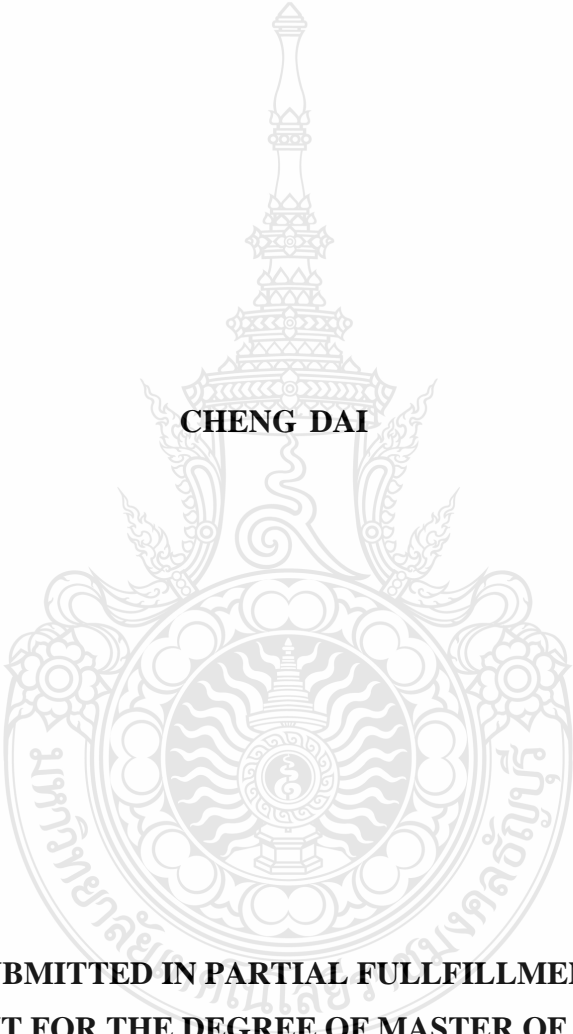


**THE EFFICIENCY OF DIGITAL LEARNING SPACE FOR
MANAGING LEARNING BEHAVIORS OF SECONDARY
VOCATIONAL EDUCATION STUDENTS**

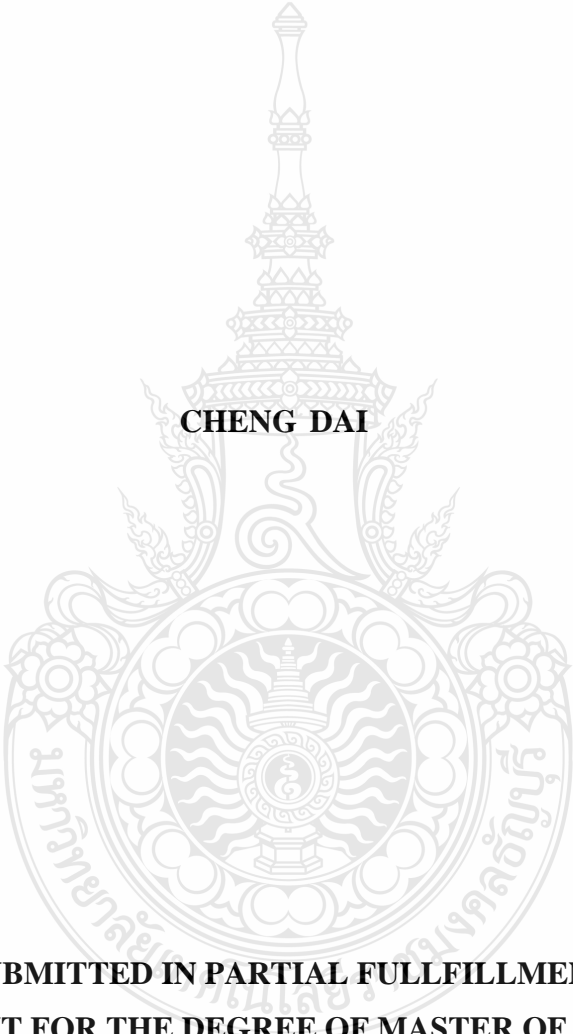
CHENG DAI



**A THESIS SUBMITTED IN PARTIAL FULLFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
PROGRAM IN LEARNING TECHNOLOGY AND INNOVATION
FACULTY OF TECHNICAL EDUCATION
RAJAMANGALA UNIVERSITY OF TECHNOLOGY THANYABURI
ACADEMIC YEAR 2022
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ลิขสิทธิ์ พ.ศ. 2565
คณะครุศาสตร์อุตสาหกรรม
มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี


Thesis Title The Efficiency of Digital Learning Space to Manage Learning Behavior for Secondary Vocational Education Students
Name – Surname Mr. Cheng Dai
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Date 1 Month October Year 2022

หัวข้อวิทยานิพนธ์	ประสิทธิภาพของพื้นที่การเรียนรู้ดิจิทัลเพื่อการจัดการพฤติกรรม การเรียนรู้ของนักศึกษาระดับอาชีวศึกษา
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ปีการศึกษา	2565

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) พัฒนาพื้นที่การเรียนรู้ดิจิทัลสำหรับจัดการพฤติกรรมการเรียนรู้ของนักศึกษาระดับอาชีวศึกษา 2) เปรียบเทียบประสิทธิภาพของพื้นที่การเรียนรู้ดิจิทัลก่อนเรียนและหลังเรียน และ 3) ศึกษาความพึงพอใจของนักศึกษาระดับอาชีวศึกษาที่มีต่อการเรียนรู้ในพื้นที่การเรียนรู้ดิจิทัล

กลุ่มตัวอย่างเลือกโดยใช้เทคนิคการสุ่มแบบเจาะจง ได้แก่ นักศึกษาระดับอาชีวศึกษา จำนวน 30 คน ที่ลงทะเบียนเรียนที่ Laixi Vocational Education Center ประเทศจีน ในภาคเรียนที่ 1 ปีการศึกษา 2565 เครื่องมือที่ใช้ในการวิจัย ได้แก่ 1) พื้นที่การเรียนรู้ดิจิทัลสำหรับการจัดการพฤติกรรมการเรียนรู้สำหรับนักศึกษาระดับอาชีวศึกษา 2) แบบสอบถามความคิดเห็นของผู้เชี่ยวชาญเกี่ยวกับการพัฒนาพื้นที่การเรียนรู้ดิจิทัล และ 3) แบบสอบถามความพึงพอใจของนักศึกษาระดับอาชีวศึกษาที่มีต่อการเรียนรู้ในพื้นที่การเรียนรู้ดิจิทัล วิเคราะห์ข้อมูลโดยใช้ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่าทีอิสระ

ผลการวิจัยพบว่า คุณภาพของพื้นที่การเรียนรู้ดิจิทัลและเนื้อหาอยู่ในระดับดี ($M = 3.84$, $SD = 0.13$) และ ($M = 4.24$, $SD = 0.10$) ตามลำดับ ประสิทธิภาพ (E1/E2) ของพื้นที่การเรียนรู้ดิจิทัล เท่ากับ 82.83/81.53 ซึ่งสูงกว่าเกณฑ์มาตรฐานทั่วไป 80/80 นอกจากนี้ คะแนนหลังเรียน ($M = 25.83$, $SD = 3.10$) สูงกว่าก่อนการทดสอบ ($M = 18.60$, $SD = 4.74$) และการวิเคราะห์ค่า t -test เท่ากับ 11.97 ความพึงพอใจต่อพื้นที่การเรียนรู้ดิจิทัลอยู่ในระดับมาก ($M = 4.22$, $SD = 0.17$)

คำสำคัญ: พฤติกรรมการเรียนรู้ การเรียนรู้ดิจิทัล อาชีวศึกษา ประสิทธิภาพ

Thesis Title The Efficiency of Digital Learning Space for Managing Learning Behaviors of Secondary Vocational Education Students
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Thesis Advisor Assistant Professor Tiamyod Pasawano, Ed.D.
Thesis Co-Advisor Assistant Professor Tipat Sottiwan, Ed.D.
Academic Year 2022

ABSTRACT

The objectives of the study were to: 1) develop a digital learning space for managing behaviors of secondary vocational education students, 2) compare an efficiency of the digital learning space before learning and after learning, and 3) investigate students satisfaction toward learning in the digital learning space.

The sample group, selected using purposive random sampling technique, included 30 fourth year students who enrolled in Laixi Vocational Education Center, China, in the first semester of the academic year 2022. The research instruments were: 1) the digital learning space for managing learning behaviors for secondary vocational education students, 2) the expert opinion questionnaires regarding the development of the digital learning space, and 3) the student's satisfaction questionnaires toward learning in the digital learning space. The data were analyzed using mean, standard deviation, and independent *t*-test.

The research result indicated that the quality of the digital learning space and its content was at a good level ($M = 3.84, SD = 0.13$) and ($M = 4.24, SD = 0.10$), respectively. The efficiency (E1/E2) of the digital learning space was 82.83/81.53 which was higher than the general standard criteria 80/80. Furthermore, the post-test score ($M = 25.83, SD = 3.10$) were higher than pre-test ones ($M = 18.60, SD = 4.74$) and the *t*-test analysis was 11.97. The satisfaction towards digital learning space was at high level ($M = 4.22, SD = 0.17$).

Keywords: learning behaviors, digital learning, vocational education, efficiency

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Table of Contents

	Page
Abstract Thai.....	(3)
Abstract English.....	(4)
Acknowledgements.....	(5)
Table of Contents.....	(6)
List of Table.....	(8)
List of Figures.....	(9)
CHAPTER 1 INTRODUCTION.....	10
1.1 Background and Statement of the Problem.....	10
1.2 Objectives of the Study.....	16
1.3 Scopes and Limitations of the Study.....	17
1.4 Definitions of Terms.....	17
1.5 Conceptual Framework.....	18
1.6 Contribution to Knowledge.....	18
CHAPTER 2 REVIEW OF THE LITERATURE.....	19
2.1 Theoretical perspective of secondary vocational student management.....	19
2.2 Digital learning space.....	23
2.3 Relevant research.....	30
CHAPTER 3 RESEARCH METHODOLOGY.....	33
3.1 Research Ideas.....	33
3.2 Research Methods.....	34
3.3 Research Instrument.....	35
3.4 Instrument Development and Evaluation.....	35
3.5 Data Analysis.....	37
CHAPTER 4 RESEARCH RESULT.....	42
4.1 Descriptive statistical summaries from survey.....	42
4.2 Analysis of Expert Results.....	61
4.3 Analyze the satisfaction score of undergraduate students who submit Digital learning space.....	65

Table of Contents (Continued)

	Page
CHAPTER 5 CONCLUSION AND RECOMMENDATION.....	69
5.1 Discussion.....	69
5.2 Conclusion.....	83
5.3 Recommendation.....	86
5.4 Suggestion for Further Study.....	89
Bibliography.....	90
Appendices.....	93
Appendix A.....	94
- List of experts reviewing research instruments.....	95
- Invitation to experts to examine research instruments.....	96
Appendix B.....	105
- The example of digital learning space.....	106
Appendix C.....	108
- Assessment Form (IOC) for Content Expert.....	109
Biography.....	111

List of Tables

	Page
Table 4.1 Statistics of frequent disciplinary violations among students.....	44
Table 4.2 Student Punishment Statistics of 2019 - 2020 school year.....	46
Table 4.3 Show the results of analysis from three experts	62
Table 4.4 Comparison of average score before and after submit digital learning space.....	64
Table 4.5 Result of evaluation of students' satisfaction with digital learning space	66



List of Figures

	Page
Figure 1.1 A schematic diagram showing the compare of variable.....	18
Figure 2.1 elementary digital learning space for teachers and students.....	24
Figure 2.2 the basic web2english digital learning space.....	26
Figure 2.3 web2english in a broader digital learning space.....	27
Figure appB.1 explain a several theme of digital platform.....	106
Figure appB.2 click for live conversation online.....	106
Figure appB.3 explore to activities online lesson.....	106
Figure appB.4 digital learning space for vocational education.....	107
Figure appB.5 quiz inside a digital platform of learning.....	107
Figure appB.6 online learning between teachers and learners.....	107



CHAPTER 1

INTRODUCTION

1.1 Background and Statement of the Problem

In the global economic recovery environment, China and even the world's more and more attention to the training of professional talents, practical, compound "blue-collar" talent demand is increasing. Due to the vigorous development of secondary vocational schools, so a lot of high-quality skilled talents have been trained, so that these skilled talents have got all kinds of opportunities and become the major manufacturing companies, enterprises compete to invite the object. The key to the development of secondary vocational schools is undoubtedly student management. The quality of talents in schools and the quality of workers in our country are restricted by management level factors. Therefore, the school must play a strong support role for the smooth continuation of students and student management work, which is also the direct embodiment of the effective management of students and the school running ability. But many secondary vocational schools do not pay much attention to student management, management mode is very outdated, so the effect of student management is not obvious. At present, there are still "difficult students" or "difficult to educate students" in student management. A large part of administrators think that the management of students can only rely on the school's code of conduct, and they still stick to the idea that everything is ok as long as students don't make any mistakes in school, without any interference in students' behavior. Rarely from the student's outlook on life, values, world outlook, physical and psychological quality to provide moral education management sense of guidance. Moreover, the student management personnel of the school are lack of full-time student management personnel or external social staff. , of course, also have some of the school management on the basis of the theory to understand the real meaning of the student management, also spent a lot of money and effort to understand the problem, hope to have a new concept to guide the work, but due to a lack of experienced personnel as well as the system management mode, in order to avoid addicted to "experience" theory model, almost blind imitation, Lack of progress. These problems and deficiencies show the importance of student management.

In recent years, due to the strong support and encouragement from the state to vocational colleges, the scale and scope of vocational colleges have become larger and larger. With the relaxation of enrollment conditions, students' knowledge levels have become uneven. How to cultivate qualified and popular skilled talents is a serious challenge facing the school. As a crucial part of school education management, student management directly affects the school's future progress. Therefore, if the school wants good progress and development, it needs to introduce a large number of management knowledge and views, as well as modify the old management system, push the old report new, promote the implementation of school student management. Opportunities and challenges coexist. With the continuous development of the market economy, the requirements of enterprises for skilled talents are constantly improving. Therefore, we must aim at cultivating students with both moral ability and professional skills, abide by the rules of education and teaching, improve the student management system, and strive to explore the needs of the new era. The new student management model can meet the physiological and psychological development needs of secondary vocational students and cultivate qualified and high-quality technical personnel.

Foreign student management is called student affairs management, which mostly exists in higher education and pays relatively little attention to adult education and continuing education, which is the current situation in the world. The UK was the first country in the world to incorporate continuing and adult education into its lifelong education system. In 1675, the first adult education school was established in The UK. Since then, the adult and continuing education system has been constantly adjusted and reformed to improve the lifelong education level of the people. The first is to improve the legal system. The Smith Report gave great support to adult education in Britain. At the same time, the British department of education published articles of association of the adult education is for the construction of adult education courses, the rules of the students asked to do a series of regulations, starting in 1902, the British successively promulgated and implemented the employment and training act, the continuing education scholarship regulations and laws and regulations such as the expansion of higher education act It not only improves the legal supervision system of adult education, but also protects the legitimate rights and interests of adults to receive continuing education. Since then, the

British government has explained citizens' lifelong education rights from the legal perspective. It is another characteristic of adult education to set up majors based on the value orientation of learners' needs and social needs as well as students' development points. In the process of education and teaching, the school requires that every teacher's teaching plan must be regularly enriched with the latest content, closely centering on the latest social development direction and news points. This method can better meet the needs of secondary vocational students to accept new things in their study and life, but also to attract more diversified students, but also more effectively supervise and urge adult education teachers to accept new knowledge and continue to learn, and improve their education and teaching level. Britain's continuing education and adult education enlightenment: we should rationally treat the opening of network course, to do STH unconventional or unorthodox have innovation, changing needs to create efficient system of courses, to make students accept to ensure the quality of curriculum, to set up courses and many aspects of supervision and management system, can make our country's education level is more stable and rapid development, not only to ensure the quality.

Most countries in Europe and Germany care a lot about the quality of their employees, so almost all of them have irregular training for their employees. In these countries, no matter government officials or all kinds of managers or employees in companies, they should voluntarily receive adult continuing education. And take the practical ability as the characteristic of vocational training system. The formation of these thoughts has a very profound background, German adult continuing education colleges and universities is provided by the state, for the development of colleges and universities organization guarantee and financial support, especially in the first world war zu "spirit", the German schools only responsible for teaching research and knowledge and training, in addition to the teaching management, Students' life, medical care and other things are all borne by the government. These reasons directly contribute to Germany's attaching great importance to the cultivation of students' ability and the utilization of social resources. An effective and reasonable social employment guidance system with the government as the main body and the participation of schools, enterprises and private consulting institutions shall be formed to train students in various practical abilities. At

the same time, each trade association shall establish a vocational education committee as the specialized management organization for enterprises in vocational and training.

The United States first began to implement vocational education in 1911, and established a national vocational education system consisting of secondary, higher and targeted vocational education after 1970. Led by the United States, most of the countries have community schools, and this is the most important feature of national education. The development of vocational education and training provides superior policies and environment, so that it slowly grows and becomes the largest place. The American educational management constitution of community colleges will have the following distinct characteristics: everyone has a lot of independent management authority, there are few levels to be managed, the society has a lot of supervision power over schools and the competition among schools is fierce. The management of adult continuing education in the United States is decentralized management, which is supervised by social colleges and universities, people from all walks of life and parents on behalf of the community education committee. Its essence is to use less government intervention and more social supervision to improve the management system of adult continuing education. At the same time, the Management system of American culture can effectively implement the rules and regulations of the school for the cultivation of professional talents. At the same time, the management system of American students is gradually improved and the management foundation of student affairs is increasingly stable under unexpected circumstances, which has a great good influence.

The Education department of Canada attaches great importance to whether schools can better cultivate students' running conditions and teaching ability of teachers, because the most eye-catching reform is the establishment of CBE education and teaching ideology. Canada's educational goals and student management work are inseparable, coupled with the integration of extracurricular activities, students work in the primary position of the school, in each university has established a "student management center", and has a full-time responsible staff to formulate rules. The education system makes the university management has the following three outstanding characteristics: first, with a perfect legal management system; Secondly, respect students' wishes and give them the freedom to choose. Finally, independently make operational decisions for the school.

From the development concept of adult education and continuing education in the above four countries, it can be concluded that they have four different development directions. First of all, it emphasizes that students should participate in autonomy and find hidden ways to reflect life values and solve difficult problems from this way. Then it requires students to achieve personal development through hard study and practice, with the basic quality to meet the needs of social development, while maintaining their own personality and way of thinking. Thirdly, it emphasizes that students should choose their own learning and development direction and take full responsibility for their choice, and advocates that students should pay attention to the role of self-discipline. The last development direction thinks that the greatest value of student management is to maintain the teaching and learning order of the school, and will not affect students' learning. It is the responsibility of vocational education to interfere with and improve students' ability, and to make students consciously abide by discipline.

From the management methods of vocational and technical education in various countries around the world, we can easily find that each country is very serious in the management of vocational and technical education. Many countries have given strong policy support and implemented various management measures to promote the better development of vocational and technical education. In so many management measures, there are not less is worth us to learn to use for reference. With the passage of time, many professional education experts in Our country and teachers with rich teaching experience have found a large number of detailed and unified scientific research results on how to manage secondary vocational students in Our country. In the face of the frustration of student management as well as the management methods and views of the different and how to improve and so on are given worthy of reference and views.

Many scholars have conducted research from a macro perspective. Some people, based on the system theory, have examined the current situation and existing problems of education management in secondary vocational schools in China. They believe that secondary vocational education should change the current education mode and deliver qualified secondary technical talents to the society through menu-customized talent training. Some people put forward that if we want to ensure the harmony of vocational education, we must take students as the center, take the talent demand of the

market as the guidance, adhere to the scientific development concept and perfect the educational management system. Some experts think student management work should adopt fair and open management style, not only should attach great importance to the cultivation of the teacher in charge and set up more to let the students involved in the management mechanism, to let the students have certain independent homemade power, can have a service wholeheartedly for the sake of the students, and the construction of the campus must attach importance to the school.

