 administrators. The respondents were collected through the stratified random sampling technique.

3. Research instruments

3.1 Questionnaires

In this research project, data collection was carried out by means of questionnaire survey. The questionnaire was divided into 2 sets: 1) the student set and 2) the teacher and administrator set. The questionnaire was divided into 2 parts, 1) the general background, 2) the opinions of journalism students, teachers and administrators towards problems of journalistic writing.

For this part of the questionnaire, the index of item objective congruence score (IOC score) was assessed by three experts. The IOC values of each question in the



questionnaire was ranged from 0.67 to 1.00. The reliability of questionnaires was measured by the technique of Cronbach's alpha coefficient. The reliability of questionnaires for students, teachers and administrators problems were 0.855; 0.870 respectively.

3.2 A set of question for focus group discussion

The focus group members consisted of nine participants, namely three administrative staff, three specialists, and three senior faculty members. They discussed how to improve the guidelines for journalism writing courses, and everyone agreed that the guidelines includes four parts: evaluation, Equipment and media, Instruction, and Curriculum. This academic administration guideline solicits opinions from school leaders and department heads, as well as experts and scholars. Through repeated deliberation and the organization of multiple special meetings for discussion, the framework structure and compilation form of the "Academic Administration Guideline" have been continuously improved, thus ensuring the systematic, logical and scientific structure design of the "Academic Administration Guideline". The results were presented in terms of IOC (Index of item-objective congruence).

4. Data Collection

In this research project, the researcher personally collected data and information online. The sample groups were informed of the purpose of the data collection and an appointment was made. The researcher submitted a permission letter to the dean of the faculty of Humanities and Arts of the university in advance, requesting permission to collect data, and information on the sample groups at Guangxi Vocational University of Agriculture.

5. Data Analysis

The data and information collected were analyzed, interpreted and then presented in terms of frequency count, percentage, mean (\bar{x}), and standard deviation (S.D.). The five point Likert rating scale was used to evaluate the respondents' problems of journalism students, teachers and administrators for journalistic writing.

Research Results

In this topic, it is divided into three parts; namely, 1) General information 2) The problems of academic administration guidelines on developing journalistic writing manual for journalism students.

1. The problems of academic administration guidelines on developing journalistic writing manual for journalism students.

**Table 1** The opinions of journalism students on the problems of learning journalistic writing courses

Items	n=216		Level of problems
	\bar{x}	S.D.	
Curriculum			
1. The students' knowledge is relatively narrow, and they have not studied journalism theory in depth	4.32	0.58	High
2. Students do not have a standardized format and template when doing news reporting	4.36	0.79	High
3. Students' learning ability is not strong, their foundation is relatively weak, and their writing ability is poor	4.24	0.75	High
4. Students find the course of writing class is difficult and beyond their abilities	4.43	0.79	High
5. Writing courses have many hours and students feel tired	4.81	0.39	Highest
Total	4.43	0.66	High
Instruction			
6. Students are unwilling to go to the sites to get first-hand information for reporting	4.32	0.84	High
7. Students are not strong enough to bear hardships and stand hard work, and they are unwilling to learn more other knowledge.	4.75	0.43	Highest
8. Students' comprehension ability is weak, and they cannot better understand the content of the teacher's class	4.20	0.73	High
9. Students are not focused enough in class and are prone to desertion	4.43	0.50	High
10. Students are easily disturbed by external factors and easily lose accurate judgement	4.24	0.75	High
Total	4.39	0.65	High
Equipment and media			
11. News dissemination requires some important mediums that students do not understand	4.44	0.79	High
12. Students are not willing to read more books and newspapers, resulting in poor news sensitivity	4.25	0.75	High
13. Traditional media is impacted by new media, students hold a wait-and-see attitude	4.07	0.90	High
14. Writing handouts needs to be previewed before class and repeated practice after class	4.62	0.49	Highest
15. Students don't know how to learn writing in	4.61	0.50	Highest



online courses			
Total	4.40	0.69	High
Evaluation			
16. Some news writing is boring, students do not have enough patience	4.62	0.49	Highest
17. Students' background on political awareness is not enough, and they are at a loss in the face of some important events	4.57	0.50	Highest
18. Students think that the writing class do not help them to get jobs in the future	4.57	0.50	Highest
19. Students think that what the teacher taught in class is not what they need	4.81	0.39	Highest
20. Students feel that they are missing an instruction manual for writing courses	4.33	0.84	High
Total	4.58	0.54	Highest
Total statistics	4.45	0.64	High

