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Research Article

Teaching Method of Vocational Ability Education for Financial Management Professionals*

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Abstract

With the rapid development of the knowledge economy, there is an increasing demand for financial management professionals. Only by continuously learning and knowing the most cutting-edge financial knowledge and professional skills can they keep up with the development of the times. From the perspective of professional ability, the research in this paper knows the requirements for the experience, skills and level of financial management professionals and the actual situation and drawbacks of the development of this professional course in adult higher education at this stage with the aid of the survey research method. Under the support of basic theories, such as the development of education theory and core professional competence theory, this paper analyzes the causes of the drawbacks in the curriculum and proposes effective reform strategies, thus achieving the purpose of improvement of this course and ensuring that the curriculum setting is more focused and practical. Finally, this paper is of great value to the improvement of the professional level of financial management professionals.

Keywords

Financial Management • Vocational Skills • Curriculum • Accounting

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The financial management major in adult higher education plays an important role in adult education system and higher education system. However, the construction of this discipline still needs to be further strengthened (Blostein, 1985; Raudla, Karo, Valdmaa & Kattel, 2015; Lai & Choi, 2015). The problems are mainly reflected in that the curriculum is not closely integrated with the learning characteristics of adult education objects and it is almost the same as the curriculum setting of general higher education, which obviously does not conform to the actual development needs (Skimmyhorn, Davies, Mun & Mitchell, 2016; Gill & Gill, 2000). In addition, the curriculum has not achieved the combination of theory and practice, so that students' practical ability is seriously inadequate.

Nowadays, there are many studies on adult education and its curriculum in China. Even so, there are still relatively few researches from micro perspective of level (Simkins, 2000; Sherraden, Birkenmaier, McClendon & Rochelle, 2017; SprowForté, 2012). The in-depth analysis and discussion of the curriculum setting of adult financial management major in adult higher education is of theoretical significance for the improvement of the research depth (Boon, Belschak, Hartog & Pijnenburg, 2014; Hartzler & Rabun, 2013). In addition, it promotes the further supplement and enrichment of financial management education theory and adult higher education theory.

Analysis of the Survey Results of Enterprises' Requirements for the Vocational Ability of Financial Management Professionals

Survey Description

In order to analyze enterprises' requirements for the vocational level of financial management workers in a more comprehensive and detailed way, this paper takes the questionnaire analysis method as the main research method while considering the actual situation of domestic financial management work. Also, the questionnaire is divided into three modules, namely knowledge, skills and values. Altogether 100 questionnaires are issued and the 100 respondents who participate in the survey are in-service financial managers from different industries. The questionnaires are distributed and recycled in a one-to-one manner, and then the reliable results are obtained through statistical processing.

Enterprise's Requirements for Vocational Knowledge of Financial Management Personnel

The results of the survey on the large module of vocational knowledge in the above survey are shown in the following table:

From the two indexes of mean value and standard deviation, it can be clearly seen that the main vocational knowledge required by enterprises for financial managers is: tax knowledge, financial management knowledge, financial market knowledge, legal knowledge and cost accounting knowledge.

Table 1
Statistical Table of Professional Knowledge Demand of Financial Management Personnel

Variate	Sample size		FCM	SD	Var
	statistic	statistic	Standard error	statistic	statistic
Foreign languages	100	3.0300	.1114	1.1142	1.242
economics	100	3.5300	.0984	1.0489	1.100
Quantitative methods and statistic	100	3.6400	.1041	1.0411	1.084
Enterprise and environment	100	3.6900	.0984	.9835	.968
Risk management	100	3.6500	.0999	.9987	.998
Financial management	100	3.8800	.1076	1.0757	1.157
Low	100	3.8900	.1145	1.1449	1.311
Cost management accounting	100	3.8600	.0917	0.9173	.842
Tax revenue	100	4.0800	.0946	.9455	.894
Financial accounting and reporting	100	3.8600	.0892	.8919	.795
Audit and verification	100	3.9000	.0882	0.8819	.778
Accounting computerization	100	3.7400	.0960	0.9600	.922
Monetary market	100	3.7900	.0891	0.8910	.794

Enterprise's Requirements for Vocational Skills of Financial Management Personnel

The results of the survey on the large module of vocational skills in the above survey are as follows: the main vocational skills required by enterprises for financial managers is: the skills of cashiers and tax declaration, the skills of cost accounting and control and the skills of preparation and auditing of accounts.