Some other scholars studied from the micro perspective, deeply analyzed the current situation of student work management in vocational education schools in China, and proposed that only innovation of teaching management mode can guide students to establish a correct value orientation, so as to enhance their learning initiative and enthusiasm, and thus improve their learning efficiency. In order to improve the quality of student management in secondary vocational schools, it is necessary to put the head teacher and students in a fair position of mutual assistance in the management process. Although the head teacher should have certain authority in management, students are still indispensable and the most important part of the management work. In addition, the student management system should be constantly improved to provide a clear basis for the development of related work.

Because our country secondary vocational school completely open admissions requirements, the traditional student management work idea, management mode and management system has become increasingly unable to meet the needs of social development, one of the most to file a problem is the management way is too rigid, didn't pay attention to students in the growth of demand, not suitable for them to build their teaching way, So that students' learning initiative gradually disappeared. Throughout the domestic research status, it can be seen that the development trend of secondary vocational student management in China is mainly as follows: First, it highlights the leading position of students in the management process, attaches great importance to and respects students. Secondly, it highlights the role of emotional education and pays attention to the relationship between teachers and students. Finally, from teacher management to student management, began to pay attention to students' self-management and all-round development.

Advanced foreign vocational education concepts, educational management modes and methods have played a huge role in promoting the reform of secondary vocational education in China, especially in the management means and the government's implementation of more guarantees for secondary vocational education through economic development. Education, the management of the main body of the policy, let enterprises participate in the management of vocational education, will focus more attention on education and teaching, the performance of the main body of students. It focuses on cultivating students' comprehensive ability, but there are few related researches on students' management in specific secondary vocational schools.

As the country continues to relax the restrictions on secondary vocational school enrollment, the management of secondary vocational school students should also be changed accordingly. The rigid management mode in the past, not only failed to provide targeted education for students' development needs, but also led to the serious consequences of dampening students' initiative in learning. Based on the above analysis, it can be concluded that the student management of secondary vocational schools in China should be reformed from the following directions: First, highlight the students' subject position and respect their will and choice; Secondly, attach importance to emotional education, strengthen the emotional connection between teachers and students; Finally, the teacher from the leader to guide the transformation, for students to create a greater space for development.

1.2 Objectives of the Study

The researcher aim to:

1.2.1 Development a digital learning space to manage learning behavior for secondary vocational education

1.2.2 To study an efficiency before and after learning from a digital learning space to manage learning behavior for secondary vocational education

1.2.3 Find students' satisfaction in learning from a digital learning space to manage learning behavior for secondary vocational education

1.3 Scopes and Limitations of the Study

1.3.1 Content

An implementation of more guarantees for secondary vocational education through economic development. Education, the management of the main body of the policy, let enterprises participate in the management of vocational education, will focus more attention on education and teaching, the performance of the main body of students. It focuses on cultivating students' comprehensive ability, but there are few related researches on students' management in specific secondary vocational schools.

1.3.2 Population

The author conducted a sampling survey on 300 students from Laixi Vocational Education Center, Heze Vocational College and Dongming Vocational secondary professional school, summarized the current management situation in secondary vocational schools, and then analyzed and discussed the current management situation of secondary vocational education students.

The sample group contains 30 fourth year students who enroll in first semester of the academic year 2022 of from Laixi Vocational Education Center, Heze Vocational College and Dongming Vocational secondary professional school. The students are selected by using purposive random sampling.

1.4 Definition of Terms

The following terms are defined according to the operational use in the study:

1.4.1 Digital learning space is a delivered using learning management systems. Educators and students have started to use emerging web technologies, for example, social networking tools, chat box, videoconferencing applications like Zoom and VooV, provide for online education.

1.4.2 Learning Behavior is classrooms will need adequate seating space between students and they will also need platforms to connect with students who cannot attend classes in person

1.4.3 Vocational education is students at Laixi Vocational Education Center, Heze Vocational College and Dongming Vocational secondary professional school.

1.5 Conceptual Framework

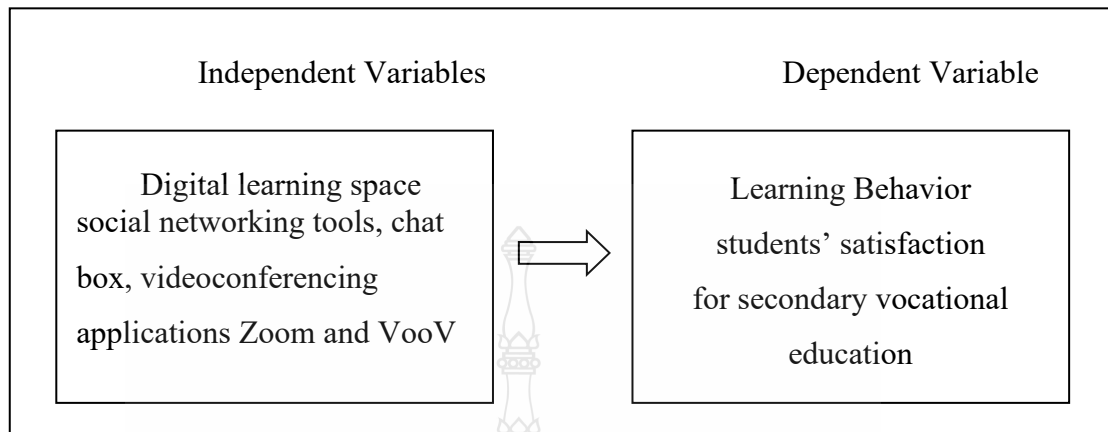


Figure 1.1 A schematic diagram showing the compare of variable

1.6 Contribution to Knowledge

The significance of this study includes the following:

- 1.6.1 Students are able to learn from digital learning space to manage learning behavior
- 1.6.2 Digital learning space will be able to strengthen the emotional connection between teachers and students
- 1.6.3 Other universities can bring to cultivating students' comprehensive ability

CHAPTER 2

REVIEW OF THE LITERATURE

The goal of this chapter is complemented with the introduction. This chapter discussed the related and relevant literature and studies taken from different reference materials of local and foreign origins. The range of topic includes the studied from the micro perspective, deeply analyzed the current situation of student work management in vocational education schools in China. This chapter is divided into the following parts:

2.1 Theoretical perspective of secondary vocational student management

2.1.1 Theoretical concept of AFTER strategy

2.1.2 Broken Windows theory

2.1.3 Ecological model theory

2.2 Digital learning space

2.2.1 Personalized Learning

2.2.2 Web2english as part of a larger Digital Learning Space (DLS)

2.2.3 The importance of digital learning space during COVID-19 beyond

2.3 Relevant research

To do a good job of student management in secondary vocational schools, it is necessary to study the theories of pedagogy, psychology and organizational behavior. According to the investigation and research, according to the characteristics of modern secondary vocational students to solve management problems need to use the theoretical basis of AFTER strategy, broken window theory, ecological model theory

2.1 Theoretical perspective of secondary vocational student management

2.1.1 Theoretical concept of AFTER strategy

AFTER strategy is a strategy for the management of secondary vocational students, in which the head teacher's brain, thoughts, feelings, and physical action and reflection ability will have a certain interactive relationship with the scene he is in. It can encourage students' learning progress and personal growth, make them more mature and confident, and identify with the school. The satisfaction generated on this basis will make students spontaneously abide by the school discipline and consciously restrain their own

behavior. Students are independent individuals with their own personality and development demands. When they perform poorly, teachers should not blindly criticize and blame them, but jointly analyze the causes of poor performance with them and help them establish a healthy and positive outlook on life and life. Specifically, they can be guided and educated from the perspectives of behavior, emotion, way of thinking, environment and competition. Academic circles call this kind of teaching strategy AFTER strategy based on the English initials of the above nouns

In a word, AFTER strategy fully considers the importance and resource scarcity of head teachers' work. Through in-depth analysis of students' daily behaviors, AFTER strategy can master their personalities and learning characteristics, and then develop targeted management plans similar to sports coaches to improve the quality of student management. Of course, the head teacher also needs to constantly adjust and revise the management plan to ensure its effectiveness. Mountain the student management work is very complex, so, a lot of the teacher in charge is hard to be totally sober deal with unexpected problems, when faced with such incidents, the teacher in charge should calm thinking afterwards whether or not his handling properly, if not whether there is still room for back, this is just what the word AFTER literally expressed.

From the perspective of pedagogy, student management must follow the principle of promoting healthy growth and development of students. Teachers teach students by word of mouth and example so that they can not only learn theoretical knowledge, but also learn practical operation skills and establish correct values and outlook on life. In fact, life is just a hasty process, and its real significance lies in the charm of moral character. Therefore, moral education should be done well in secondary vocational schools, and the head teacher is the most crucial link in the process of moral education. The second is to change and influence the psychology of students, not only in the behavior of education, but also to create a good class environment and campus culture, subtly to influence the intrinsic motivation of students.

2.1.2 Broken Windows theory

Professor Kailin of Stanford University once conducted a psychological test, and based on the results of the test created the "broken Windows theory". Jambadou's test involved taking two roughly identical cars, placing one in a middle-class neighborhood and

the other in a more chaotic neighborhood, removing the plates and opening the roof. A car was quickly destroyed within 24 hours, with all its valuables taken away. The car had been left undisturbed for more than a week in a middle-class neighborhood, so Jambadou smashed a large hole in the window of the car with a hammer. Within hours, the car was completely damaged. On the basis of this experiment, around the "broken window theory" report: if you have been allowing the building Windows in the broken state, but not to repair, it may show that this is a neglected place, will encourage more people to break the window glass.

If a student is a "building", then the problems and deficiencies existing in students' daily learning life are just like a "broken window" that has not been repaired. Education administrators should focus on students' mistakes and shortcomings, timely education of students and serious handling of small things can effectively prevent more serious violations of discipline.

2.1.3 Ecological model theory

Ecology is a macroscopic concept, which refers to the living state of living creatures and the state of things associated with them. Ecology is the study of the relationship between life (organisms) and the environment. There are two forms of ecology: one is individual ecology, which studies the relationship between living things and their environment as individuals; The second is social ecology, which studies the relationship between biological communities and the environment. After 1950s, ecology of education was put forward as a branch of ecology.

In 1976, Lawrence Creming put forward the earliest concept of ecology of Education in the book *Public Education* and discussed it in detail in this book. It is an interdisciplinary subject, integrating ecology and pedagogy.

The study of interactive patterns and educational and scientific mechanisms in the ecological environment and surrounding areas. Education and ecology are two important theoretical bases. This is the mechanism by which education and the environment, as well as the relationship between them and their actions, serve as objects of study. Based on the principles of ecology of education and ecology, especially on the theory of ecological balance, ecosystem, coevolution to study various educational phenomena are elaborated in detail, proving that this will affect the relationship and

interaction of education in school, family and social education effective ways. Mastering the rules not only points out the development direction of educational science, but also reveals the mechanism of educational innovation. Ecological law is everywhere. If analyzed from the perspective of education ecology, ecological law refers to the relationship between education and the internal conditions and external environment of the education subject. Specific include

1) Imperceptible law. Latent shift is a kind of hidden undercurrent, so we can only analyze its existence through concrete representation. In fact, education ecological system within a large amount of information flow, energy flow and material flow, the state education department, the finance department funds by bank every school education department, the runoff, travelled all over the department of energy into schools, teaching and research section and the employees, by runoff to tiny undercurrents, gradually in the process, the energy dissipation of gradually.

2) The law of concentration and failure reduction. Since the development of our country's education level is getting better and better, the school funding problem can be better solved and supported through various ways and means, which can be said to make the school education system can be more active and good development of strong support, can also be said to be the energy for the survival of the school education system. It can be seen that the higher the concentration of such energy is, the more systematic it is, and the higher the level of development it can achieve. However, excessive energy use will lead to the atrophy of education level. So there should be a level of development where the opposite of reducing failure is easy to understand, such as increased flow of information and decreased distance.

3) Ecological balance and unbalance of education. To put it simply, the most important content of the theory of ecology of education is to discuss how to ensure that the ecology of education is in balance. There are structural and functional imbalances in modern education, which have different impacts on education due to their different causes. What needs to be emphasized here is that, whether maintaining the current situation of no educational ecological balance or establishing a new periodic table of educational ecological balance, it will cause the imbalance of balance and backward education level. Of course, these influences are subtle and not easy to be detected.

Therefore, we should take the initiative to conduct research adjustment according to scientific methods, otherwise, the price will be expensive.

4) Competition mechanism and coevolution. Competition is a long-term state. There is competition not only between people, but also between schools. For example, it seems that many schools are eliminated from the education market soon after they are established. However, competition also has many positive effects. It can raise the importance of school administrators to students and further accelerate the reform of the education system. We need to raise the level of research and teaching so that all disciplines are well integrated, and schools and departments need to coordinate their work with each other. You know, the common desire of managers, educators, educated people is to be able to move from a competitive relationship to a cooperative relationship. Although sometimes the results are not satisfactory, there are still various difficulties such as malicious competition, but cooperation is still the main step of the educational attitude system.

5) The ecology of education can be well reused. The educational circle is a kind of educational system, which is composed of the primary education, adult education and continuing education. The participants are mainly those engaged in educational work.

2.2 Digital learning space

2.2.1 Personalized Learning

Personalized learning does not require technology, but technology can assist by providing a blended learning environment where teachers can post resources and assignments allowing students a degree of control over their own learning path, pace, time and even place. Providing resources digitally will allow the teacher to spend more time building relationships with students. Parents will also be able to participate by seeing what is going on in the classroom and having easy access to the resources themselves. The first thing that a teacher will want to do is to set up a personalized learning digital space for the students. This can look very different depending on the age level of the students. In this section, you will learn about different course management systems that you can use with your students for your digital learning space.

Steps as stated above depending on the age level of the students, the teacher will need to choose the appropriate digital learning space for their students. Choose one of the course management systems below that you feel best suits your classroom. Create an account and add your students. Begin populating the space with activities for your students. If you already have a space that you use with your students, explore its many options and see what is new.

1) If you are an elementary teacher, SeeSaw is an excellent choice for the teacher, students and parents. SeeSaw can be used on all mobile devices and it has a web version also. It is FREE, but if you want to have more options there are premium features that you can add on with a cost. Note: SeeSaw is best for grades K-3, but can be used at all grade levels. The teacher sets up SeeSaw so that each student has their own individual learning space. This learning space can also be used as a student portfolio. The teacher can post assignments, resources and activities to the entire class or just to an individual.

Students can add photos, videos, drawings, notes, links and files. Student responses to activities will appear in the student journal. Teachers can also access all student responses from the Activities tab. Families will be able to see student activity responses from their child only.

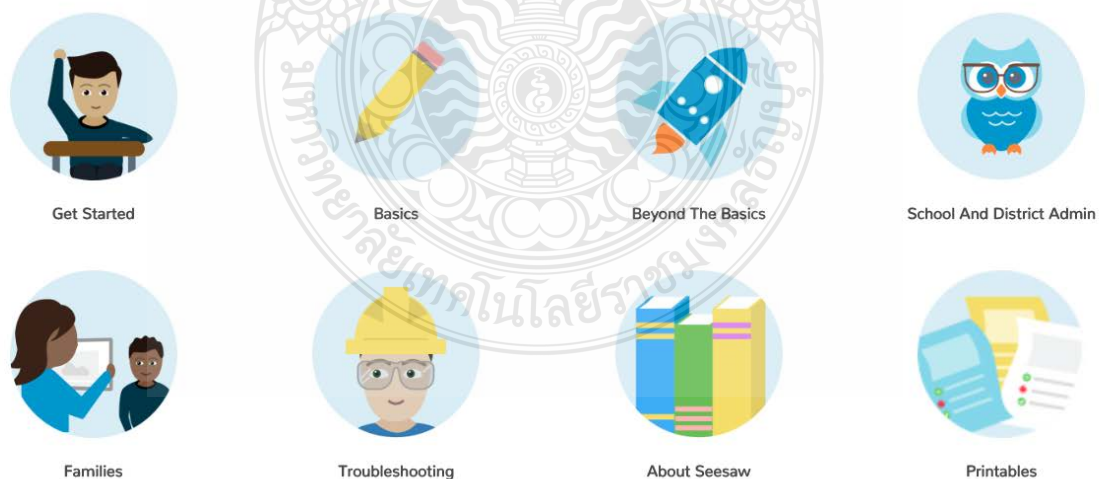


Figure 2.1 elementary digital learning space for teachers and students

2) Google Classroom is increasingly becoming popular as more schools gravitate to the many resources Google has to offer. The school district will need to register their district to be able to use the G Suite for Education. A classroom cannot register and create their own Google Classroom. A school administrator will set up student accounts and the teacher using Google Classroom will add the students to their classroom. Note: The classroom will only be accessible to your students and their parents. Parents can only see their child's work. Google Classroom can be used at all levels, but would be utilized best at grades 4-12. (Association of Michigan, 2021)

Google Classroom automatically creates Drive folders for each assignment and for each student. Students can easily see what's due on their Assignments page. Teachers can post announcements and assignments to students. Teachers can create a document in Google Docs and share the document with all students in the classroom. Teachers can create a shared calendar for the class. Teachers can create forms, quizzes, and surveys to collect and analyze responses with the help of machine learning. Teachers can collaborate, share feedback, and work together with students in real time on documents, spreadsheets, and presentations. There are built-in accessibility features to support students with diverse needs and learning styles. Parents can also be kept in the loop. Go to the Student menu on Google Classroom, and click the "Invite Guardians" link next to any student's name to add their parent/guardian. Watch this short video to see how Google Classroom works.

2.2.2 Web2english as part of a larger Digital Learning Space (DLS)

The web2english course contained two kinds of teaching/learning environments: a personal teaching environment (PTE) and personal learning environments (PLEs) [see figures below]. The same tools were used in both; the main difference being that the students' use of these tools for content creation was more limited than that of the teacher. (Note: Due to the students' lack of familiarity with web tools, I selected the tools that they would use in their PLEs. But one of the key features of PLEs is that students have the freedom to select their own tools.) Taken in isolation, both the PTE and the PLEs were mechanisms, "tools, artefacts, processes and physical connections" (Couros, 2010) for controlling and managing online teaching/learning. However, they were not used in isolation; they were part of a larger learning space in

which connections exist among people and between people and content (Downes, 2010). It was these connections that enhanced the learning process. Figures below show how the PTE and PLEs are located within a larger digital learning space.

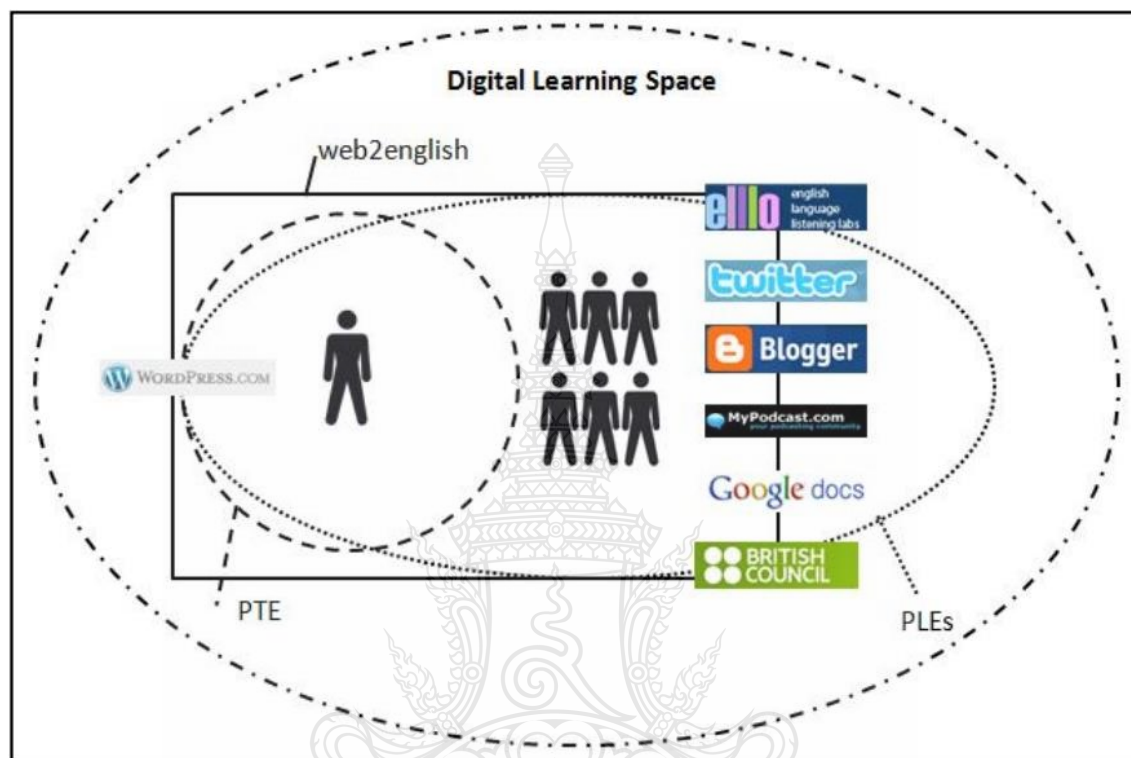


Figure 2.2 the basic web2english digital learning space

Figure 2.2 depicts the learning connections that existed during the 12-week duration of the course. As mentioned previously, a large number of connections were created, but these were almost exclusively between the teacher and the students, among the students themselves and between the teacher/students and the course content. The content production tools, twitter, blogger, My Podcast and Google docs, did produce some connections with non-course members. Similarly, the WordPress portal also generated some additional connections. The students were also able to make connections with non-course members when using the British Council and ello.org online learning resources; however, the connections consisted of reading non-course member comments rather than personally contributing to these external learning communities. I believe that the short duration of the web2english course and the lack of follow-up learning opportunities for the students resulted in fewer external learning connections being made.