According to table 1, it is indicated that the Journalism majors have problems in learning writing courses of students are at the high level. (\bar{x} =4.45, S.D. =0.64). In respect to Curriculum Writing courses have many hours and students feel tired, In respect to Evaluation Students think that what the teacher taught in class is not what they need, Both of these questions are at the highest level. (\bar{x} =4.81, S.D.=0.39), In respect to instruction students are not strong enough to bear hardships and stand hard work, and they are unwilling to learn more other knowledge are at the highest level. (\bar{x}) =4.75, S.D.=0.43), In respect to Equipment and media, writing handouts needs to be previewed before class and repeated practice after class, In respect to Evaluation, some news writing is boring, students do not have enough patience, both of these questions are at the highest level. (\bar{x} =4.62, S.D. =0.49).

Table 2 The opinions of teachers and administrators on the problems of journalistic writing courses

Items	n=60		Level of problems
	\bar{x}	S.D.	
Curriculum			
1. Instructional design for writing courses is more difficult to write	4.35	0.58	High
2. The writing class needs to assign more exercises to the students	4.40	0.79	High
3. Writing courses require long hours of preparation and real-time updates on the latest hot topics	4.20	0.78	High



4. Teaching writing courses can sometimes slow down the teaching assignments	4.38	0.83	High
5. Writing classes don't have a professionally tailored instruction guide	4.78	0.42	Highest
Total	4.42	0.68	High
Instruction			
6. Writing requires a fixed format framework	4.35	0.84	High
7. Writing class is more difficult to liven up the class atmosphere.	4.77	0.43	Highest
8. The amount of class hours in the writing class is relatively large, and the period spanning the semester is long	4.18	0.73	High
9. In writing course teachers need to take students to participate in various writing competitions	4.45	0.50	High
10. Writing courses must be implemented strictly in accordance with course standards	4.27	0.76	High
Total	4.40	0.65	High
Equipment and media			
11. Teaching writing courses requires downloading the database	4.45	0.79	High
12. Teachers are not familiar with online teaching and learning platforms	4.23	0.75	High
13. Writing classes need to use multimedia teaching equipment to assist teaching, but teachers don't have time to study in-depth	4.02	0.91	High
14. The instruments and equipment in the writing class are relatively simple, not up to date.	4.63	0.49	Highest
15. Writing courses require extensive literature reading	4.60	0.49	Highest
Total	4.39	0.69	High
Evaluation			
16. Teachers are not confident in teaching writing courses	4.60	0.49	Highest
17. Writing courses require strong logical skills	4.55	0.50	Highest
18. Writing courses are necessary for journalism students	4.58	0.50	Highest
19. Writing class is a challenge course for teachers	4.82	0.39	Highest
20. Writing classes put a lot of pressure on teachers	4.35	0.84	High
Total	4.58	0.54	Highest
Total statistics	4.45	0.64	High



According to table 2, teachers and administrators mentioned that there are problems in learning journalistic writing at the high level. (\bar{x} =4.45, S.D. =0.64). In respect to evaluation writing class is a challenge for teachers at the highest level. (\bar{x} =4.82, S.D. =0.39). In respect to curriculum writing classes don't have a professionally tailored instruction guide at the highest level. (\bar{x} =4.78, S.D. =0.42). In respect to instruction writing class is more difficult to liven up the class atmosphere at the highest level. (\bar{x} =4.77, S.D. =0.43).

2. Conclusions from focus group discussions on academic administration guidelines for journalistic writing

News writing courses have significant characteristics such as realistic pertinence and strong timeliness. Like the teaching of other business courses in journalism majors, writing course teaching needs to integrate theoretical knowledge into practical operations and improve students' writing abilities through a large amount of practice. However, news writing is more than just a basic course. News writing emphasizes rationality and thinking. Only by learning to use logical thinking to look at problems rationally can students correctly grasp the laws of objective things and clearly understand the difference between fact judgment and value judgment when facing specific news events. Theoretical teaching can also guide students in today's era of fragmented information to use systematic thinking to paste facts, integrate information, see the essence through phenomena, and conduct completeness, logic, hierarchy, structure, and unity before outputting opinions.