Enterprise's Requirements for Vocational Values of Financial Management Personnel

The results of the survey on the large module of vocational values in the above survey are as follows:

Table 2
Descriptive statistical table of professional values of financial managers

Variate	sample size	FCM		SD	Var
	statistic	statistic	standard error	statistic	statistic
abidance by law	100	4.2600	.0906	.9059	.821
Fair	100	4.3800	.0826	.8261	.682
Focus on public interest and social responsibility	100	4.1400	.0888	.8879	.788
Lifelong learning concept	100	4.2500	.0881	.8805	.775
understanding of policy	100	3.9200	.0939	.9394	.882
integrity	100	4.1900	.0684	.6854	.470

The mean value of obeying laws, honesty, consciously fulfilling social responsibility, fairness and objectivity, emphasizing the public interest and lifelong learning concept in the vocational values of financial managers are all above 4 and the standard deviation is less than 1, indicating that there is no objection in the importance of obeying laws and professional ethics for accounting practitioners. In addition, knowledge updates faster and faster and it is more and more important to have a lifelong learning concept.

Problems in the Curriculum Setting of Financial Management Major in Adult Higher Education

The survey in this paper is conducted in the form of self-made questionnaires and interviews of major contents and the focus is to understand the real situation of the curriculum setting of financial management major of adult higher education. The emphasis is also placed on the cultivation of students' financial management vocational ability. The questionnaire is conducted around 200 students in the major of an adult college.

Unclear and Incomprehensive of Curriculum Objectives

The curriculum objective is the specific reflection of the curriculum value and plays a guiding role in the curriculum content, curriculum implementation and curriculum evaluation. Therefore, the scientific and rationality of curriculum objectives should be emphasized in the design of the curriculum system.

This paper selects an adult college as the target audience and conducts an in-depth survey on the accounting major of this school. The results are shown in Fig. 1. It can be seen from Fig. 1 that only around 20% of students know the objective of the financial management program (the specific value is 22%); the proportion of students who know the part of the curriculum objective is more than 70%. (the specific value is 75%); the proportion of students who are completely ignorant of the curriculum objective even reaches 3%. In fact, what we call "knowing" is only knowing about the curriculum objective. The surveyed school do not have a specific curriculum objective in the curriculum of financial management major, so there is no department that can give a detailed introduction to the objective. Therefore, students cannot have a clear understanding of the curriculum objective. The lack of effective guidance of curriculum objective for students will inevitably exert a negative impact on their learning performance.

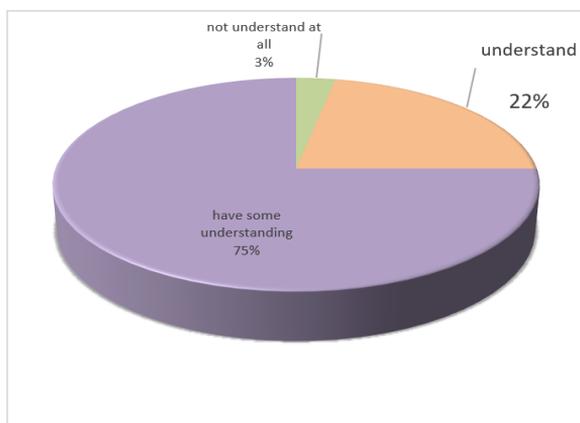


Figure 1. A statistical chart showing the understanding of course objectives by students majoring in financial management.