Had the students continued using the content creation tools as part of a longer learning process, the possibility of creating additional connections with other teachers, students and non-course members would have increased.

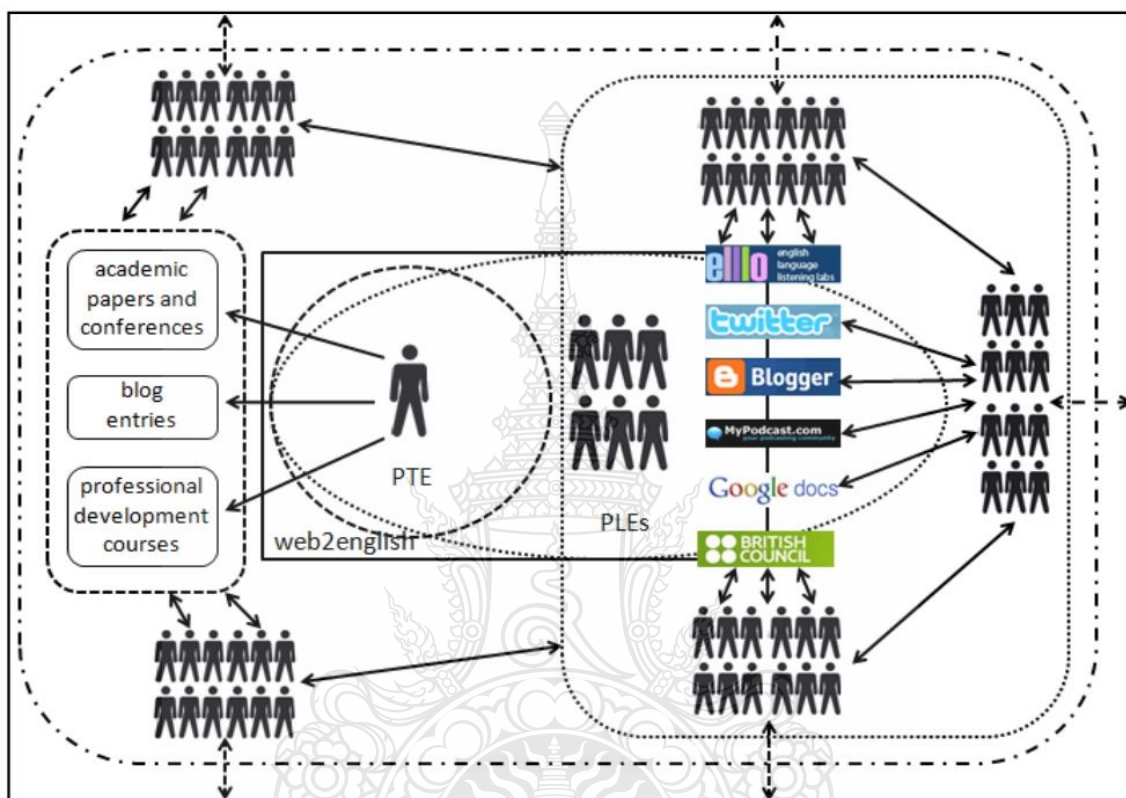


Figure 2.3 web2english in a broader digital learning space

Figure 2.3 above shows how a digital learning space, with web2english at the centre, may expand over time. Already, my experience delivering the course has led to connections being made with fellow educators through academic papers and conferences, entries to my personal WordPress blog and professional development courses that I have organized. Some of these educators have in turn looked at the work produced by the students. Ideally, the students would also continue using their content creation tools and learning resources to establish more learning connections.

In conclusion set out to achieve two goals with the web2english course. The first was to improve the students English and computing skills. In a post-course survey (see Appendix B), all respondents (5 out of the 6 course members) either agreed strongly or agreed that both their English and computer skills had improved. It can be

inferred from this that the second goal, to show that web technologies can be used to successfully deliver and manage an online course, was also achieved. It is also interesting to note that 80% of the students agreed strongly that learning online is a good way to learn. This is perhaps a reflection on the fact that the students were not part of a formal education system. However, despite the course appearing to be a success, there are some issues that need to be addressed. First, none of the students had experienced learning within a traditional LMS, so were unable to compare LMS-based learning with web-based learning. Second, once the course was finished, the students stopped using the content-production tools, resulting in their PLEs becoming dormant. More longitudinal studies are needed to determine the quantity and quality of learning connections created within a DLS. Finally, and perhaps most importantly, to determine whether DLS can indeed be an alternative to traditional LMS, they need to be tested in more formal learning environments. And even if this testing shows that DLS can outperform current LMS, their adoption in formal education may meet with strong resistance. According to Sclater (2008), this resistance is a result of a number of factors, at both institutional and faculty levels. At an institutional level, supporting the wide range of tools used in PLEs and PTEs is problematic. For example, large administration tasks, such as student registration, would be very difficult over multiple systems. In addition, a major change in pedagogy would be necessary for successful implementation of DLS. Furthermore, there are concerns about the protection of core educational materials and the privacy of student work. At a faculty level, educators have already invested time and intellectual resources into developing courses on traditional LMS and may therefore be reluctant to change. Moreover, less technically literate faculty, who may have just become comfortable with LMS, may be reluctant to experiment with multiple tools as part of their teaching. So can DLS be viable alternatives to traditional LMS? In non-formal educational environments, such as the learning environment in which web2english resided, DLS can indeed be very valuable educational resources. However, in formal educational environments, DLS will need to coexist with current LMS. This may result in traditional LMS becoming part of the DLS, similar to the role of edmodo in the web2english course, or LMS opening up to incorporate new emerging web applications. Whatever happens, web-based tools, PTEs, PLEs and DLS will have an ever important role to play in education.

2.2.3 The importance of digital learning space during COVID-19 beyond

As the impact of COVID-19 spreads across the globe, it has left schools scrambling to quickly adapt to a new way of doing things: online only! If the importance of virtual classrooms wasn't apparent before, it is now. Virtual learning can supplement existing classes, promote inclusive learning and maintain educational continuity in the face of long-term closures (which we've most recently seen). As more educators are utilizing virtual classrooms, we can take a closer look at the advantages:

In traditional learning environments, there was primarily one communication channel being used in the classroom: face to face communication between the teacher and student. In an effective virtual classroom, there would be multiple channels such as instant messaging, voice chat, and video conferencing. This allows students to communicate in the manner they are most comfortable while allowing the teacher to easily adapt to individual students' needs. Live virtual classrooms provide similar agility and responsiveness of an in-person class. Shared workspaces also help maintain engagement with the course materials.

One of the biggest concerns with moving to a digital learning space is the loss of physical interaction with others. While that is a valid concern, educators don't have to sacrifice collaborative learning in digital spaces. There are several platforms that allow breakout sessions, similar to working in pairs or small groups in a physical classroom. Students can also work together through shared files, digital whiteboards and more.

Many educators have already adopted interactive whiteboards in the classroom. In fact, the interactive whiteboard market is expected to grow at a CAGR of 3.69% between 2018 and 2023. Virtual classrooms provide similar benefits by allowing educators to bring in different file types, embed media and access a wide range of learning material.

There are clearly many benefits of transitioning to digital learning spaces but what challenges might you run into. As schools and universities rushed to move from physical learning spaces to digital ones there are a few things to think about: privacy and data protection of the students/teachers. School systems need to ensure all software is GDPR compliant before implementing it to ensure the privacy protection of its students.

Several companies have recently been fined for collecting data from children so this is extremely important for schools to consider, especially when collecting data to analyze the effectiveness of the new learning environment. Carefully consider how new programs use and collect data to avoid accusations of children's privacy violations.

Educational institutions must maintain all malware software. This is usually an easy task as students are using the devices provided by the school, now that students and teachers are at home, using their own devices, schools must educate those participants on cybersecurity protection as well. Schools and universities are not usually targeted by hackers but by implementing these new technologies and practices rapidly, it makes them a target. (luxatia, 2021)

2.3 Relevant research

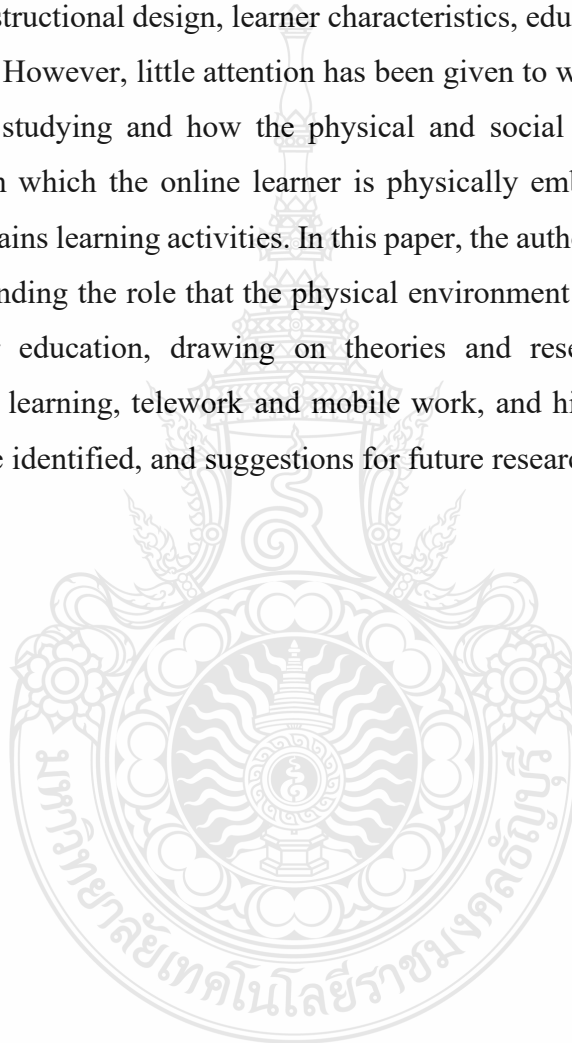
Rujroad Kaewurai and Charochinee Chaimin (2019) to research in topic of Learning space for digital natives in academy library. Found that 21st Century learning when the world enters the digital age. Learning is not limited to the classroom. However, students have access to digital resources and resources. The learning process of learners have changed from knowledge transfer of the instructor to the learner. The instructor provides an experience to the learner, create an environment of self-learning, give opportunities and learning channels for learners to access the information and experiences from learning activities. Higher education institutions need to adjust the instruction process. Provide a learning environment that is consistent with the digital world. The library as a source of information for study and research. Therefore, the area must be modified and service. There are four learning areas: 1) learning space, 2) Inspiration space, 3) Meeting space, and 4) Performative space. The Learning zone is a zone of activity, personal space, study workspace group space, which design, location and environment of the learning space. There are facilities to support users of the digital age. The article will have showed examples are provided as a guide for organizing learning space libraries in Thailand and oversea and the future of learning space.

Ra Ellis (2016) to research in topic of Models of learning space: integrating research on space, place and learning in higher education. Found that learning space research is a relatively new field of study which seeks to inform the design, evaluation

and management of learning spaces. This paper reviews a dispersed and fragmented literature relevant to understanding connections between university learning spaces and student learning activities. From this review, the paper distils a number of core concerns and identifies some gaps in the literature. One of its primary goals is to clear the ground for the construction of models of learning space that can be used by the various parties involved in the design and evaluation of new learning spaces: teachers, architects, interior designers, IT managers, educational leaders and students. A closely related goal is to help those participating in learning space research locate and understand each other's contributions. Fragmentation in research related to learning and physical spaces makes progress in the field slow. Our review makes two passes over the field: drawing together research from architecture, the learning sciences, environmental psychology, human computer interaction and elsewhere to identify research foci and gaps, and then also capturing some work by learning space researchers that directly attempts to model the main relationships in the field. The paper ends with a summary of implications for research and practice.

Michelle Harrison (2018) to research in topic of Space as a tool for analysis: examining digital learning spaces. Found that over the past decade we have seen a rise in the adoption and proliferation of social technologies, and along with these a move to build on the capacity to embrace new pedagogies and practices that can open our boundaries for both teaching and learning. How do we determine what we mean by space specifically in online environments and how can we examine whether our intentions for learning in them are effective? How can these spaces be enacted as learning spaces and how do we design for them? We will need to develop new methods and frameworks for analysis which takes into consideration how we conceive, perceive and enact our digital spaces and how this impacts on our practices and approaches to teaching and learning within these spaces. This paper will explore how we envision space, how a spatial perspective might be used to help assess and design these spaces, and will provide an analytical framework to examine the tensions we encounter when teaching and learning in open digital spaces.

Cheuk Fan (2021) to research in topic of The physical learning environment of online distance learners in higher education – a conceptual model. And found that online distance learning is offered not only in post-secondary distance education institutions but in traditional universities as well. With advances in mobile and wireless technologies, completing academic studies anywhere anytime should become feasible. Research in distance education and online learning has focused on computer-mediated communication, instructional design, learner characteristics, educational technology, and learning outcomes. However, little attention has been given to where exactly learners do their learning and studying and how the physical and social aspects of the physical environment within which the online learner is physically embedded (e.g., the home) supports and constrains learning activities. In this paper, the author proposes a conceptual model for understanding the role that the physical environment plays in online distance learning in higher education, drawing on theories and research in environmental psychology, online learning, telework and mobile work, and higher education. Several gaps in research are identified, and suggestions for future research are proposed.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter discussed the research design which is plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. Including terms of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

- 3.1 Research Ideas
- 3.2 Research Methods
- 3.3 Research Instrument
- 3.4 Instrument Development and Evaluation
- 3.5 Data Analysis

3.1 Research Ideas

The key ideas of this paper are: In the early stages of research to accumulation of a lot of research study to find a large number of both at home and abroad with the secretary of the secondary vocational school management related library, data, magazines, and professional paper to demonstrate the management of secondary specialized school students, and the collected data analysis and refined, the researchers to explore ideas about the idea of a good way of thinking, Then for their own point of view to provide theoretical basis and lay a strong foundation, it can be very reasonable to come up with our own survey results, combined with the results of students management need to be solved at the present stage the focus of the work from their own mature research ideas to find a solution has an objective point of view there are some fundamental problems; Finally, the student management system is analyzed and some suggestions are given to improve the efficiency of student management in secondary vocational schools.

The first step is to fully investigate and analyze the current situation of student management in a secondary vocational school, and find out the problems and causes according to the theoretical basis;

The second step is that the training objectives of students should be guided by the employment standards of enterprises and even the talent demand of the society.

This paper will fully investigate the employment standards of a specific company to provide first-hand information for the study. This is also an innovation of research ideas;

The third step is to draw conclusions and put forward countermeasures and suggestions for student management to provide empirical basis for the same type of secondary vocational colleges.

3.2 Research Methods

Mainly adopt literature research method, questionnaire survey method, case interview method for research, according to the questions to collect and sort out the data, the use of relevant theoretical knowledge for analysis, from the whole to grasp the practical problems of professional talent training mode in secondary vocational colleges.

3.2.1 Questionnaire method

Make a questionnaire and sample survey to get detailed information. By summarizing the classification of some existing situations, this paper provides a more convincing practical demonstration, enhances the credibility of the research, and improves some bad imagination of theoretical research divorced from practice.

3.2.2 Literature search method

Need to consult many, many domestic and foreign secretaries as well as through the network above search and consult, analysis investigation Vocational school students' psychology and learning methods, so as to provide a strong proof basis for the paper.

3.2.3 Communication interview method

Through communication with teachers and students, I studied and found problems in student management from various aspects, and found arguments through these different interviews. From various places to start a variety of methods to get the theoretical basis, for example, to communicate with teachers, get some insights and methods of student management, and then through communication with students, get a more effective management method from the perspective of students.

3.3 Research Instrument

The researcher has defined the following instruments:

3.3.1 Opinion questionnaire for vocational students concerning the existing situations, provides a more convincing practical demonstration, enhances the credibility of the research, and improves some bad imagination of theoretical research divorced from practice.

3.3.2 Digital learning space and Opinion questionnaire for the experts concerning the quality development of a digital learning space.

3.3.3 Satisfaction questionnaire for vocational students who have learnt from digital learning space.

3.4 Instrument Development and Evaluation

3.4.1 Develop the digital learning space with the flow charts and story board of the convincing practical demonstration, enhances the credibility of the research, and improves some bad imagination of theoretical research divorced from practice.

3.4.2 Bring the digital learning space to the experts to check for imperfection.

3.4.3 Bring the flow charts which have been reviewed and corrected to create the lesson through the Internet network, and the content of each unit will consist of the exercises.

3.4.4 Register a domain name and rents space on the website for students to participate in learning management activities.

3.4.5 Opinion questionnaire for the experts concerning the development of digital learning space. The questionnaires are constructed as follows scrutinize the components and processes of digital learning space approach and create open-ended questionnaires for the experts to elicit comments on IOC (Index of Item Objective Congruence). The researcher will improve the questionnaires which are selected and suggested by three experts in the field of educational technology or information technology. Index of Item Objective Congruence (IOC) has the scoring criteria as follows:

+1	means	Congruent
0	means	Questionable
-1	means	Incongruent

The items that have scores lower than 0.5 were revised. On the other hand, the items that have scores higher than or equal to 0.5 were reversed.

3.4.6 Create a questionnaire which consists of rating scale with 5 levels according to Likert Scale. Each level has the following meanings:

5	means	Strongly agree
4	means	Agree
3	means	Neutral
2	means	Disagree
1	means	Strongly disagree

The criteria for translating values as follows:

Average	Level of opinion
4.51 – 5.00	Very good
3.51 – 4.50	Good
2.51 – 3.50	Average
1.51 – 2.50	Bad
1.00 – 1.50	Very bad

3.4.7 Present the questionnaires to the experts in the field of content, educational technology, measurement and evaluation areas for any suggestion for improvement.

3.4.8 Analyze the level of experts' opinion on digital learning space process by applying mean (\bar{X}) and standard deviation (S.D.).

3.4.9 Satisfaction questionnaire for undergraduate students who have learnt from follows scrutinize the components consists of the following procedures:

3.4.9.1 Study the principles of generating the satisfaction questionnaires from the documents and textbooks.

3.4.9.2 Bring the satisfaction questionnaire to the experts to check for the consistency and suitability.

3.4.9.3 The procedure of conducting the satisfaction questionnaire is a rating scale with 5 levels according to the criteria of the Likert Scale. 28 questions will be set by each level of satisfaction as the following points:

5	means	Strongly Agree
4	means	Agree
3	means	Neutral
2	means	Disagree
1	means	Strongly Disagree

The criteria for translating values as follows:

Average	Level of opinion
4.51 – 5.00	Very good
3.51 – 4.50	Good
2.51 – 3.50	Average
1.51 – 2.50	Bad
1.00 – 1.50	Very bad

3.4.9.4 The satisfaction questionnaire is already to perform the experiment with the actual sample of 30 students.

3.5 Data Analysis

3.5.1 The researcher conducted the data analysis as the following procedures find the satisfaction of students in digital learning space by using the rating scale with 5 levels according to the criteria of the Likert Scale.