Research Discussion

1. The problems of low writing ability among journalism students in agricultural university

According to statistics, more than 80% of students realize the need to master writing skills and hope that universities was offer news writing courses. However, students' own initiative and enthusiasm for writing are far less than this. Faced with the pressure of completing homework and preparing for exams, they rarely take the initiative to carry out relevant reading and training. Journalism majors are unwilling to spend time reading books and documents, analyzing and thinking deeply. (Ding, 2017)

The research results of these scholars are the same as the researchers' conclusions. They all believe that mastering news writing is the responsibility of every student, which is of great help in improving students' thinking and debating abilities.

Stanford University's experience in cultivating students' writing skills: it has opened rich and personalized writing courses and integrated thinking training throughout the entire writing teaching, "cultivating students' abilities in in-depth reading, proficient writing, effective communication and critical thinking". At Stanford University, writing courses are mainly



conducted in seminars, and the class size is very small, usually no more than 15 people. In the classroom, teachers focus on student activities and construct a classroom atmosphere suitable for students' active learning through text analysis, writing tasks, group discussions, classroom workshops, etc. Outside the classroom, teachers was assign a large number of writing tasks to students and provide strict guidance, revision and feedback. These writing tasks usually come in various forms, including not only basic professional tasks, such as rhetorical analysis, situational expression, academic discussions, designing research plans, and presenting research results, but also involve some extremely practical informal tasks, such as creating blogs, field work, etc. Interviews etc. These practices are also worth learning from and was help journalism students improve their writing skills.(Han, 2017).

2. The needs for academic administration guideline among journalism students in agricultural colleges

China is a large agricultural country, and the work of "agriculture, rural areas and farmers" is one of the most important tasks of the Chinese government. As students of agricultural universities, we need to guide more young people to cultivate patriotic feelings for the party, carry forward the great spirit of poverty alleviation, keep in mind the mission of strengthening agriculture and revitalizing agriculture, and gather the power of youth to shine for rural revitalization. The academic administration guideline can help them master writing knowledge, improve writing skills, and lay a solid foundation for learning other professional courses. Since the foundation of students in vocational colleges is relatively weak, the guidelines fully considers the matching with students during the formulation process. It is always difficult and easy to understand. Each unit has clear ideas and is progressive. It is a very suitable guide for journalism students in vocational colleges. Every agricultural school student must not only study professional knowledge seriously and contribute to the comprehensive promotion of rural revitalization in the areas they are good at, but also need to improve their writing skills and integrate their personal ideals into the unremitting struggle to realize the Chinese dream of the great rejuvenation of the Chinese nation. On this basis, journalism students should use their professional knowledge to convey the voice of agriculture, disseminate agricultural knowledge, and contribute to agricultural modernization.

3. The social significance and learning value of the guidelines of Journalistic Writing

Guidelines of Journalistic Writing can cultivate journalism students' abilities in inquiry learning, lifelong learning, problem analysis and problem solving. To further enhance the students majoring in journalism to have solid writing skills, image and video processing technology, strong news integration ability, text expression ability and information processing ability, and be able to complete text, image, video and other content planning of traditional media and new media. Production, tracking maintenance, and packaging and editing;



understand new media planning and operation models, methods, techniques, and strategies; be able to complete product operations, content operations, user operations, event operations, etc. Have good sensitivity to traditional media and new media news, understand the career development trends of all-media news gathering and editing; have strong interpersonal communication skills, organizational and coordination skills. This theory coincides with Mensing (2010).

By writing this guidelines, it has been recognized by three domestic experts and scholars. They believe that the design of the manual is reasonable, the content is rich, and the key and difficult teaching points are highlighted. It is suitable for students majoring in journalism at our school. The entire teaching link is complete and clear. From the introduction of the classroom to the teaching process and the final after-class exercises, it provides a clear introduction to the writing learning of various genres. The teaching content is clear, objective and true, and the knowledge points are accurate. The after-class exercises are of moderate difficulty and can be arranged closely with the key contents of this chapter. Overall, the content arrangement of the five units of this course is operable and in line with the syllabus. This course includes news writing, communication writing, work plan writing, plan writing, and in-depth report writing.

Research Body of Knowledge

The Research Body of Knowledge of this study is the problems and needs of dance education management in middle schools, including educational management, teaching process, and promotion of facilities to create the academic administration guideline for Dance Educational Management in High School.