Incomplete Curriculum Content That Cannot Meet the Needs of Society and Students

Through the survey results of the teaching plan and students of financial management major in adult higher education in the case school (see Tab. 3 and Fig. 2) students who want to obtain cashier and tax declaration skills account for over 90% (specific value is 94%); students who want to obtain cost accounting and control skills account for more than 80% (specific value is 84.5%); and the proportion of students who want to obtain tax processing skills is more than 80% (specific value is 84%), which can fully verify that the curriculum content at this stage cannot adapt to the students’ demand for the improvement of skills. All in all, more than 60% of students in this adult education school believe that there are many drawbacks in the current curriculum setting of financial management major, such as the separation of theory and practice, the lack of focus on positions, the lack of convergence between professional courses and ineffective practical application so that many students will gradually lose their learning interest in the major.

Table 3
Teaching Schedule of Financial Management Professional

Professional basic course	Professional courses	Optional course
Calculus	Commodity circulation accounting	Political economy
Linear algebra and linear programming	Treasure and finance	Bank accounting
Principles of socioeconomic statistics	Auditing	Cost accounting
Database	Management accounting	Tax revenue
Principles of economics	Accounting computerization	AIS
	Financial accounting	

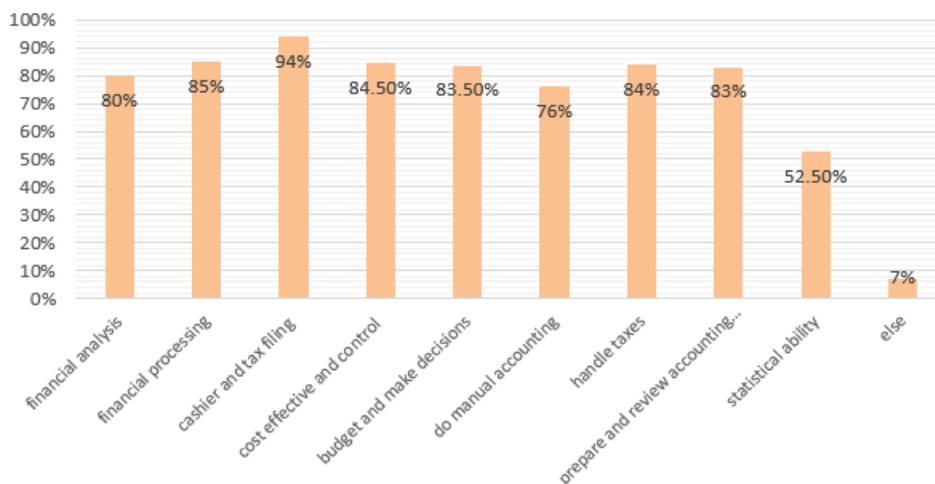


Figure 2. A statistical chart showing the vocational skills that students majoring in financial management expect to acquire.

Lack of Practice for Students in the Curriculum Implementation

Single curriculum implementation method and unreasonable teaching material structure and class time configuration The survey results show that the proportion of students who agree that the curriculum

implementation is single is 77%; the proportion of students who think that the curriculum implementation exists in name only is more than half; the proportion of students who think that with the training environment is unsatisfactory is 24%, which is mainly reflected in the fact that teachers usually only impart pure theoretical knowledge while do not pay attention to the collection of materials in practical application in the specific teaching activity. Therefore, the number of practical application cases and the training of practical skills are small. From the perspective of teaching material structure, nearly 70% of students mention that there is a small proportion of practical content involved in the curriculum materials and nearly 30% of students emphasize that this proportion is almost negligible. From the perspective class time configuration, the proportion of class time of practical courses is small in the total class time and the proportion of students who think that this index is low or even seriously lacking is as high as 96%. All of these indirectly reveal that the curriculum implementation is disjointed with the actual application, which has a serious impact on the formation of the vocational knowledge structure and the acquisition of vocational skills for students in financial management major.