3.5.2 The basic statistics in data analysis are:

3.5.2.1 The formula for calculating the arithmetic mean (\bar{X}) is:

$$\bar{X} = \frac{\sum X}{N}$$

Whereas \bar{X} = Average or Arithmetic Mean

$\sum X$ = Sum of all score result

N = Number of students

3.5.2.2 The formula for calculating the standard derivation (S.D.) is:

$$S.D. = \sqrt{\frac{\sum (x - \bar{x})^2}{N}}$$

Whereas S.D. = Standard derivation

N = Number of students

\bar{X} = Mean value

X = Student's score

3.5.2.3 The formula for calculating the percentage is:

$$P = \frac{f}{N} \times 100$$

Whereas P = Percentage

f = Frequency

N = Total frequency

3.5.3 The statistics used to determine the quality of instruments are:

3.5.3.1 Index of Item Objectives Congruence (IOC) is used to find the content validity of the achievement test:

$$IOC = \frac{\sum R}{N}$$

Whereas IOC = Index of correspondence between the test and the objective

$\sum R$ = Sum of individual expert's value

R = Expert's rating

N = Number of experts

3.5.3.2 The formula for calculating the difficulty index of the achievement test is:

$$p = \frac{R_H + R_L}{N_H + N_L}$$

Whereas p = Level of difficulty

R_H = Number of correct responses in the high group

R_L = Numbers of correct responses in the low group

N_H = Total number of students in the high group

N_L = Total number of students in the low group

3.5.3.3 The formula for calculating the item discrimination of the achievement test is:

$$r = \frac{R_H - R_L}{N_H \text{ or } N_L}$$

Whereas r = Discrimination index

R_H = Number of correct responses in the high group

R_L = Number of correct responses in the low group

N_H = Total number of students in the high group

N_L = Total number of students in the low group

3.5.3.4 The formula for calculating the reliability of the achievement test is:

$$r_{tt} = \frac{k}{k-1} \left[1 - \frac{\sum pq}{S^2} \right]$$

Whereas r_{tt} = Reliability index

k = Number of test items

p = The proportion of the correct answer

q = The proportion of the incorrect answer

S^2 = The variation of the entire test

3.5.3.5 The formula for calculating the variability of the achievement test is:

$$S^2 = \frac{n \sum fx^2 - (\sum fx^2)^2}{n(n-1)}$$

Whereas S^2 = Variance

n = Number of students

x = Achievement test score

f = Data of frequency

3.5.4 The statistics used to verify hypothesis are:

3.5.4.1 The formula for analyzing the differences in the achievement scores of pre-test and post-test by using the Dependent t-test is:

$$t = \frac{\sum D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{n-1}}}$$

Whereas $\sum D$ = Sum of variance score of achievement test

$\sum D^2$ = Sum of different squares of achievement

test scores

$(\sum D)^2$ = Sum of variance score of the square test

n = Number of students

D = Difference between pre-test and post-test

scores

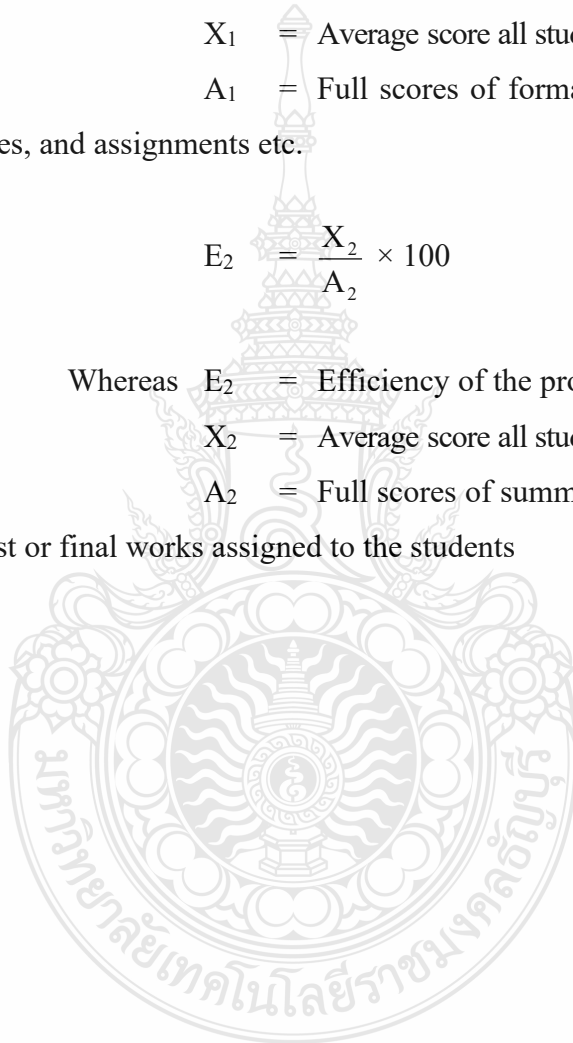
3.5.4.2 The formula for calculating the efficiency values of $E_1/E_2 = 80/80$ are as follows:

$$E_1 = \frac{X_1}{A_1} \times 100$$

Whereas E_1 = Efficiency of the process
 X_1 = Average score all students earned from the test
 A_1 = Full scores of formative evaluation such as scores from activities, and assignments etc.

$$E_2 = \frac{X_2}{A_2} \times 100$$

Whereas E_2 = Efficiency of the product
 X_2 = Average score all students earned from the test
 A_2 = Full scores of summative evaluation such as scores from post-test or final works assigned to the students



CHAPTER 4

RESEARCH RESULT

This chapter reports the descriptive analysis of the responses from the experts and students about development of digital learning space. Fully investigate and analyze the current situation of student management in a secondary vocational school. Satisfaction questionnaire for vocational students who have learnt from digital learning space. The findings are presented as follows:

4.1 Descriptive statistical summaries from survey

4.2 Analysis of Expert Results

4.3 Analyze the satisfaction score of undergraduate students who submit Digital learning space

4.1 Descriptive statistical summaries from survey

Scientific and reasonable management of students, not only can make the generation of talents become easier, but also can make the middle post Vocational schools can develop faster and better, and get the recognition of students and parents. Therefore, the author conducted a sampling survey on 3,000 students from Laixi Vocational Education Center, Heze Vocational College and Dongming Vocational secondary professional school, summarized the current management situation in secondary vocational schools, and then analyzed and discussed the current management situation of secondary vocational education students.

4.1.1 Current situation of student management in secondary vocational schools

1) Management Basis

In order to standardize the management of vocational education, the state has issued many laws and regulations, including the Law of the People's Republic of China on the Promotion of Private Education, the Law of the People's Republic of China on the Promotion of Employment, the Regulations for the Implementation of the Law of the People's Republic of China on the Promotion of Private Education and a series of other laws and regulations. However, these laws and regulations are mainly aimed at teaching management, which involves less student management. In May 2010, the

Ministry of Education issued the Administrative Measures on students' work in secondary vocational schools. The measures contain 41 rules in seven aspects, including enrollment and registration, learning forms and years of study, changes in school status and information, performance assessment, work-study alter country and on-the-job practice, rewards and punishments, and graduation and completion. More comprehensive provisions of the student management of a number of work. It can be found that although the state and the relevant departments including management have developed a thorough and complete management work plan. Student management main tasks and basic principles, but the management work itself or lack of corresponding methods and measures.

4.1.2 Management measures

The three schools under investigation are under "quasi-military management". Every year, new students first have to go through a month of military training when they arrive at school. After that, their life and study still follow the military-style management. For example, every morning at 7 o'clock running exercises, 8:10 am, 1:50 PM, 7:10 PM to have a pre-class assembly, and then lead the team into each class. The hygiene and layout of the student dormitories are also modelled on the management of the army. Every night, there will be a teacher on duty to check students' dormitories and make detailed records, which will be handed in to the relevant management department the next day. In spare time, students can not go out of school during the week, except for some extracurricular activities every day is a three-point line. In the survey, the head teacher said that the management measures are not quite in line with the characteristics of the modern post-90s and post-00s, the head teacher himself has teaching tasks every day, limited energy, and sometimes even affect other work; Students also say campus life is not as good as it could be and that the current management measures are too harsh for them.

However, such strict management measures do not seem to have achieved the desired effect. Statistics show that in recent years The number of disciplinary violations is increasingly diverse. Before 2020, students' disciplinary violations were mostly skipping classes, smoking and hitting. But after 2020, the development trend of Internet addiction began to gradually younger, originally just skip class, smoking, fighting

and so on it turned into mob fights, organized brawls, organized brawls, underage drinking. The classics are no longer a minority, and the spread of the information speed of the expansion of the range allows minors to be exposed to more and more dark side from the harm that leads to violation of discipline is stronger and stronger. Thus it can be seen that students' legal consciousness and social ethics need to be improved for better illustrate this point, I have compiled a statistical list of common disciplinary incidents. See Table 1-1 for details.

Table 4.1 Statistics of frequent disciplinary violations among students

More common violations of discipline	Results statistics
Play truant	32%
Gathering crowds to cause trouble	21%
Alcohol and drugs	2%
Damage to public property	24%
Cheating plagiarism	18%
Theft and gambling	3%
The other	1%

4.1.3 Management Organization

The vice president in charge of student administration is in charge of student administration, and the Student administration Department, the Public Security Administration Office and the Youth League Committee are set up to carry out the work. At the same time, the part-time head teacher and the Student union participate in the management work. The Student Management Department is a comprehensive student administration department responsible for student enrollment, student management and employment placement under the leadership of the principal in charge. Specifically to complete the following work: prepare the school annual enrollment plan, placement plan, and organize the implementation;

To formulate and perfect the relevant rules and regulations of student management, and organize the implementation; Do a good job in class teacher selection, training, use and regular assessment work; Responsible for the management of student

records, student financial aid and scholarships, and the handling of crises and accidents among students (Li Hui, 2012). The Youth League Committee is mainly responsible for the management of students' extracurricular activities, the second club and the Student union. The school public security Administration office is mainly responsible for the comprehensive management of the school, public security patrol, Student management of emergency handling. One of the above three departments is the main one, and the other two are auxiliary to participate in student management to different degrees Work (Xu Chaomin, 2009).

4.1.4 Management system

Through investigation, the author found that the student management systems of these three schools are relatively comprehensive. Such as: "Financial management system", "the student status management system of cadastral," student handbook ", "the teacher in charge management appraisal method", "enrollment management and rewards and punishment method", "students to conduct the inspection method", "" ten" is not allowed with student behaviour", the system of student apartment management, the student union campaign and the measures for the management and so on, but the discipline of students is not optimistic.

Secondary vocational school students are mostly blooming, this age of children like to pretend to be mature, but it is because of in the transitional stage, many people act at will, cannot help thinking, impulsively, obstinately, because of treason and other reasons. Unrepentant, a series of traits. The principle of doing things is not strong, self-restraint ability is relatively poor, ignore the school rules. Chapter system. According to the punishments given to students from grades 2019 to 2021 in the first half semester of 2022 (see Chart 1-2 below), it is found that older students are more likely to be punished for violating discipline, which leads to the problem that older seniors are more difficult to manage. Despite the fact that the overall quality of school students is not high and difficult to manage, secondary vocational schools have issued a large number of corresponding regulations and systems one by one. Although various departments still encounter more or less difficulties and problems in the process of implementing the system. Some secondary vocational colleges hold the attitude of more one thing is better

than less one thing to manage students, and many student managers give up their efforts subjectively.

Table 4.2 Student Punishment Statistics of 2019 - 2020 school year

The ratio of the total number of students punished	Total number of students in the grade	Mean	Percentage
Class of 2019	1,045	72	6.9%
Class of 2020	990	46	4.6%
Class of 2021	965	26	2.8%

Note: This table is compiled by the Department of Student Management for the data of punishments by grade in the first half of the semester in 2022.

It can be seen that the prevailing management measures and management system in secondary vocational schools have certain problems, without combining "management" and "management", ignoring the characteristics of modern secondary vocational students.

4.1.2 Problems in student management

1) Outdated management concepts

After a long period of precipitation, the education industry in our country still adheres to rigorous management of students. The management concept of discipline does not really understand the real meaning of the word "management", and thinks that management is to control students "thoughts and thoughts", is to establish their own absolute authority, establish strict student norms and rules, however the implementation of management methods is not combined with the commonly used ideological education methods, but also for administrative purposes combine effectively. The education policy that only looks at the ranking and ignores all others is the most wrong management mode, this management mode first instead of putting the school and the students in a flat position, the school was put in a superior position of administrators, the students. It is a vulnerable group passively accepting management. This incorrect management attitude deprives students of their individual rights and is not conducive to learning

The development of personal ability; Secondly, the external normative control is overemphasized, and students' self-discipline and self-management ability are not attached importance from a lot of data show that most of the domestic secondary vocational schools, too much emphasis on the formulation of strict management regulations to about the management of students' behavior, the management method is simple and rude, such an unreasonable management system because students of vocational schools are mostly teenagers between 15 and 18 years old. At this age, the student ID card is in the rebellious stage, and too much tough means will not make them afraid to yield and face. Li (Li Jingfu, 2014).

The school's tough management, students either remain silent, lose the enthusiasm and initiative of self-management, but will be because of anti sense produces counterintuitive thoughts. This uncooperative attitude, so that the management of the work is difficult to fall, even it may cause physical or verbal conflicts between administrators and students, and the students who violate discipline seriously can only return to learn. The root cause of these problems is that the school's student management model is too rigid, not based on the personality of students carry out targeted management work with characteristics (Zhang Juan, 2011).

2) Single management mode

In school construction and education level are not in the same position, vocational schools and ordinary colleges and universities are even all the universities in China are in a weak position, there is nothing to compare them with, so only in the student management face more efforts, find a breakthrough, in order to create a unique school characteristics, parents and students recognized and identity. Dongming County Vocational Secondary Professional School once appeared "closed management", with militarized management mode, from the external isolation so that all students can only go out inside the school activities, forbidden. To some extent, this closed management mode can end the adverse influence of external atmosphere on students and improve the teaching order of the school, but it does more harm than good and is very detrimental to the long-term development of the school. Because schools are founded to meet the needs of the society, and to cultivate the professional skills needed by the society, students who are trained out of the society will not be recognized by the society. Even

most of the schools the students' life work and rest are strongly butler, made a very unreasonable schedule and require students must perform full wave students must study and life according to the requirements of schedule arrangement, causes students like machine from moved to the canteen, dormitory and from dining room to move into the classroom, the campus is no fun at all. Some secondary vocational schools even have a code of conduct for students, such as "seven no's" and "ten no's". Some schools even give students a fixed template for what to do at what time. The closed management mode is based on the characteristics of students' study and life, so as to achieve the control performance of management. Management is not science, just to cater to the requirements of the parents, but also to reduce the number of school management work, is not standing on the position of the students' consideration for the student, time is long, the closed-end management mode completely suppressed the formation of students' individuality, depressed for a long time will inevitably cause a lot of social problems.

3) The quality of management team is not high

Secondary vocational schools must, according to their own characteristics of professional education development, equip full-time educational scholars to educate students improvement and optimization of management work. The author through the school student management department of a number of people in charge of the head of the interview about 10% of the school's management team are professional education experts, and the quality of the management team is generally not high, which needs to be improved. Of course, this phenomenon is not only a school in our school, it is a common problem existing in secondary vocational schools. And the quality of student management team is generally not high will directly affect the effect of student management work. Second, because of a shortage of school human resources, the full-time student management work is less, the presence of a teacher in charge to take two classes limit, this situation leads to the teacher in charge of your class's and grade's student branch do not understand, even for a long time don't even know the name of the majority of students in the class, such as management, not only can't do and good conversation close to students, Even the management work is not well executed. Since the students entered the vocational school, they began to gradually produce strange psychology to the teacher, there is a sense of distance, also will not be like in junior high school period,

what things will tell their head teacher and teacher without reservation, this complete trust, really in the gradual reduction. Parents because the working relationship itself or their own cultural level limit, on the duty of school as a whole, for they think now that you have to send their children to school, so all students should be the school all packages, if not, is irresponsible of the school, and parents are granted as a shopkeeper of cutting, to the child, No more interference in children's education. This wrong point of view leads to secondary vocational students because of fighting or psychological problems such as suicide and a series of management problems occur, parents and the school because of less communication, mutual accusations do not understand, it is easy to produce legal disputes.

In addition, because the students' participation in school management is not wide and the degree is not enough, the society is reluctant to participate in these management the enthusiasm of activities is not high, and even mistakenly think that this is the work of offending people, appear perfunctory and irresponsible work attitude, this not only affects the formation of students' personality, but also makes the effect and efficiency of school management very unsatisfactory. How to let students spontaneously join in the management of the school to understand the importance of their own management. And the school to their needs, and according to this point to make reasonable rules and reward and punishment measures, which can let the students themselves hair management has a big impact.

3) Imperfect management system

Under today's social conditions, many secondary vocational school administrators are in accordance with their own school characteristics and enrollment. The characteristics of students plan a very strict and even harsh management system, some schools even students' daily life and study life also set up regulations, such as student reward regulations, attendance and leave regulations, disciplinary punishment regulations, etc., which can be seen perfect the school management system is the foundation of the school education work can be carried out well. But these rules and regulations are just that some of the ideas developed by the school management do not make sense to the current problems faced by secondary vocational schools. In the current situation of severe source of students, there is no combination of excellent management

experience, and there is no students a series of problems encountered in the growing process are included in the purpose of running schools, such a management system is not in line with today's secondary vocational schools the development of the school requirements, there are big problems. Although the vocational schools in our country have been established for a long time, but due to the development is not smooth, encountered a lot of setbacks, so that many management systems in the passage of time become stale. It's old, it doesn't fit with the way schools are today, and even a lot of the rules and regulations are copied from regular high schools, in the actual work management function is very poor, does not conform to the secondary vocational school development characteristics and school philosophy. Along with the school the development, the system reform is backward, the student management work does not have the efficient management function, does not reflect these systems the original desired effect can not conform to the current trend of social development. Obviously, although some schools do set a more reasonable and standardized management system, but often due to part of the teachers for the system does not pay attention to the conflict and students psychological, resulting in the implementation of the system in the process of heavy obstruction, thus can not be well carried out. Based on the available data, today's secondary vocational schools are often confronted with four problems in implementing effective management systems point problem: THE first point is that there is no stable and reasonable formation of enrollment, personnel training, employment guidance and other aspects of the system manage system. The root cause of this problem is the dwindling number of students and the changing demand for employment; The second point is an independent system without orderly and standardized management of student loans. Such problems have made schools more selective to poor students. There are a lot of problems in management, not only so that many secondary vocational students can not get student loans, suitable for secondary vocational students jobs do not meet the needs of most students; The third point is the lack of school group activities, secondary vocational schools. The student is also due to the adolescent stage, the lack of extracurricular activities, will make the student to school and study to produce the psychology of boredom emotions; The fourth point is strict rules and regulations, such rules and regulations seem to be strict, but do not stand in the students. For students, many

students will have psychological emotions of conflict and opposition, resulting in the failure of rules and regulations as scheduled and effectively carried out, even let the students to the school, the teacher have the mood of disgust when students make mistakes, administrators often criticize and blame them severely according to their own understanding of the situation. They did not give them any chance to appeal and explain. They managed students strictly according to the student management system, which would make them learn the bad psychological state of boredom and resistance leads to the students' obedience to the management and the bad behavior of cheating on the teacher in front of the teacher. What's more, they stand in the opposite side of the school and the teacher and passively resist. The author was the teacher in charge of this work has been for many years, in the process of this period of work found that secondary vocational schools too much emphasis the importance of the student management system, all the work is based on the system, there is no deep ideological exchange with students, failing to make them truly aware of what they did wrong leads to repeated mistakes. So We should solicit students' opinions when making class rules, adopt students' opinions and attach importance to students' concern. Then the strict rules are just a piece of paper talk can not play any role. The fourth chapter secondary vocational school student management problem causes secondary vocational school students have completed the primary school and junior high school study, therefore, both mentally and ideologically. the students are more mature than those in the previous two stages of study. Accordingly, the student management methods chosen by the secondary vocational school should also be smaller school and junior high school are different. In this chapter, the author summarizes the problems existing in the management of students in some professional schools. Combined with the author's personal practice of student management in the past few years, the relevant research literature is analyzed, and a number of experts in the industry and the head teacher conducted a face to face interview, integrated and summarized the current secondary vocational school student management problems, and from the solutions to the existing problems are given from different perspectives.