This research helps journalism students improve their writing skills by improving the academic administration guidelines for writing courses. It conducts questionnaire surveys and collects results from curriculum, instruction, equipment and media, and evaluation. The academic administration guidelines conducts effectiveness analysis on agricultural vocational college Journalism. Learning students has a stimulating effect, which can not only help teachers improve classroom efficiency but also enable students to better master writing skills. It is shown in Figure 1.

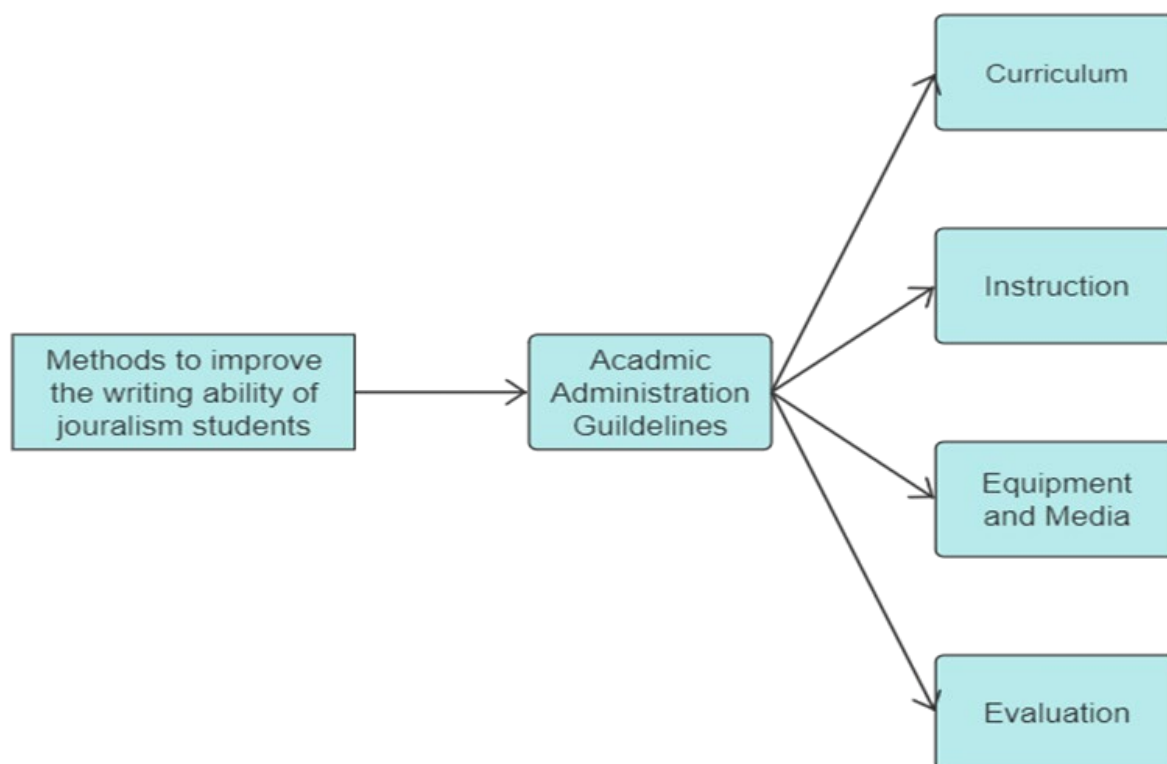


Figure 1 Research Body of Knowledge

Research Suggestion

1. Suggestions in practice

The journalism major is guided by market demand and local economic development, followed by professional goals, with professional ability training as the core, and professional quality education as the basis. Cultivate students who master the theoretical foundation and higher practical skills of all-media news gathering, editing and production, and have strong all-media news interviewing, writing, editing, photography, videography, commentary, post-production and broadcasting, innovation and entrepreneurship, and independent learning abilities. As a compulsory course for journalism majors, the writing course is a course that needs to be learned and mastered. In this course, students are recommended to read a large number of books and materials, learn writing in various news genres, and often go to frontline sites and grassroots to collect information and data. Students are required to have an international and national perspective.

2. Suggestions for research

2.1 The effectiveness of Academic administration guidelines on developing journalistic writing manual for journalism students

2.2 The influencing factors of the writing teaching ability of journalism teachers in Guangxi Vocational University of Agriculture.



2.3 It is recommended to refine the content arrangement of each unit, such as adding some case teachings and supplementing some cases, which was more effective and allow students to better understand the genre. There are also suggestions to add the applicable scope of each genre, such as message writing, when should the genre "message" be used? If some of these details can be improved, the entire teaching link was richer.

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