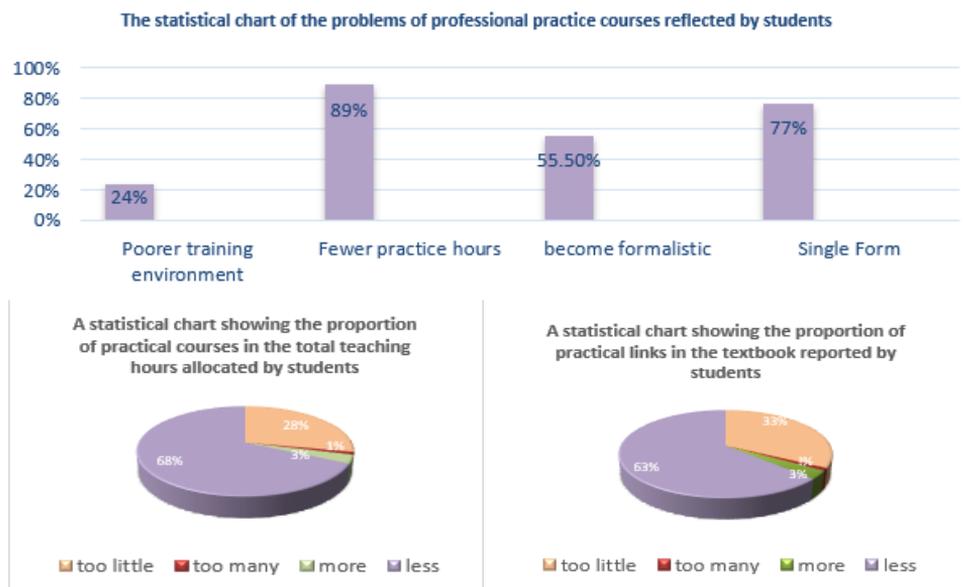


Figure 3. A statistical chart showing the weak links in the course implementation considered by students majoring in financial management.

Drawbacks in evaluation objective, content, method and subject of curriculum (1) The curriculum evaluation objective fails to highlight the adult occupational characteristics, which is a direction imitation of the evaluation objective for the curriculum in regular institutions of higher learning. It only pays attention to the evaluation of the mastery of theoretical knowledge, ignoring the self-study ability and the evaluation of vocational skills.

(2) The evaluation of curriculum content lacks comprehensiveness: the curriculum evaluation focuses on the theoretical knowledge, ignoring the evaluation of practical ability; focuses on the evaluation of results,

ignoring the evaluation of the process; focuses on the evaluation of a single course, ignoring the overall evaluation; focuses on the evaluation of knowledge, ignoring the evaluation of moral principles.

(3) The evaluation method of the curriculum is very limited: the survey results show that more than 90% (96% of the students) mention that the current curriculum evaluation is often based on the written test and only about 20% of the students agree that practical evaluation methods are used in the current curriculum evaluation. This kind of evaluation method can only reveal the mastery of students' memory knowledge and cannot reveal the students' practical ability. Therefore, for students, this evaluation result is probably a mistake signal.

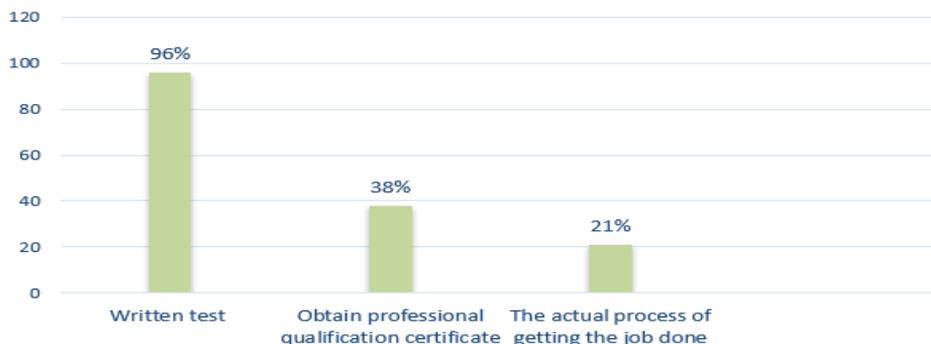


Figure 4. Statistical chart of current course assessment methods for financial management major.

(4) Lacking in the diversity in the subject of curriculum evaluation: in the evaluation of the curriculum, teachers have an absolute dominant position, which lacks the due attention to the self-evaluation of students. This kind of curriculum evaluation obviously weakens the subjectivity of students, and it is difficult to fully and comprehensively understand the actual learning situation of students. In addition, there is another problem that the corresponding tracking mechanism for the feedback from enterprises has not been established, but enterprises are best qualified to evaluate the real situation of students.