4.1.3 Social Reasons

1) Social contempt for secondary vocational education

With the progress of society and the development of our country, the schools are increasing year by year, especially the key schools by the attention of people from all walks of life and then vigorously develop, the scope of recruiting students is also growing year by year, some key schools there are also focused classes. Such a form from the perspective of the local development and education level. This is an encouraging trend for the better, but it also exposes another problem, that is too much emphasis and reliance on the development results of key classes leads to the students of non-key classes have a negative psychology of being ignored emotions. And with the universalization of this problem, it leads to the difference between the education of ordinary colleges and secondary vocational education the imagination of inequality becomes more and more complex (Zheng Hongxia, 2007).

Because many students in secondary vocational schools have more or less learning and behavior problems, not in the society. The high social status makes the head teacher feel unable to reflect his own value of existence, coupled with the inequality between pay and income, In addition, compared with teachers in ordinary schools, many teachers in secondary vocational schools feel that they do not get what they deserve as teachers. The welfare benefits, coupled with some subjective adverse views in society, that secondary vocational school students all the bad behavior habits are because of the class teacher's irresponsible, management mistakes, irresponsible accusations and misunderstandings let the class master feel that he does not get the respect and support he deserves, so he questions his work. This kind of resistance working attitude, if accumulated in the long run, will not only make teachers bear too much negative influence and pressure in the process of work, I will not have a feeling of love for my work, no sense of accomplishment, and I will become less and less responsible for my work from the beginning extreme work slowdowns and the gradual decline in work efficiency make the education problems of vocational middle school students become increasingly serious (Wang Yubo, 2012).

2) Employment of secondary vocational students with the rapid economic development of China, although the "blue collar" talents are popular, Chinese

traditional concept root parents believe that only college students can have a good career and that skilled workers are at the bottom of society. So if families with a little more money would rather send their children to expensive schools than to vocational schools. As people's living conditions continue to improve, front-line workers in enterprises work hard and long hours, which is impossible for the pampered post-90s. Therefore, students in secondary vocational schools can not meet their working environment or social recognition, which leads to the fact that most of the students who come to secondary vocational schools do not love learning and have poor family circumstances.

3) Adverse influence of social moral environment with the development and progress of society and the popularization of network technology, students can face the society more directly all kinds of news. These messages contain knowledge that will help students grow and develop, of course it has dark contents that poison and hinder the healthy growth of students. Every day there are a large number of pornographic websites by underage children browsing, TV, newspapers and magazines are also full of violent, pornographic content that is not conducive to the healthy growth of students. So do all although the society is full of positive and upward mainstream ideas, the negative and dark side is still the way for students to grow healthily. The obstacles on the road will affect students' way of thinking and behavior, thus causing many problems. Under the influence of the current market economy, the value orientation of students has generally turned to money. The luxury cars are everywhere in today's society, not only showing off wealth has become the mainstream idea on the Internet, but also the news has begun to report the so-called second generation of officials and second generation of rich people. Coupled with the popularity of the ethos of the father, so that money worship is prevalent, so that students in when I was a student, I had a serious mind of comparing myself with others, only in order to pursue pleasure and price. In order to as for their own employment expectations too high, only look at their own interests, there is no sense of social responsibility.

4.1.4 Family Reasons

A large proportion of students in vocational schools are unable to enter because of poor academic performance or for various reasons a young person educated in a higher secondary school. The parents of these students generally have low cultural

quality for the children's growth process to, in order to earn money to support the family, spend less thought on the children's children or parents divorce is not willing to children take responsibility for yourself. This situation makes the children do not get the proper care and love from the family, and because did not study well at school, did not lay a solid foundation, did not adapt well to the teacher's way of teaching, usually is to spend the class time in the same way as listening to the book, because not, the homework also produced a psychological resistance, many students do not do homework, not that they don't want to do it, but that they can't do it. Such a series of factors contribute to the failure of test scores ideal, the vicious circle leads to teachers and parents' influence on students is getting worse and worse, and they are often criticized by teachers. parents beat, classmates laugh, so that these children because not timely and effective help, the right to education. The serious interference, therefore produced the extreme revenge psychology, with think is able to hit the school's self-vent ways (such as mob fights, trash school facilities, skipping class and contradicting teachers, giving in to Internet addiction, and even breaking the law and discipline etc.), express their dissatisfaction, and even irrationally think that such behavior preserves their face of being disrespected by others. often a lot of delinquent teenagers in society are made up of these students, because of the long-term lack of care, no I feel the kindness from society, family and peers, and feel that I am not valued, resulting in a dark and distorted heart. The problem of ethics, coupled with the lack of targeted guidance, the probability of crime is greatly increased. In fact, most of the time when the body above the incomplete but no spirit and soul on the lost so need others' care and help. At present for the social issue that most needs the attention of scholars and experts is how to improve the antagonism between people and society, and how to improve the society a system of respect for others and how to help individuals defend their rights and interests. Family is an integral part of every child's development. Usually we can find a sum the probability of producing a good student in a happy family is much greater than the probability of producing a good student in an imperfect family. It can be seen that the family has a profound influence on the growth of children, and the education of children from the family is also the earliest and will be accompanied a child's lifelong education. The impact of the lack of family education on students is very serious. And vocational school students most families have more or less problems. If the family

condition is not very good, have more than 70% in our school the students are from rural areas, and the parents of these students are busy making money to support the family, so they naturally neglect their children care communication, from such a family of children usually do not love to interact with people, withdrawn and self-abasement, a little small things can cause him a lot of damage, which can lead to arguments or fights. There are also some students whose parents are separated children who died, who grew up in single-parent homes because their parents didn't ask or care, relying on grandpa and grandma or grandma and grandpa hardships to pull up, and this kind of old people are not high education, no what ability to carry out family education for children, which leads to the psychological fragility of students, guard against mental overload, very easy I would go into self-exile. The rest of the family general conditions are relatively good, parents dote on their children, children's growth instead of playing a positive role in guiding the children, they only know that they dote on the children without playing the role of teaching the children due to the family. Thus let the children develop a series of bad habits of life and study such as pampered. It can be seen that family education plays a pivotal role in the growth process of students, which only depends on the efforts of the school. It is not good to educate children. When schools guide and educate students, parents should also take an active part families should play their due role in the process of students' education and cooperate with schools and teachers to create a favorable environment for students a quality environment for his healthy growth.

4.1.5 School Reasons

1) Schools pay more attention to enrollment than management

In spite of the great development and progress in China's economic and cultural education, vocational education is still in a stagnant place no matter how many times the state has made statements about the benefits of vocational education, it is necessary to vigorously develop vocational education. Some percent of parents and students still have reservations about vocational school as a last resort because they can't get high grades.

In China, and there is no other way and conditions will be considered after vocational secondary school. Although the development of vocational education is an important and urgent task, compared with the developed countries, it is still in a

backward state, and the current situation of the development of secondary vocational schools is not good. Since the late 1990s, secondary vocational schools have been increasing year by year, and it is difficult for them to survive. Under the dual pressure of the increase of general high school enrollment and the expansion of university enrollment, they began to compete for students. A series of problems, such as insufficient investment in teaching funds and low quality of students, have made the development of secondary vocational schools more difficult. Basically, all secondary vocational schools can only relieve the pressure of survival and development by constantly expanding the scale of running schools and recruiting more students. Schools have to ensure and expand the source of students as the key work, as long as willing to attend the students, basically will be admitted to vocational schools. Some secondary vocational schools have even turned the recruitment work into a business, from the original 200 yuan for a student to the head teacher now also increased to 800 yuan. As a result, the school pays little attention to the education of students and sends them off to work after only two years of hasty education. Measures such as school education facilities of backward and managerial guiding concept errors caused by a catastrophic consequence is incalculable and predict, only consider the number of students ignore the students' education and management work, not only brought adverse effect to the management order of the school, also after the students out of the society, brought inestimable loss to unit of choose and employ persons, Thus affecting the reputation of the school, such a vicious circle will make the development of secondary vocational schools more and more difficult.

2) There are problems in the guiding ideology of student management

In the face of a large number of students, the school not only does not pay attention to the educational management of students, It is not immediately adopted with appropriate solutions to the measures, just according to the guiding ideology is not accidental for the principle, most of the management method is very simple and crude, too much attention to unity, not aware of the differences between students, high pressure state under the management of the students did not start from the point of view, ignored the cultivation and development of students' personality, do not pay attention to students the growth of the family environment, psychological, physical and personality characteristics and other specific circumstances, rather than according to the different

situations of students, in a certain interest in learning and life, to give the correct guiding ideology; It is not from the heart to give students a good life and learning environment full of kindness for students to learn and grow up. However, most teachers' punishment of students, whether physical beating or verbal scolding, more or less leaves indelible damage on students' psychology, thus greatly affecting students' growth and development to a certain extent (Zhong Jinnai, 2013). It does not reflect the teaching concept of single-mindedly thinking about students, and does not take serving students as the focus of the school. Mainly because of the school and teachers carry on high profile, didn't adjust our rightful place, and over time also cannot put down the shelf want to make friends with students, walking into the life of the students, listen to the student and the school teacher's reasonable Suggestions and requirements, there would be no way to timely find dynamic student's problems and ideas. More some management methods do not stand on the side of the students and parents, lack of understanding of the focus of the education of students and reasonable theoretical support, and have not obeyed the students inner ideas and needs, just stood high above the manager's position with the management of blunt attitude compulsory require students to all must strictly observe the school rules and regulations, is absolutely not allowed to resist.

3) Improper school education and adverse effects in school life

Secondary vocational schools have not yet fully conform to the actual teaching materials, also have not established scientific educational methods. Since the secondary vocational education is not very long between the development of our country, there is a shortage of professional education personnel, most of teachers are not normal professional origin. According to the interviewed professional teachers, only 16 percent of the teachers in the school have graduated from normal schools. A severe lack of special materials, many textbooks are used in junior college and ordinary undergraduate course teaching, cannot satisfy the requirement of the secondary vocational school teaching, the problems leading to the itself weak foundation of poor couldn't keep up with the school's teaching schedule, the content of the teacher's lecture just like gobbledygook, could not understand, can't learn, which is inherently a lack of confidence to have suffered more, Despondency, began to aboveboard self-abandonment, and eventually irreparably appear the phenomenon of weariness and truancy.

In today's China, the education attitude of schools towards middle school and primary school children is mainly based on exam-oriented education. However, this educational subject makes students' autonomous learning ability become worse and worse to a large extent, for parents and teachers and the school's dependence is getting stronger and stronger, self-restraint ability is also slowly weakened. And for students quality education is not heavy visual and psychological problems in terms of inaction, so that students in secondary vocational schools, with the gradual reduction of class hours and more free time there is, the more vocational schools have no corresponding educational regulations, let alone the students themselves. Self-discipline is not strong, and even began to produce fatigue, slack, cheating, and even drinking, fighting and a series of bad behaviors. Because most of the students in vocational colleges from the perspective of comprehensive quality are not very good seedlings, many students for self-management ability is very weak, so it requires the school to set up a special team of teachers and have more patient and more careful, and try to adapt the right medicine to the right situation, and use the teaching philosophy that best suits these students education management. Still, there are many teachers who use the old-fashioned no appropriate management of secondary vocational students management methods. In the process of managing students, I do not have correct ideas and views on work read, do not pay enough attention to the professional quality of teachers ignore their own professional ethics, do not have enough patience and responsibility to student in the process of learning life of the problems, sometimes even if the students do not come to class. The teacher of the class did not notice and pay attention to it. Some head teachers even appear in the class once a week, leading to students have no recourse when confronted with problems. Because the teachers of students' psychological activities and learning life lack of attention and personal experience, resulting in a timely grasp of their students' ideological dynamics, this is not a good help and guide secondary vocational students' psychological and moral problems. If these problems are not solved timely and properly, the consequences will be unimaginable. (Dewey, 2006).

4) Lack of action in class management

In the concept of education and management of secondary vocational students, the management attitude of the class teacher towards the students is the top

priority. Subjective recognition for secondary vocational students are poor students point of view is to let the head teacher of the management of the class without heartfelt care of the leading factor. If the heart thinks this student is a poor student, it will make the head teacher in the management of students in the process of negative emotions; since the think yes feel students are poor students, easy to let the teacher in charge for their own not responsible, slack work to find aboveboard reasons and excuses, lax work attitude, subjective identification of poor students, will lead to the teacher in the work of the capacity. The attitude of contempt, thereby refusing to understand the students, have no confidence in their own students, will be their own students filar silk positioning in the position of poor students, lead to the teacher in charge of the students too to the increasingly cold treatment, no love from the heart and teaching, for a long time. But for a long time to the students lost the inclusive attitude, no love of the head teacher did not reach the heart of the students, cannot let the students and teachers can resonate with each other, let alone touch the hearts of students (Xiao Hongyun, 2012).

Secondary vocational teachers just take it for granted that if the students' grades are not good, then they must be delinquent, A troublemaker without discipline. Therefore, they will control all the students with strong management measures and try to establish their own authority in a strong way to make students obey them. In fact, students do not like such head teachers, they think that they are too far away from them, so naturally they will not talk to them and reflect the difficulties encountered in the process of learning, which leads to deeper and deeper estrangement between teachers and students. The self-centered class management of the head teacher will eventually lead to a dead end, leading to the students' rebellious mentality of refusing to accept the management. The more strict the management, the more serious the students' resistance will be. In this way, the cycle will lead to worse and worse results. The author thinks that to student's education should be treated, so treat, director of the student on duty to treat his business idea is negative, the faces of the processing of student management mode is the impulse and cruel, did not care for the students' thoughts, students will produce resistance to the teacher in charge, from the heart and lead to the relationship between teachers and students is more and more cold, The cold interpersonal relationship will eventually lead to the collapse of the relationship between teachers and students.

4.1.6 Students' own reasons

1) The learning purpose is not clear and the learning goal is generally not high the common denominator of vocational school students is that they do not have lofty goals. They come to a large part of the vocational school. The reason is that junior high school is not good enough to go to ordinary senior high school, and finally have to choose vocational schools. They have a strong lack of confidence compared to their normal high school classmates. But because of the influence of environmental factors, their base they have a very strong sense of inferiority due to their poor foundation, late start and non-standard behavior and habits, but this sense of inferiority did not become their upward struggle, but became their excuse to muddle along due to the large proportion of students in this secondary vocational school study in the school with unclear learning objectives, learning objectives are usually not high. They only hope to find a job that can support them in the future. Few students feel that they are not in the future and a successful career, but this part of the students in secondary vocational schools account for 100 percent eighty percent or more.

2) Lack of good learning habits

According to the present society of the development of secondary vocational schools, the present vocational education in our country still hasn't been majority parents and students watch. While many students in vocational schools are still mainly from junior middle schools with poor learning ability or problems the students what these children have in common is that they have not formed good living and learning habits since childhood. Because of the family aspect vegetarian, lead them to be lazy at home, in the school maverick, in the team did not understand cooperation, not unity group when communicating with students, they don't know how to tolerate and accommodate, and some even get mixed up in the society. He's a real punk. Many students are sent forcibly because their parents are worried about leaving the church alone the school has given all hope of disciplining the children to the school. From this we can conclude that secondary vocational school. The students of the school are not only a relatively alternative part of the student body as a whole, their internal composition some are more complex, but there is also an inevitable plasticity group.

3) Students have poor self-management ability

Because most of the secondary vocational students are minors between the ages of 14 and 17, which is an important stage of transition from youth to youth. During this period, the sense of independence has been greatly enhanced, with the impulse to show my talent and the psychological need to live and work independently. Their self-control ability is often extremely scarce, which leads to the management of secondary vocational students to face new problems, outstanding performance: in ideological and moral aspects: no sense of collective honor, the sense of social responsibility is relatively weak, legal awareness and organizational concept is relatively weak. They are too self-centered, have no concept of organization and discipline, and their moral quality is lower than that of ordinary college students. In the aspect of cultural learning: many students' basic cultural knowledge is not solid or even fragile. Learning motivation and learning goals are unknown. Various aspects of daily life: some students start to fall in love in school, form an Internet addiction, drink, smoke, loose; Mental health: part of the middle occupation of students, psychological very fragile, do not get along with classmates, because he feels inferior, some students revenge heart is very heavy, fighting is common things, more some students do not love sports, long time sitting in front of the computer to play, the harm to the body is very big.

Therefore, as a result of secondary vocational students' overall self-restraint and self-management ideas and concepts are very vague, and in vocational schools have a diverse student body, which makes student management even more difficult.

4.2 Analysis of Expert Results

Opinion questionnaire for the experts concerning the development of digital learning space. The questionnaires are constructed as follows scrutinize the components and processes of digital learning space approach and create open-ended questionnaires for the experts to elicit comments on IOC (Index of Item Objective Congruence). The researcher will improve the questionnaires which are selected and suggested by three experts in the field of educational technology or information technology. Results of evaluation of digital learning space by three experts show on a table 3.

Table 4.3 Show the results of analysis from three experts

Item	Level of Consistency			
	1 st Expert	2 nd Expert	3 rd Expert	Consisten Suggestio
1. Contents				
1.1 Content structure is clear and each content shows structural relationship.	+1	+1	0	0.66
1.2 The demonstrated contents of instruction cover the learning objectives defined.	+1	+1	0	0.66
1.3 Language use is appropriate and correct.	+1	+1	+1	1
1.4 The learning content is appropriate for the students' grade level	+1	+1	0	0.66
Mean Score	1	1	0.25	0.74
2. Instructional Design				
2.1 The objectives and the students' grade level are clearly identified.	+1	+1	+1	1
2.2 The sequence of content presentation is appropriate according to types of media used.	+1	+1	+1	1
2.3 Presentation techniques are attractive to students.	+1	+1	0	0.66
2.4 Digital learning space is creatively designed.	+1	+1	0	0.66
2.5 The interactive function design in digital learning space systems such as interaction between users and instructional contents or teacher is effective.	+1	+1	0	0.66
2.6 The instruction is designed for individual differences and responds to the needs of diverse students.	+1	+1	0	0.66

Table 4.3 Show the results of analysis from three experts (Cont.)

Item	Level of Consistency			
	1 st Expert	2 nd Expert	3 rd Expert	Suggestio
2.7 Instructional design improves the ability of students to control their pace of learning properly.	+1	+1	0	0.66
2.8 Exercises and assessments cover all learning objectives defined.	+1	+1	+1	1
2.9 Interaction and timely feedback are provided suitably.	+1	+1	0	0.66
2.10 The instructional design enhances students' analytical thinking.	+1	+1	0	0.66
Mean Score	1	1	0.3	0.76
3. Screen Design				
3.1 Page layout control students' attention, and facilities ease of use.	+1	+1	+1	1
3.2 Choices of typeface, size and color facilities ease of use and is appropriate for students.	+1	+1	+1	1
3.3 Choices of color is appropriate and is applied consistently to specific types of on-screen information.	+1	+1	+1	1
3.4 Images presented are consistent with instructional contents.	+1	+1	+1	1
3.5 Buttons, text displayed, visual message can be properly established and can convey a very clear and correct message to the viewers.	+1	+1	+1	1
Mean Score	1	1	1	1

Table 4.3 Show the results of analysis from three experts (Cont.)

Item	Level of Consistency				
	1 st Expert	2 nd Expert	3 rd Expert	Consisten	Suggestio
4. Techniques					
4.1 The web program is employed correctly such as user's information system.	+1	+1	0	0.66	
4.2 The linkages to each frame or focal point can be correctly established.	+1	+1	0	0.66	
4.3 Images and audio can function correctly and rapidly.	+1	+1	+1	1	
Mean Score	1	1	0.33	0.77	

From table 4.3 The average mean score of the digital learning space evaluated by three experts in media is 0.77, which was at a good level. In accordance with the result, there were issues that must be improved before the implementation. There was an item which was to be modified: Language use is appropriate and correct.

Table 4.4 Comparison of average score before and after submit digital learning space

Items	n	\bar{x}	S.D.	t-test	Sig.(2-tailed)
Pre-test	30	18.60	4.74		
Post-test	30	25.83	3.10	11.97	.000

P<0.05

Table 4.4 present the efficiency of the development of digital learning space to manage learning behavior for secondary vocational education. The mean score of pre-test was 18.60 , and the score of standard deviation (S.D.) was 4.74. The result applying the digital learning space to manage learning behavior for secondary vocational education constituted a substantial improvement in students which translated into a high post-test 25.83 and standard deviation (S.D.) 3.10 and t-test analysis before and after the treatment

11.97 which demonstrated a considerable difference was statistically significant at the 0.05 level

4.3 Analyze the satisfaction score of undergraduate students who submit digital learning space

Researcher create a satisfaction questionnaire for undergraduate students who have learnt from follows scrutinize the components consists of the following procedures:

4.3.1 Study the principles of generating the satisfaction questionnaires from the documents and textbooks.

4.3.2 Bring the satisfaction questionnaire to the experts to check for the consistency and suitability.

4.3.3 The procedure of conducting the satisfaction questionnaire is a rating scale with 5 levels according to the criteria of the Likert Scale. 28 questions will be set by each level of satisfaction as the following points. Results of evaluation of digital learning space by three experts show on a table 4.5

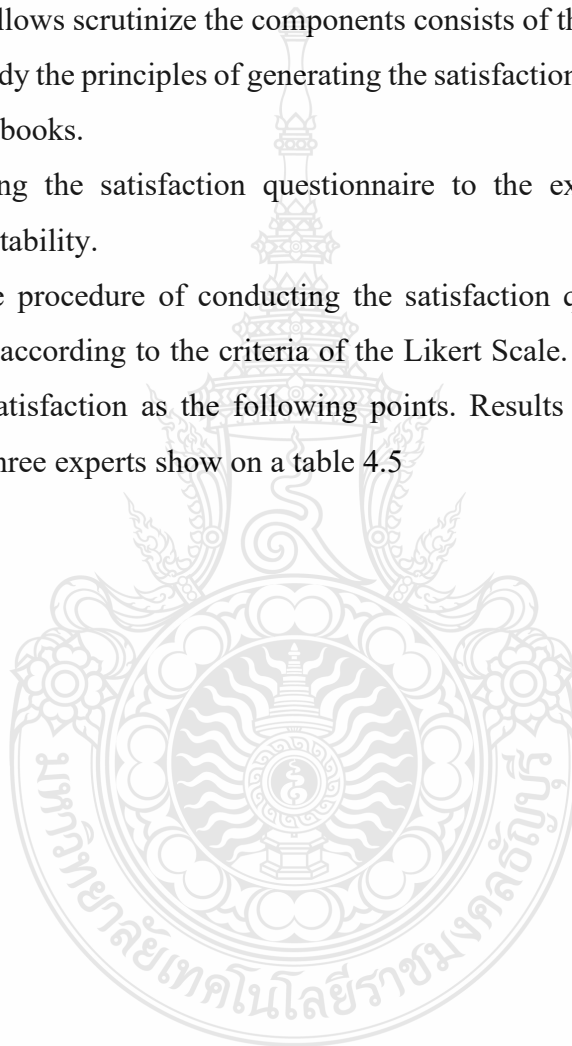


Table 4.5 Result of evaluation of students' satisfaction with digital learning space

Evaluation Items	\bar{x}	S.D.	Result Interpretation
1. Contents			
1.1 The learning contents are suitable with the learning time defined.	4.43	.50	Agree
1.2 The learning topics and contents are interesting	4.56	.50	Strongly agree
1.3 The demonstrated contents cover the learning objectives of each chapter.	4.40	.49	Agree
1.4 The learning contents are appropriate for the students' grade level	4.50	.50	Agree
1.5 The learning contents are clearly explained and enough for understanding.	4.46	.50	Agree
1.6 Question items in the unit exercises are relevant to the content	4.46	.50	Agree
1.7 The contents of 3 chapters are appropriate for learning with Digital learning space	4.60	.49	Strongly agree
1.8 The unit exercises are sufficient for checking understanding.	4.33	.54	Agree
1.9 The question items in the unit exercises are clearly stated and easy to understand.	4.63	.49	Strongly agree
2. Screen Design			
2.1 Layout of each page is established approximately for Learning.	4.46	.50	Agree
2.2 Choices of typeface and size facilities ease of use.	4.63	.49	Strongly agree
2.3 A loud and clear sound in provided.	4.63	.49	Strongly agree
2.4 Interaction and timely feedback are provided appropriately.	4.50	.50	Agree
2.5 Choices of color is appropriate.	4.56	.50	Strongly agree

Table 4.5 Result of evaluation of students' satisfaction with digital learning space (Cont.)

Evaluation Items	\bar{x}	S.D.	Result Interpretation
2.6 Screen design is attractive to students.	4.63	.49	Strongly agree
2.7 Lesson navigation and buttons are appropriately established and relevant to these digital learning space.	4.40	.49	Agree
3. Digital learning space usage			
3.1 Digital learning space is easy to use.	4.80	.40	Strongly agree
3.2 The interactive function between users and instructional contents is effective.	4.20	.55	Agree
3.3 Learners can control and use this digital learning space on their own.	4.70	.46	Strongly agree
3.4 Users' manual clearly describes how to use digital learning Space.	4.53	.57	Strongly agree
3.5 This digital learning space is fun and interesting.	4.50	.50	Agree
3.6 Specific time for learning with digital learning space is appropriate.	4.40	.49	Agree
3.7 If it is possible, you would like to learn other subjects with digital learning space instruction.	4.60	.49	Strongly agree
4. Evaluation			
4.1 Pre-test and Post-test offer students the understanding on the contents appropriately.	4.73	.44	Strongly agree
4.2 The question items are clear.	4.56	.50	Strongly agree
4.3 The tests are made with the objectives and media.	4.53	.57	Strongly agree
4.4 The difficulty of the test appropriate for students.	4.33	.54	Agree
4.5 The score between pre-test and post-test is clear.	4.66	.47	Strongly agree
Total	4.22	.17	Agree

Based on table 4.5 the mean score ranged between 4.20 and 4.80, which was between average to high levels, The highest mean score (4.80) was the item “The digital learning space is easy to use” The lowest mean score (4.20) was the item “The interactive function between users and instructional contents is effective” The average mean score overall of this dimension was 4.22, which showed that students had very good satisfaction with submit to digital learning space to manage learning behavior for secondary vocational education.



CHAPTER 5

CONCLUSION AND RECOMMENDATION

In the study of the efficiency of digital learning space to manage learning behavior for secondary vocational education. there are three major objectives 1) development a digital learning space to manage learning behavior for secondary vocational education 2) compare an efficiency before and after learning from a digital learning space to manage learning behavior for secondary vocational education, and 3) find students' satisfaction in learning from a digital learning space to manage learning behavior for secondary vocational education. The first step is to fully investigate and analyze the current situation of student management in a secondary vocational school, and find out the problems and causes according to the theoretical basis; The second step is that the training objectives of students should be guided by the employment standards of enterprises and even the talent demand of the society. This paper will fully investigate the employment standards of a specific company to provide first-hand information for the study. This is also an innovation of research ideas; The third step is to draw conclusions and put forward countermeasures and suggestions for student management to provide empirical basis for the same type of secondary vocational colleges. Finally study a satisfaction from the students. The conclusion, discussion and suggestion of the research are as follows:

- 5.1 Discussion
- 5.2 Conclusion
- 5.3 Recommendation
- 5.4 Suggestion for Further Study

5.1 Discussion

In this chapter to the traditional methods of the management of secondary vocational school students on some bad problems are analyzed, and according to the author surveyed lacey had vocational education center, heze city vocational college and dongming vocational secondary specialized school students of the three school management present situation and the objective conditions, a general strategy is proposed.

5.1.1 Change ideas and help secondary vocational students build confidence

As mentioned above, the management of students in secondary vocational schools now emphasizes "management" rather than "management". In the dictionary of student management, there are more mentions of "criticizing education, violating discipline..." In the eyes of managers, the disadvantages of students far outweigh the advantages, and even pay little attention to the advantages of students, which is likely to cause students to feel inferior. Therefore, we need to change the concept and help secondary vocational students build self-confidence. The AFTER strategy should be used here, that is, it improves the initiative of students in learning and promotes the maturity of personal growth and development. On the basis of these, students have a certain confidence in themselves, learn to voluntarily assume their own responsibilities, and cultivate their sense of responsibility. We should pay attention to the growth of individual students should pay more attention to the progress of students in collective life, can not blindly focus on students' mistakes, a little wrong to give severe punishment, such a practice is obsolete, not in line with the law of current education development backward practice.

5.1.1.1 Stimulate students' strong learning motivation

The work of student management has a pivotal position in our country, is a goal that can make personnel training in our country. More perfect and important part of student management in our country and the biggest hope is to be able to make each vocational school. Are able to make great progress in individual ability and comprehensive strength. Of course, to achieve this goal single. It is not possible to rely on the state, and schools should always put students in the most important position in the process of student management. Can not be hasty, to step by step guide education students, for students to develop suitable progress goals, and in the students. Give appropriate encouragement when you make progress. As the old saying goes: "Where there is a will, Chang Zhi, no ambition often aspire to". Again. Through the process of continuous encouragement and guidance to students, students are guided to find their own shortcomings to find themselves courageously. The goal of the fight, and then from this aspect to the students to vigorously cultivate. To a certain extent, it becomes a student management job. Movement is essential to an important content. The process of drawing

up a policy is a change in an observation of oneself and of one's environment. Process, this is a kind of high standards for their own requirements. You have to be more demanding about your goals, and can not be popular, just to set goals and set goals, according to their actual situation to maximize the play of the set. The purpose of the target. Most vocational school students are curious, especially like to learn something new. So we have to make good use of this characteristic of protecting students to cultivate the talents that society needs. Of course in. On this basis, students should also cultivate their subjective initiative and be able to find new things to transform into their own. The knowledge of the ability, of course in this process needs the teacher's correct guidance.

5.1.1.2 Create a campus cultural atmosphere of cooperation and sharing

The "broken window theory" is used here. Creating a good living and learning environment can effectively improve students' bad habits. But to create a good learning culture atmosphere is not overnight, the school needs to constantly improve in the way of exploration. Campus. Cultural atmosphere mainly refers to the favorable campus environment for students' study and activities provided by the school during their school life. A school with a good campus cultural atmosphere plays a very important role in the growth of students. This is conducive to the growth of students, students' ideological and moral character has a lasting, long influence, more have "run things are silent" effect, having a good campus cultural atmosphere is a school can go further the most precious spiritual wealth the rich. The most important thing to create an excellent campus culture is that the school should have a good spirit of unity and cooperation and a harmonious atmosphere. Creating such a cultural atmosphere requires students to understand the importance of teamwork, which is an essential assessment for employees in today's social enterprises. This requires the school in the process of teaching and cultivating students to formulate reasonable norms of students' behavior, step by step to teach students, correct students' bad behavior, advocate students' excellent quality, and guide students to gradually produce the concept of honor and disgrace. To provide a united and friendly environment, so that teachers and students can help each other, give students an independent and equal development space. It is also very important for students to learn the right way to cooperate. Empty thoughts without action and no right action. The method is also very unfavorable to the school construction cooperation and

sharing campus atmosphere. Students should be guided to learn correctly with him. The principle of cooperation should also make the student realize that it will be a basic skill for him to enter the society. The teacher in charge. And each subject as a teacher can be in the classroom through the launch of some cooperation to complete the small games gradually guide students' sense of cooperation. The school can also use the extracurricular time through the Youth league committee to carry out a variety of extracurricular activities to strengthen students' teamwork. These extracurricular activities can not only make students identify with school life, but also cultivate them imperceptibly. The students' teamwork ability lays a good foundation for the creation of a good campus civilization. Students' psychological problems and other factors are also a major factor affecting campus atmosphere. Most vocational school students are due to many external factors caused by inferiority mentality and not willing to get along with others, the traditional education model gives them. The greater harm, so that most of the students and even parents have a lot of negative emotions towards the school, the teacher, such feelings most of them are unwilling to participate in team activities, more withdrawn, and unwilling to communicate with others. And that requires schools. The management staff and the head teacher carefully guide education. Reasonable reward and punishment measures are also effective ways for students to form correct cooperative concepts. Because when students enter the society. And then you learn how to cooperate and you meet all kinds of competition, so schools have to learn in this area, right give birth to correct guidance and seriously deal with the vicious competition of trampling on others and overestimating themselves. For effective and active competition, schools must give affirmation and establish certain reward system on the management system. This is beneficial to cultivate students' correct sense of competition, and social attitudes toward better cooperation in competition. There must be an excellent campus cultural atmosphere conducive to the growth and development of students. The current social culture in China is impetuous and restless, which has led to many secondary vocational students in vocational schools suffering from its harm, and a lot of bad life and study habits have been formed. This requires schools to integrate and optimize the construction of campus culture, provide students with a harmonious and civilized campus environment, and guide and educate students with reasonable patience.

5.1.1.3 Stimulate students' positive sense of innovation

The guidance of innovation consciousness is the ability that schools must have to cultivate high-skill talents, which requires the objective existence of schools. A separate psychology of power motivation in secondary vocational students with a strong inner unease with the status quo. In learning and in the process of post practice, I dare to question and put forward my own views and opinions, and do not blindly conform to the lead guide and teacher's point of view. It can be said that what today's society needs is no longer only hard-working workers, but a person with innovative spirit and advanced technical skills. Therefore, it is necessary for schools to improve their educational methods development, under the guidance of the correct education concept, we will gradually improve the existing vocational education system and the concept of student management and learning, and promote the advanced practical teaching concept. In general, the establishment of students' innovative consciousness and concept is a process of continuous improvement, and this the process must be integrated with student management from beginning to end.

5.1.2 Combining "teaching" and "management" to promote management through education

"Education and teaching" and "management" in secondary vocational schools seem to be two things, in fact, there is a close relationship between them complement each other. Here we use the theory of ecological models. Ecology refers to the living conditions of all living things, and the relationships between them. Its interlocking relationship with the environment. So, there is a close relationship between students and teaching and management. Find balance points and entry points that reinforce each other. Now, there are some secondary vocational schools because of the basic ability. Weak, the teaching staff is not excellent, unable to provide students with quality education and teaching services, student management by "students grasp hard tube", The strong rebellious mentality of students causes great pressure to the management of students, so they can not develop qualified skills. The talented person. Therefore, we need to improve the outdated education system, the single management mode, "teaching" and "management" combined Let's go hand in hand.

5.1.2.1 Reform and improve the ideological and moral education system

Just in the teenage period of secondary vocational students, managers need to put the ideological and moral education into practice, Force to find, to control the existence of vocational students in the ideological education management of "skilled, vocational, applied," the special point, the management and teachers of secondary vocational schools should always pay attention to the main modernization of the society for secondary vocational school students. Demand, the cultivation of "four have" new people for the society in the key teaching policy. This requires the school to begin a gradual transformation. Student ideological and moral education policy above to carry out student management work, of course, this is so far to the student management status quo. The most effective way to improve. We know that students' ideological and moral character is mainly composed of four aspects, social emotion, social knowledge, social awareness, and social behavior. Student management, to a certain extent, is to optimize the four aspects. A process of chemical cultivation. When optimizing and improving these behaviors, we must stand on the basis of students. Each student's different characteristics to carry on, absolutely cannot take for granted at will to carry on education only know blindly old platitudes. A lesson that students are tired of. Moral education for students requires teachers to take out one hundred percent of patience and perseverance, to let the student be able to realize the teacher's good will thus consciously and voluntarily accept the teacher's suggestion to correct their bad behavior intention (Zhou Xiaoqun, 2012). From the following aspects, can be more reasonable to improve moral education in secondary vocational schools The downturn.

1) Reasonable use of the theoretical basis of political lessons to improve students' political ideology and moral character. Many secondary vocational school students have not laid a sound moral and cultural quality of the foundation stone, so that they are very tolerant. Easy to be affected by various external factors. This characteristic requires schools to carry out corresponding ideological and moral education courses, which these courses not only need to highlight the characteristics of social development in China, but also meet the needs of secondary vocational school students point, more should be based on their cultural knowledge level and social cognition of water on the basis of the actual development of social development. A series of

educational methods such as class discussion, social practice, writing experience, visiting, teachers answering difficult questions and so on method to carry out knowledge transfer. In the basic knowledge of the explanation and imparting at the same time should pay attention to guide students to discuss in groups. On the cooperative ability to complete the course, we should guide the students' own views in the teaching process, and give them correct. So that students can actively solve analytical problems from their own point of view. This requires teachers to change their ways. The cramming teaching mode of the University actively eases the rigid teaching atmosphere of students in class and mobilizes students through various ways. In the classroom learning atmosphere, and the most important point is that the teacher's lesson plan content should be updated at any time, combined with when. The speed of today's social development, closely combined with the growth of students, to achieve the curriculum and social students synchronized (Song Ming, 2014).

In addition, teachers of all subjects should make some improvements to their teaching subjects, and introduce moral education and ideological quality. De quality education content into the professional and technical courses taught to grasp the students in the career. The focus of moral quality training, pay attention to the development of students' correct sense of competition, dare to fight the entrepreneurial spirit and dare the spirit of pioneering and innovative, of course, these changes can be effectively implemented only if the teacher can fully implement teaching and education. Human teacher's rules and teaching philosophy. After this kind of optimized moral education system mode of education, the school will cultivate excellent show has a sound personality, dare to innovate the significance of highly skilled talents is very significant, but also has far-reaching (ice pellets Philip wu, 2012).

2) Strengthen the guidance of students' professional ethics

Professional moral education is one of the main contents of the whole ideological and moral education system, market economy with the rapid development of society, the requirements for technical talents should be higher and higher, so it is said to optimize and improve vocational students' professional ethics standardization is an imperative measure, but also to make secondary vocational school education can be recognized by the society, students can adapt to the society necessary

measures. And to improve and strengthen the professional ethics education for students for schools and students have the following important significance: First, secondary vocational school students will be the backbone of the society in the future, is a line of workers, their professional quality level. It affects the quality of the social service system, and it is also the most important for the school's talent training ability to be recognized by the society the way it manifests itself. An excellent highly skilled person recognized by the society and the post not only needs to have excellent professional skills, but also a deep love for their work and selfless dedication, of course, also need to have honesty, discipline and law abiding and other moral qualities, so as to better serve the people of society. In addition, it can stimulate students' study learning interest, let them more active learning, so as to improve learning efficiency, and then promote the development process of the school; Secondly, it is necessary to enhance the legal concept of secondary vocational students, improve the current society of secondary vocational students in violation of the law and discipline phenomenon repeatedly banned more than the bad phenomenon. The school should make students have a correct understanding of the legal system and occupational rules that are closely related to their study and life and their future employment. Such a teaching method needs to carry out a series of legal education for students and intersperse the school legal education plan in the process of education, so as to let students get rid of the state of legal blindness, know the law and obey the law. This kind of teaching system is also the basic requirement for vocational school students to learn after the development of socialist market economy system in China. This way of education is mainly through teacher's instruction, professional practice and social time guidance so that students know the importance of discipline everywhere and can act in accordance with the law whenever and wherever. Third, the students of secondary vocational schools, mostly because they are far away from home, choose to board, eat, dress, live, Line is almost in the school, so in the daily management of students should be interspersed with the ideological and moral training to raise. Finally, attention should be paid to the cultivation of students' competitive consciousness. Once students enter the society, they will encounter more and more competitive pressure the bigger, if the students can't face the pressure with a good attitude, they will be eliminated by the society, so it is not only necessary to be right. To cultivate students' professional ethics, we should

always pay attention to the cultivation of students' competitive consciousness. In the students' study, life, professional practice, social practice and other aspects should be consciously reflected in the awareness of competition education. In the process of these educations, students are gradually guided to realize the ruthlessness of competition, so that students are aware of how lazy they are negative attitude to face the study and work, will eventually be eliminated by the school and society. Although the competition is ruthless, also there will be a variety of factors leading to the failure of competition, but this is also a feature of competition, has its existence must but sex. So in the competition consciousness of the students to cultivate at the same time, but also to students through frustration education, let students in the face to the failure of the time to have a strong anti-attack mentality, not because of a or several times of failure on the negative decadent, lost the confidence to compete. It is important to develop a sense of competition, when a strong mentality in the face of setbacks is more important, only use Not afraid of setbacks mentality to be able to face the increasingly fierce competition environment in today's society.