The cause of problems in the curriculum setting of financial management major in adult education

Through the actual surveyed clients of the case school, they have discovered many problems in the curriculum setting of financial management major. After analysis, the root causes of these problems are:

- (1) All sectors of society and colleges have not paid enough attention to adult education and regard it as a non-mainstream form of education.
- (2) Adult colleges still do not break through the shackles of the knowledge-based curriculum concept of "general education" characteristics in the education concept.
- (3) There is no professional team for curriculum setting nor a perfect curriculum setting process.
- (4) There is a lack of comprehensive teachers with rich vocational knowledge and high practical ability.

(5) It is extremely difficult to achieve school-enterprise cooperation, such as limited internship positions provided by the enterprise for students and the confidentiality of enterprises' financial information.

Strategies and suggestions for the curriculum setting of financial management major in adult education

Strengthening the external support for the curriculum reform of adult higher education

First, the relevant departments need to pay sufficient attention to the curriculum reform of financial management major in adult higher education. Second, the government needs to introduce policies and regulations in this area to provide guarantees for the curriculum reform. Third, the government and universities need to give some support in funding.

Defining the scientific curriculum concept of financial management major in adult education

First, it is necessary to promote the efficient and unified development concept of student development and social development; second, it is necessary to clarify the concept that the supplementary curriculum and the core curriculum are unified with each other; third, it is necessary to define the curriculum that is suitable for the characteristics of adult learning.

Establishing a complete curriculum setting mechanism

First, it is necessary to set up a professional curriculum setting team to promote the diversified development of the curriculum subject. The team members should include curriculum experts, teachers, students and off-campus personnel and the responsibility scope of each member should be clarified; Second, it is necessary to establish a sound curriculum setting process, such as setting up a curriculum setting working group, real-time analysis of the actual situation of the curriculum and market demand, evaluation and revision of the curriculum setting plan.

Formulating clear course objective

First, the curriculum objective should be set based on the actual situation of students; second, the curriculum objective should be set according to the actual needs of the society; third, the curriculum objective should be set in conjunction with the relevant characteristics of accounting.

Establishing a scientific curriculum content system

First, it is necessary to determine the specific job responsibilities and tasks of financial management profession, which lays the cornerstone for the establishment of the financial management curriculum content

system; second, it is necessary to build a modular curriculum system of financial management vocational content, covering three modules: vocational knowledge, vocational skills and vocational value.

Improving the efficiency and quality of course implementation

Whether the curriculum can be smoothly implemented has a close relationship with the perfection of the school infrastructure, the teaching level of the teaching staff and the implementation method of the curriculum, which is true for the curriculum implementation of the financial management major in adult education. If the efficiency and quality of the curriculum implementation needs to be improved, it is necessary to do the followings: first, actively building a training base; second, cultivating and enhancing the vocational skills and practical ability of the teaching team; third, innovating school-enterprise cooperation mode; fourth, innovating the curriculum implementation mode.

Establishing a sound curriculum evaluation mechanism

First, it is necessary to formulate a clear curriculum evaluation objective; second, it is necessary to construct sound curriculum evaluation indexes; third, it is necessary to innovate the curriculum evaluation mode; fourth, it is necessary to expand the curriculum evaluation subject.

Conclusion

1. This paper adopts the questionnaire method to summarize the vocational ability of financial management major needed by contemporary society. On the basis of the curriculum objective, content, implementation method and evaluation mechanism, this paper analyzes the problems in the curriculum setting of financial management major in adult education.

2. Based on the previous survey, the theoretical analysis method is used to analyze the cause for the above problems, mainly including: lack of professional curriculum setting team, sound curriculum setting process and comprehensives teachers with rich vocational knowledge and strong practical ability.

3. Based on the analysis of the cause for the above problems, the author gives the strategies and suggestions for the curriculum setting of financial management major in adult education so as to solve these problems and enable the curriculum setting of this major to be more scientific and standardized.

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