3) Use appropriate methods to improve the ideological and moral education system secondary vocational students are in the critical period of growth, outlook on life and values are not mature, but during the school period their thoughts will be as you grow older, your desire for success will grow stronger. This needs the student management work to grasp certain basic heart, science knowledge and skills, need to understand the psychological aspects of each student is different, so as to use the most correct way method to solve the problems encountered by students, so that students can better improve their self-cultivation, so that they can better face the new society situation. Generally speaking, the progress of psychological education should keep pace with the students' physical and mental growth, at different levels. In general, the most important part of ideological and moral education is the guiding education method at different levels is able to let the students strictly abide by the ideological ethics of the code of conduct, only the combination of different students of different behavior and thought, only able to improve from practice, from the actual departure, in order to strengthen their own quality to meet the needs of the new form of environment, this in order to better achieve the best quality and effect level of ideological and moral education. For some problems in the

process of student management, ideological and moral education work is his foundation, and management ways and means are means of improvement. Therefore, in the management of students, we should always adhere to the fundamental disease form together, adhere to the implementation of strict discipline and strict system, in strict accordance with both hands grasp and both hands are hard ideological policy, let students' ideological and moral education, systematic, formal, scientific, institutionalized. Create a good ring to make environment to allow students to grow up healthy, in order to better improve the ideological and moral education of students.

5.1.2.2 Do a good job in psychological health education for students

Most of the secondary vocational school students will exist or more burning psychological problems, so in the student management work. At the same time should always pay attention to the students' mental health education and psychological counseling and counseling at any time. This kind of work. The way and attitude is to adhere to the implementation of the Ministry of Education on strengthening vocational education related to student mental health education workers. The educational spirit conveyed by the relevant documents can simultaneously avoid the tragedy and teaching caused by psychological distortion. The accident thus played a virtuous circle to quality education to promote the role of secondary vocational students' physical and mental health development is not negligible (Luo Pingji, Bo Yao, 2006).

In today's society, most of the students in secondary vocational schools are the only child. However, the increasing competitive pressure in today's society, the growth of social experience and the change of thinking mode will have a negative impact on these students' study, life and self-cognition, and distort their outlook on life and values. For example, dishonesty, self-harm or even suicide, careless classroom discipline or even truancy, cheating in exams, fighting and other serious cases will even go to the road of illegal crimes. If the senior leaders and teachers of the school ignore the guidance and relief of students' psychological problems, it will bring great damage to the students' study life and growth, and even lead to the incomplete personality of students and overreaction in behavior, and even endanger the life safety of students and others.

Therefore, it is urgent to increase the task of mental health education for secondary vocational students. And implementation measures can refer to

the following aspects: first of all, introduced in all aspects of education for students of mental health education, this way of education is not only has a few times on the surface of the mental health class or symbolic hired several teachers mental health is ok, but need to every moment of weaving on mental health education to cultivate. This needs to be reflected in the daily life of students, class activities, social practice of practical teaching, and the daily work of the head teacher, so as to maximize the content and scope of mental health education dissemination; Second, we should make proper use of students' extracurricular activities to hold a series of activities related to mental health education, such as mental health education seminars, popularize and impart knowledge of mental health; Thirdly, organize mental health education activities, such as art performances, speech competitions, knowledge competitions and other activities, to help students master more professional and non-professional knowledge, and exercise their psychological quality; Fourth, set up a psychological counseling room to provide help for students who encounter difficulties or have emotional distress. In secondary vocational schools set up a psychological counseling, is in accordance with the "public sentiment" and "public opinion" act, can provide a guarantee for the healthy growth of students. At the same time, in the process of mental health education, students should be given the opportunity to self-evaluate their mental health status, so that they can understand their true mental state and calmly evaluate the psychological problems they face. Studies have shown that students in secondary vocational schools have only four kinds of estimation of their own abilities: overestimate, don't believe in themselves, and are not clear about their own abilities. The last kind is clear about their abilities. According to the research results, we can know that the previous three attitudes hinder the healthy psychological growth of students, because they do not understand themselves, they can not find suitable ways and approaches for their own growth and learning. The quality of school conditions and the management of teachers play a non-negligible role in mental health, but more important is the students' control of their own behavior, and finally, a set of suitable rules and regulations for the development of students. Give full play to the educational role of different subjects, optimize students' learning environment, stimulate students' interest in learning. Schools should educate and guide students on life.

5.1.2.3 Improve secondary vocational education mode and promote students' all-round development in our secondary vocational education, although there has been a lot of exploration into the student-centered teaching mode, teachers still play a main role in controlling the overall situation from the analysis of the current situation of all secondary vocational education, while textbooks and classrooms are still the core and focus of the current education mode. As one of the more developed countries in Asia, Singapore is far ahead of China in terms of both economic development and cultural sophistication. Therefore, China should not blindly copy the ITE education model of Singapore. However, ITE education model is irreplaceable and advanced. China can learn from the advantages of this education model based on its actual national conditions and take it as a guide to improve our education model (Lv Tao, 2011).

1) Change the concept, establish the "student-centered" education perspective Nowadays, many vocational schools in our country have begun to realize that "everything is for the students, for the students. There is "the importance of this concept, but due to the traditional educational concept and teaching model of the shackles of the school daily teaching process both reflect the idea of "teacher-centered" education, so the phrase "all students, to students" is a mouth number. In recent years, through continuous efforts, the "student-centered" teaching model has gained everyone's attention, our current a secondary vocational education system in which the purpose of instruction is to teach students one or more means or methods of earning a living. So the way to teach the method of formula should take into account the real needs of students from the theme of letting students develop independent learning ability. Emphasis must be placed on the student-centered teaching process, so that students take the initiative to discover and explore.

2) Strengthen practice and improve the level of teachers. The overall teacher level of ITE in Singapore is much higher than that of secondary vocational schools in China, which is reflected in the lack of both educational requirements and skill requirements in the process of teacher selection. Almost all ITE professional teachers are highly educated double-qualified teachers. At present, the educational level of public course teachers in secondary vocational schools is higher, and the professional course teachers' educational level is lower than that of public course teachers. Most of the

practice teachers are technical workers and lack theoretical knowledge, which is unfavorable for the all-round development of students. Our country secondary vocational school should according to improve the overall quality of secondary vocational personnel training needs, to the sustainable development of the school and the teachers' professional development as the basis, the project of professional teachers' ability to ascend through "between double two-way communication mechanism, establish a" can not only teach, and technology, there are both professional teachers' ability and skillful craftsman "the dual structure of teachers. Taking the construction of school teachers investigated by the author as an example, in the new round of five-year plan, the proportion of double-qualified teachers has been continuously expanded, accounting for more than 85% of the total number of professional teachers. The full-time professional teachers shall participate in the enterprise post practice for no less than 8 weeks every year, so that more than 20% of the teachers have production practice experience in enterprises. At the same time, each major must have at least two leaders, backbone teachers should account for more than half of the total number of teachers, double teachers should account for more than 80 percent of the total number of teachers; Establish a part-time resource library, each major according to professional needs to hire business backbone and technical experts as part-time teachers, hire enterprise experts to form a consultant team, improve the structure of teaching staff. In the social environment with rapid development of knowledge and skills and ever-changing social needs, business backbone and technical experts of industrial enterprises can bring enterprise needs into schools at the first time and accurately cultivate outstanding graduates who can seamlessly connect with enterprises (Wang Feng, 2010).

In the process of teacher construction, in addition to the internal potential, training double-qualified teachers, by the country to develop the applied type. The east wind of the construction of undergraduate colleges and universities, select a group of application-oriented undergraduate schools to cultivate high education, high skill graduates, and even select some key universities training master of engineering into secondary vocational schools, can improve the level of teachers play an immediate effect The effect. The resulting theory and practice have the ability of sustainable development and innovation and the spirit of exploration of talent.

3) Market orientation and reasonable design of professional courses secondary vocational education training graduates, employment target mainly for the local enterprises and institutions. This requires secondary vocational education. The curriculum reform must be based on the analysis and research of the current situation of economic development in this region. Make its curriculum set in the country within the framework of the provisions, both local economic development characteristics of the requirements. Therefore, the current situation of economic development in this area is fully studied and on the basis of the development trend, it is particularly important to develop school-based courses and explore more professional and goal-oriented vocational education courses want to. So, how to design professional courses? This requires the establishment of a professional curriculum dynamic adjustment mechanism to three to five years for an adjustment cycle, research fully. Need government department, industry, enterprise expert, unit of choose and employ persons to participate together, form develop a curriculum development committee, dynamically predict the future market demand for skills in different industries, in order to develop skills to meet the requirements course, for regional economic development (Feng Jing, 2010).

4) mutual benefit and win - win, deepen school - enterprise cooperation secondary vocational schools should strengthen cooperation with enterprises under the guidance of the government. School-enterprise cooperation can not only for secondary vocational schools with sufficient educational resources, students in secondary vocational schools can also be provided with greater space for practice, so that they can experience hands-on work in advance experience, exercise their ability to find, analyze and solve problems, and then shorten the time needed to integrate into the society after graduation between key professional construction, teacher construction, social service capacity construction as the carrier, in the system and mechanism of the concrete practice, promote into the far-reaching cooperation, exploration and practice of the talent training program development and practice base construction and social service platform operation mechanism of the school and enterprise co-training of teachers, providing a guarantee mechanism for profound cooperation (Cao Nan, 2012). Under the leadership of the school, the school-enterprise cooperation Steering committee introduces the modern enterprise management mode of 5S management, so that students are aware of

the existence of enterprises and experience the enterprise culture in the virtual environment. Order to conduct multi-level education mode, the content of the active docking school enterprise cooperation system and mechanism construction, the school system and mechanism of organization guarantee, team construction, platform construction, innovation on the basis of the cooperation between colleges and meet the school's learning in combination with the characteristics of the mechanism construction, formulate the teaching level of work-integrated learning university-enterprise cooperation system. Enterprises can also participate in the teaching process. In addition to providing practical training places for students, enterprises can also tailor practical training plans for students and select outstanding students as talent reserves to train them for the development of enterprises. Sign relevant agreements, clarify the rights and responsibilities of both parties, and put the school-enterprise cooperation into practice (Robert. Owens, 2007).

5.2 Conclusion

5.2.1 Strengthen the construction of student management team

5.2.1.1 Government supervision, planning and construction of three-dimensional student management network. The fundamental to ensure the development of secondary vocational education is the strong support of the government and educational institutions at all levels. Increasing the financial support of vocational schools and strengthening the ability to run schools need the attention of various government agencies and education departments. Increase the capital investment at all levels in secondary and higher vocational colleges, and raise the attention of governments at all levels and education departments. Government plays a vital role in changing people's mindset and understanding the specific meaning of lifelong education. Therefore, the government plays the role of chief controller in the process of student management. Such important teachers require the government to make reasonable control and set an example in order to maximize the supervision role of the government. Only in this way can senior management and administrators of schools gradually pay more attention to student management to come. (Wang Banghe, Sun Yanjie, 2008).

We usually think that senior leaders, class teachers and teachers are the management of students in secondary vocational schools management level, in the student management work has the highest authority not to be resisted by students. But because of the vocational school students due to the particularity and complexity of the work, the management of secondary vocational schools only depends on these independent forces quantity is far from enough, or even completely unable to support this complex and huge management system. This kind of teaching and management. The special system of interweaving and integration requires the teachers and even the students of the whole school to participate in it, so as to realize both teachers and students. The common management, the establishment of the student management system work network, so that can really promote the student management work level jump take it up a notch.

5.2.1.2 Strengthen the construction of student management team and improve the quality of management team. It is necessary to build a management with generally good comprehensive quality and excellent political literacy and professional ability the team, preferably by the management of the class, the students care for the responsible full-time teachers and head teacher, of course, also need a package including is groping to learn management full-time staff, and psychological counseling teachers, ideological and political teachers. It's not just about improving teaching with the qualitative leap of student management, but also can better improve and optimize the secondary vocational school student management work is an important supplement to help. High quality management team is the key factor of student management, and the construction of teacher team is the construction of student management team is the most important. The head teacher is the educator and organizer of the class. He is sent to each class in the school to meet the students. The cultivation of ideological education and the key link of guiding education is that various policies issued by the state can be practical at last. The most critical direct responsible person to implement to the students. So class is the most basic part of school, but also learning the base camp of life and learning. Therefore, the most important and urgent task of student management team construction is the homeroom teacher team. The formation of the. We can take student management as a comprehensive subject, and students need appropriate managers and management

methods, managers need to have a pioneering spirit, but also have a high sense of responsibility, and to have their own work mental preparation for selfless dedication. Managers should summarize the problems and experiences encountered in the management process from time to time to constantly improve their management methods and methods, schools should also provide teachers with training in student management (e.g. science, education, psychology, computer application courses), so that teachers can get sufficient refresher and training, so that the work produces sense of responsibility and sense of achievement, which can not only help teachers find more suitable management in the process of improving themselves and methods, more can let the teacher of their own work identity, so as to do a good job of student management from the heart. Training and selection of excellent class cadres is an effective way to manage students, and in the education of class cadres. At the same time, it can better reflect the fundamental purpose and principles of school education. A serious and responsible class committee to class level of dynamic team appearance plays a decisive role. Student class cadres for the students of the leading role cannot be underestimated, in learning student management has a role that cannot be ignored, they play an important role as the right-hand man of the head teacher. How to build an excellent class committee can proceed according to the following points:

- 1) the selection of class cadres should be first democratic and centralized, that is, let the students vote to select their own think can win any class cadres, and then by the teacher according to the comprehensive situation of the audit. In fact, students choose on the basis of democratic elections after class leaders, and by the teacher review, so that not only can fully respect the interests of students, teachers can also better with others. The head of the class communicates and cooperates, which makes the management of the class easier and more effective.

- 2) Explore and cultivate outstanding student cadres, in the process of training should express their thinking of serving the students. Think of consciousness and sense of mission, and gradually constrain their norms of behavior, to achieve the purpose of being able to set an example for students. In addition, in the specific implementation of these policies, prepare a log, and the class cadres take turns to perform the management tasks of the class and make good records. For example, students'

attendance rate this week and classroom teaching situation should be timely feedback to the head teacher to ensure timely information. The monitor must regularly carry out the discussion meeting of class cadres, timely summarize and discuss the problems and difficulties encountered in the recent period of time, check the completion status of arranged tasks, and finally make a general comment on the recent progress and regression points and put forward suggestions for improvement.

3) In order to make the class cadres more united, more close cooperation, the head teacher should organize the class committee fixed time the main body and content of these activities can be entrusted to the class committee to organize and arrange students to participate, these drip slowly accumulated down, not only exercised the class cadres of the organization and management ability, but also promoted the class cohesion, the feelings of class members will be more harmonious, so that the bad atmosphere of the class slowly reduced, class wind stability. It is also a way to manage students from the aspect of emotional cultivation.

5.3 Recommendation

5.3.1 Improve the student management system

5.3.1.1 Develop a scientific management system

Now for student management, student managers urgently need a set of scientific management in line with the characteristics of students management method, the current use of the student management system from the humanized management characteristics and the ability to serve students enough for further improvement and optimization. In today's secondary vocational school student management, we can find a lot of management methods are more inclined to mandatory, and even this strong and rigid has become the representative characteristics of secondary vocational school student management with the continuous development of secondary vocational schools and the gradual reform of the current student management system, the management of students also has with further requirements, humanized management principles have been gradually accepted and recognized. This requires schools not only to follow the current trend is to gradually improve the current student management system and to implement it effectively and reasonably, and in the implementation can reflect the

principle of fairness and justice, which is very necessary for the formation of a good campus atmosphere. Also to reflect on and improve the existing student management system, system for all students, can ensure that the system in each other can be synchronized between when perfecting and improving the existing student management system or pushing to reformulate new norms, should be the main the following problems: First, we must carefully study whether the rules and regulations formulated are really suitable for today's secondary jobs. The development situation of the school, and whether it is standardized and fair. Student management in secondary vocational schools is facing all students for to improve the acceptance of the system, students must fully understand the various facts and solicit the opinions of the masses, the introduction of the latest management system. Second, we should pay attention to the vital interests of students, and the rules and regulations should be able to serve students well and get student recognition and support, not just the school's charter and priorities. Third, it must reflect the public the implementation principle of equality and justice, do not vary from person to person on the implementation of the effect. That's where direct management comes in administrators of all departments should be able to understand each system when it is implemented, especially when punishing students wait, need to come up with the basis of punishment, can let the student understand their fault. The construction of a sound management system is central. The reason why vocational schools are able to develop steadily is that while improving the management system, they need to further strengthen the daily management system of students, the implementation of secondary vocational school student management work can proceed smoothly. The most basic and fundamental guarantee.

5.3.1.2 Establish an effective incentive mechanism to promote full participation in management passion in today's society, the demand of secondary vocational schools for students is becoming more and more large, because the running conditions and energy are not this, coupled with the limited number of students, has led to an increasingly fierce competition between schools. Most of the school has a very loose focus on student management and only focuses on recruiting students. It also neglects the efforts of the school's administrators, who are already less motivated to work teachers have lost confidence in their work, which in the past has made it more difficult for schools

to manage students. I want to change that. First of all, the school should reform the personnel management and set up a reasonable reward mechanism. In the personnel management system on the basis of the change, we will gradually complete the reform of target management. The purpose of management by objectives is to allow students to manage projects. The project can be completed by item, so that each person in charge can effectively complete the task according to the time node in the implementation process of the project services. This approach can be more effective in promoting the positive consciousness of all members and departments, which can make the school's goals. The bid can be completed on time and efficiently (Zhou Ningyu, 2007). And on the research of the school is just a reasonable grasp of the efficient management idea, will all class's and grade's comprehensive characteristics and school students learn professional development direction, the combination of the general control of the good student management component implementation in the head of each and the head teacher of class teacher, this management mode can efficiently improve the efficiency of student management work. Moreover, because of the diversity of majors in the school, the comprehensive quality of students is high or low. Compared with the class with better quality, The head teacher with poor students' quality needs to pay more efforts and consume more time and energy large, which requires the school to develop a perfect reward mechanism, reasonable use of school funds to appropriately improve these teachers salary benefits, for example, teachers often have to call parents to inform them about their children's life and learning during their time at school status, or students' progress and mistakes will be communicated with parents at any time, and the head teacher of the poor class with parents frequency. The cost of frequent communication is also not low. The school should subsidize teachers for this part of the cost. And in the annual professional title review time, under the principle of fairness and justice does not violate these excellent teacher in charge of the appropriate relax the policy in a word, administrators of student work in secondary vocational schools must fully realize the uniqueness and root of the existence of student groups, According to this characteristic, the management of this group needs continuous improvement and innovation to find the most suitable educational policy only this how can we find out how to solve the

difficulties and setbacks encountered in the management of secondary vocational school students strong support and guarantee for the development and progress of the school.

5.4 Suggestion for Further Study

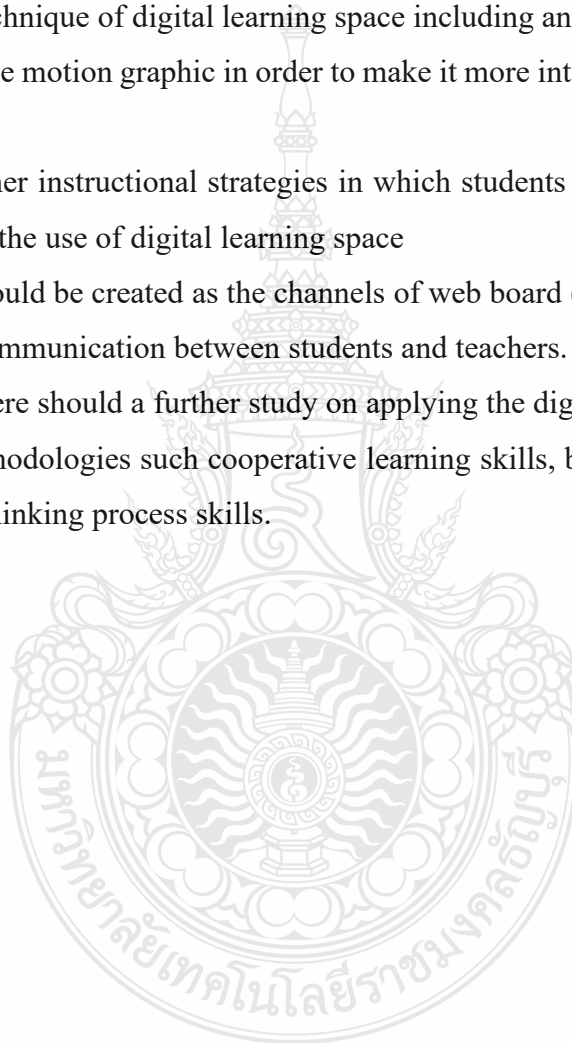
Based on the summary and discussion of the study, the researcher has several suggestions for further study as follows:

5.4.1 Technique of digital learning space including animation sound should be added to develop the motion graphic in order to make it more interesting and attractive to students.

5.4.2 Other instructional strategies in which students are interested should be developed through the use of digital learning space

5.4.3 Should be created as the channels of web board (chat & e-mail) to added more channel of communication between students and teachers.

5.4.4 There should a further study on applying the digital learning space using other teaching methodologies such cooperative learning skills, blended learning process skills and critical thinking process skills.



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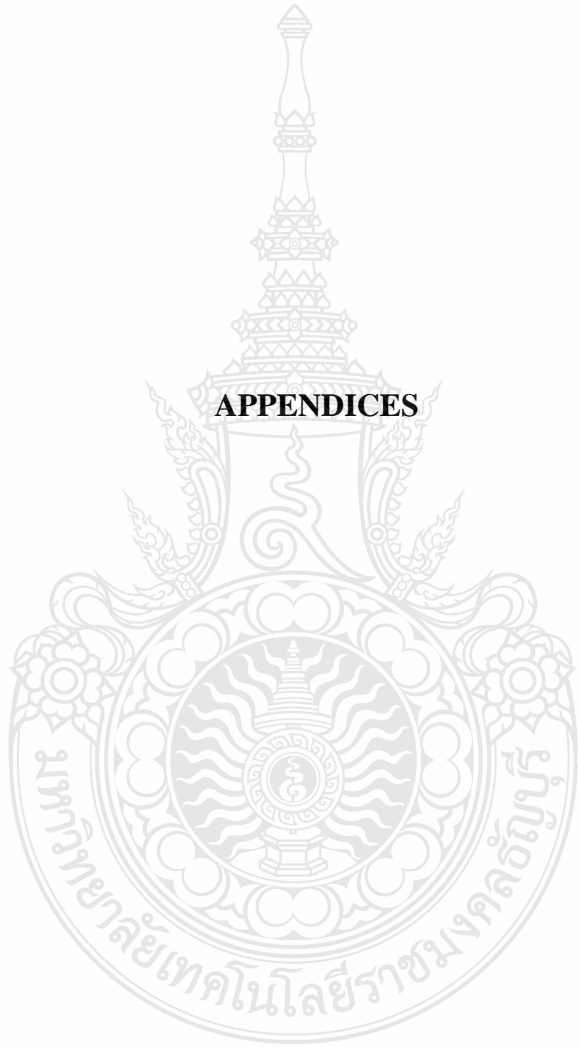
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APPENDICES





Appendix A

- List of experts reviewing research instruments
- Invitation Letter to experts to examine research instruments

List of experts who reviewed research instruments

Content Specialists

1. Professor Ma Rongjiang
Hainan University
2. Professor GAO Haiyang
China Language Resources Academy
3. Professor Zhang Shifang
Beijing Language Culture University

Media Specialists

1. Asst. Prof. Dr. Nattakorn Papan
Faculty of Education, Chandrakasem Rajabhat University
2. Asst. Prof. Direk Akkahard
Faculty of Education, Bansomdejchaopraya Rajabhat University
3. Dr. Kittisak Paen-Ngam
Nakhonnayok Primary Educational Service Area Office
University Vice Chancellor

Assessment Specialists

1. Professor Xu Daming
Nanjing University
2. Dr. Cong Lin
Hainan University
3. Professor Cheng Xianghui
Macau University

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Rajamangala University of Technology Thanyaburi
Klong Luang, Pathum Thani 12110 Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

9 June, 2022

Dear Professor Ma Rongjiang
Hainan University

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

I am writing to request your assistance as an honorary external research reviewer in evaluating the research instruments of Mr.Dai Cheng, Master of Education Program in Technology and Learning Innovation Rajamangala University of Technology Thanyaburi, who has been working on the thesis titled "The Efficiency of E-Book to Manage Learning Behavior for Secondary Vocational Education", under the supervision of Assistant Professor Dr. Tiomyod Pasawano. In this regard, I would like to request your valuable time to evaluate the research instruments as I strongly believe that your expertise will be of great value in improving the research instruments.

If you have any questions or need further information, please feel free to contact Mr.Dai Cheng, on the e-mail: cheng_d@mail.rmutt.ac.th

Yours sincerely,

(Assistant Professor Arnon Niyomphol)
Dean of Faculty of Technical Education

MHESI 0583.1/2022



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Rajamangala University of Technology Thanyaburi
Klong Luang, Pathum Thani 12110 Thailand
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9 June, 2022

Dear Professor GAO Haiyang.
China Language Resources Academy

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

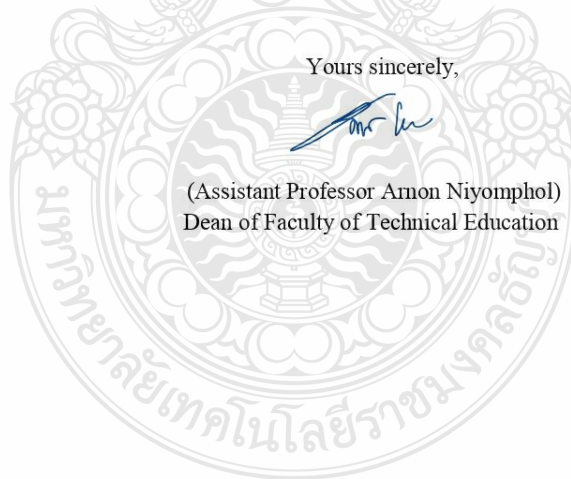
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Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Mr. Amon'.

(Assistant Professor Amon Niyomphol)
Dean of Faculty of Technical Education



MHESI 0583.2/2022



Office of the Dean, Faculty of Technical Education
Rajamangala University of Technology Thanyaburi
Klong Luang, Pathum Thani 12110 Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

9 June, 2022

Dear Professor Zhang Shifang
Beijing Language Culture University

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

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(Assistant Professor Arnon Niyomphol)
Dean of Faculty of Technical Education

MHESI 0583.3/2022



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Klong Luang, Pathum Thani 12110 Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

9 June, 2022

Dear Asst.Prof.Dr.Nattakorn Papan

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

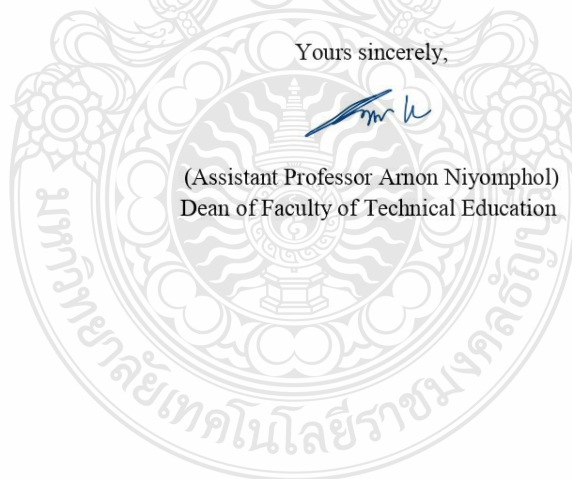
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Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Amon Niyomphol'.

(Assistant Professor Amon Niyomphol)
Dean of Faculty of Technical Education





MHESI 0583.4/2022

Office of the Dean, Faculty of Technical Education
Rajamangala University of Technology Thanyaburi
Klong Luang, Pathum Thani 12110 Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

9 June, 2022

Dear Asst.Prof.Direk Akkahard

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

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Dean of Faculty of Technical Education



MHESI 0583.5/2022

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Tel:+66-2-549-4710 Fax:+66-2-577-5049

9 June, 2022

Dear Dr.Kittisak Paen-Ngam

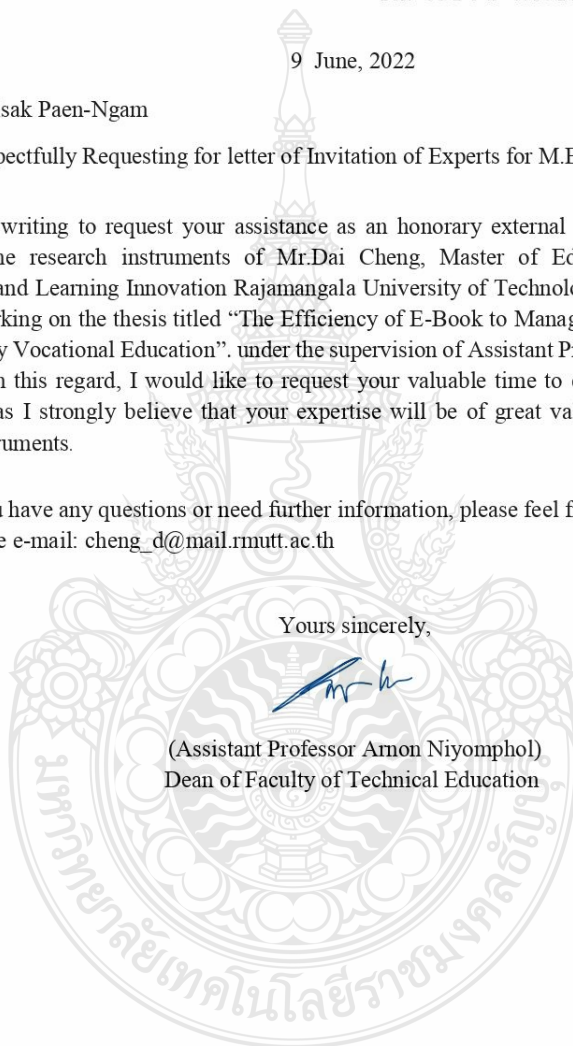
Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

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Dean of Faculty of Technical Education



MHESI 0583.6/2022



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9 June, 2022

Dear Professor Xu Daming
Nanjing University

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

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Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Arnon'.

(Assistant Professor Arnon Niyomphol)
Dean of Faculty of Technical Education

MHESI 0583.7/2022



Office of the Dean, Faculty of Technical Education
Rajamangala University of Technology Thanyaburi
Klong Luang, Pathum Thani 12110 Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

9 June, 2022

Dear Dr. Cong Lin
Hainan University

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

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Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Arnon'.

(Assistant Professor Arnon Niyomphol)
Dean of Faculty of Technical Education

MHESI0583.8/2022



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Klong Luang, Pathum Thani 12110 Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

9 June, 2022

Dear Professor Cheng Xianghui
Macau University

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

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Yours sincerely,

(Assistant Professor Arnon Niyomphol)
Dean of Faculty of Technical Education



Appendix B

The example of digital learning space



Figure appB.1 explain a several theme of digital platform

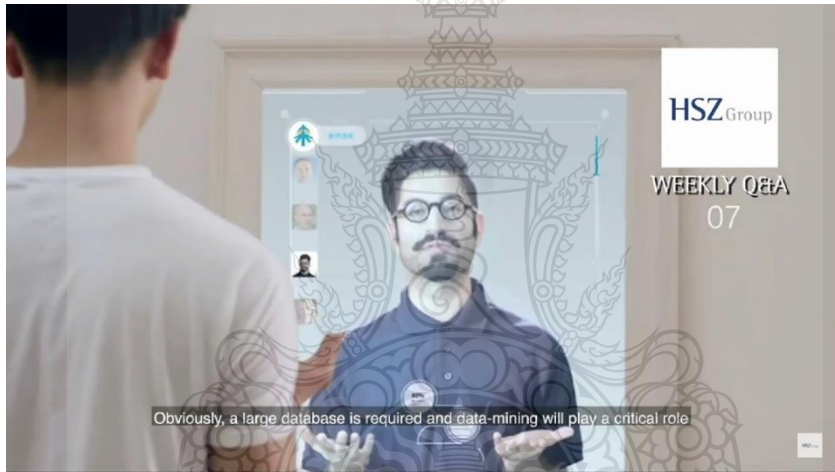


Figure appB.2 click for live conversation online

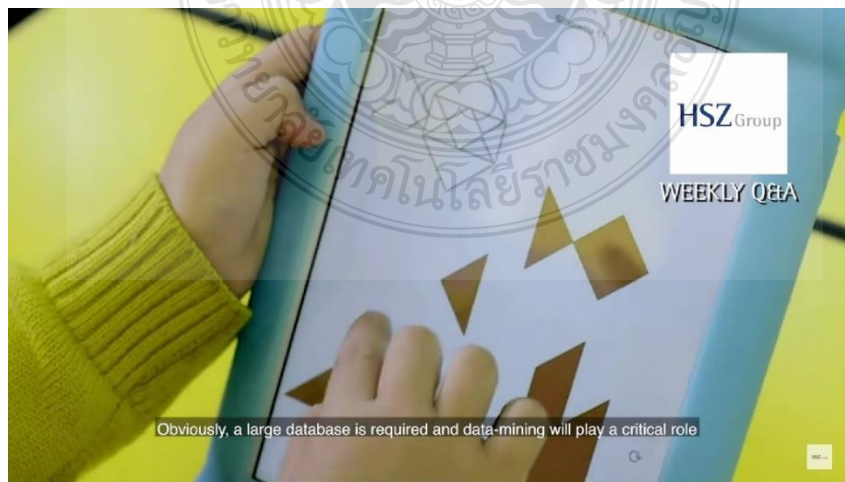


Figure appB.3 explore to activities online lesson



Figure appB.4 digital learning space for vocational education

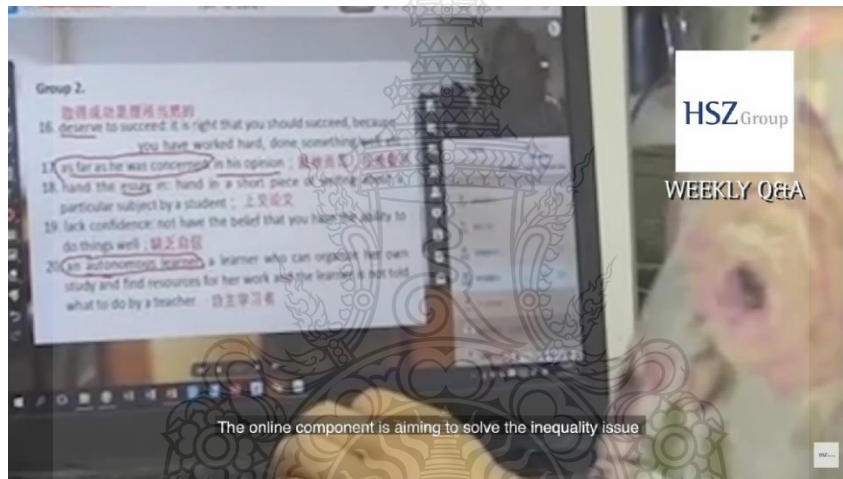
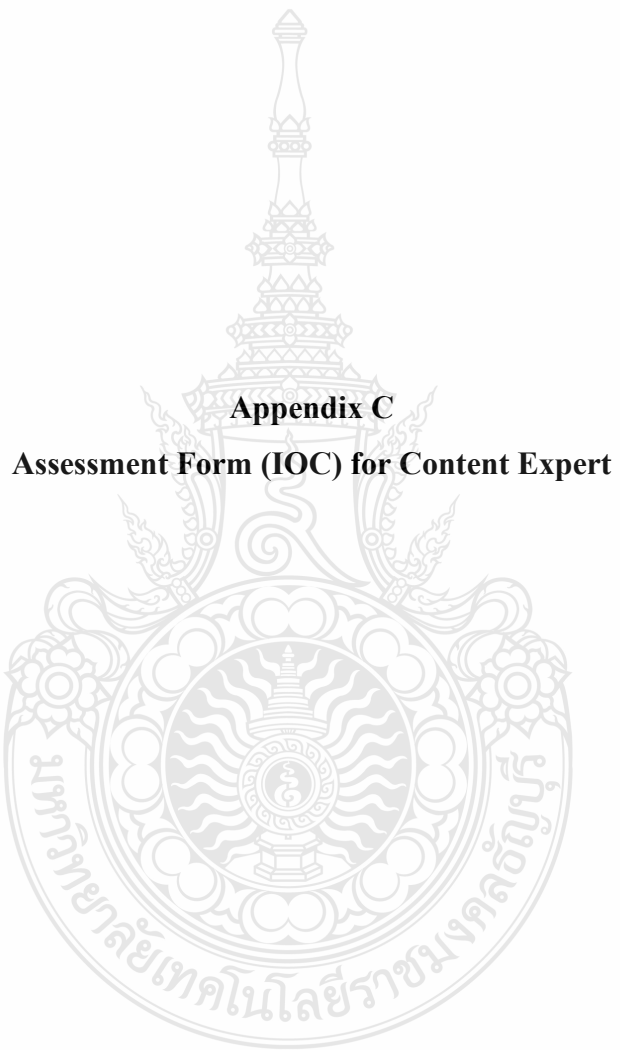


Figure appB.5 quiz inside a digital platform of learning



Figure appB.6 online learning between teachers and learners



Appendix C

Assessment Form (IOC) for Content Expert

Assessment Form (IOC) for Content Expert

**In order to evaluate the instrument used in conducting the research entitled:
The Efficiency of digital learning space to Manage Learning Behavior for
Secondary Vocational Education**

Direction: Please evaluate the instrument by putting a check mark (✓) in the box and write suggestions that might help for the improvement of the research.

Use the following symbols in validating the contents.

+1 Means it's adequate and consistent with what is intended for the study.

0 Means not sure if it's adequate or consistent with what is intended for the study.

-1 Means inadequate and inconsistent with what is intended for the study.

Table 1. Comments and Evaluation of Content experts

No	Assessment list	Expert's Evaluation			Suggestion
		+1	0	-1	
1.	Contents				
1.1	The content structure is aligned with the curriculum.				
1.2	Accuracy of content.				
1.3	The ordering of the test is appropriate.				
1.4	The total number of tests is enough in each content.				
1.5	The content is appropriate for the level of the learner.				
1.6	The content is clear and easy to understand.				

No	Assessment list	Expert opinion			Suggestion
		+1	0	-1	
2.	Language				
2.1	The content and illustrations are appropriate.				
2.2	The language use is appropriate with the learner's level.				
3.	Test aspects				
3.1	Clarity of answers				
3.2	Appropriateness of the number of tests				
3.3	Consistency of the test with the content				
4.	Exercises during class				
4.1	Clarity of questions				
4.2	Appropriateness of the number of exercises during class				
4.3	Consistency of exercises between classes and content				

Other suggestions

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Thank you for cooperation.

Mr. Dai Chang

Signature.....

M.Ed. student RMUTT

(.....)

Content Expert



Biography

Name - Surname	Mr. Dai Cheng
Date of Birth	September 1, 1993
Address	Heze, Shandong Province, China
Education	Bachelor of Accounting from Hainan University
Experiences Work	Qingdao Hisense Group Qingdao Hisense Group Guangzhou Marketing Center trainer (2021 – Present) Qingdao Hisense Group Haikou Marketing Center trainer (2020 – 2022)
Telephone Number	18789099309
Email Address	cheng_d@mail.rmutt.ac.th

