

# The Effectiveness Factors in Educational Administration of Chongqing's Vocational Secondary Schools, China<sup>\*</sup>

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## Abstract

The purposes of this research were 1) to study the current situation of quality of education in Chongqing's vocational secondary schools, Chongqing, China, 2) to investigate the factors impact quality of education in Chongqing's vocational secondary schools, Chongqing, China, and 3) to discover the approaches improving administrative efficiency to enhance the quality of education in Chongqing's Vocational Secondary Schools, Chongqing, China; This research article adopts quantitative design, 440 questionnaires were distributed to secondary vocational schools in Chongqing Municipality, and the quantitative research methods applied mainly included literature review, questionnaire survey, descriptive statistics for data collection as well as processing. This study used theories and concepts, namely, systems theory as the main theory and human relationship management, organizational theory, and quality of education as the secondary theories and concepts.

### The results revealed that:

1. Low administrative effectiveness, low teacher motivation and insufficient teaching resources in secondary vocational school education in Chongqing.
2. Three factors influence the quality of efficacy: school physical facilities, school financial resources, self-efficacy, and quality of education.
3. Improvement modalities Increased self-efficacy can contribute to increased efficiency in educational administration. Increasing physical facilities in schools can improve the efficiency of educational administration, increasing financial resources in schools can

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improve the efficiency of educational administration, and improving the quality of education can improve the efficiency of educational administration. Therefore, the study suggests that we should continue to pay attention to the improvement of the quality of education and actively explore effective ways to improve the administrative efficiency of education, to contribute to the prosperity of education and the development of our country.

**Keywords:** Educational Administrative Effectiveness; Effective Factors; Chongqing Secondary Vocational Schools

## 1. Introduction

The principal of school education administration is the guiding principle and guide to action that must be followed in the process of school education administration, the basic requirement for school education administration, and the basis for determining the structure and operation of the entire school management system. Effective management refers to the management of high efficiency, high efficiency means that the output of education should be greater than the input. With the development of modern education management science, the realization of effective management of school education administration is of great significance in improving the efficiency of education administration, realizing the industrialization of education and giving full play to the social function of education. Nowadays, many secondary vocational schools have neglected to pay attention

to the level of educational administration and pay little attention to it.

How to realize the efficient operation of educational administration in secondary vocational schools has also become an urgent problem driven by the new era. This study takes the administrative inefficiency of secondary vocational schools in Chongqing Municipality as the main problem, and how to improve the efficiency of educational administration of secondary vocational schools in Chongqing Municipality to improve as the main problem.

In summary, in the current China's economy into high-speed development, industrial restructuring, the new college entrance examination background, how to better improve the efficiency of educational administration and management issues have also become a secondary vocational school leader, education departments, and other common issues for discussion. How



to improve administrative efficiency to enhance the quality of education in Chongqing's Vocational Secondary Schools, Chongqing, China?

## 2. Research Objectives

1. To study the current situations of quality of education in Chongqing's vocational secondary schools, Chongqing, China.

2. To investigate the factors impact quality of education in Chongqing's vocational secondary schools, Chongqing, China.

3. To provide recommendations on how to enhance the quality of education in Chongqing's Vocational Secondary Schools, Chongqing, China.

## 3. Methods

This study analyses four aspects of factors of educational administrative effectiveness in secondary vocational schools in Chongqing Municipality through a review of three theoretically related studies and a questionnaire survey. Through a review of studies related to educational quality, we determine the measurement indicators of educational quality as well as the factors affecting administrative effectiveness and construct a conceptual framework so

as to design a questionnaire. The questionnaire was mainly based on a Likert scale, which consists of a set of statements with five responses, namely, strongly agree, agree, not necessarily, disagree and strongly disagree.

This study adopts a quantitative design, which mainly includes literature review method, questionnaire survey method and statistical analysis method for data collection and processing. Five hundred questionnaires were distributed to school leaders and teachers of secondary vocational schools in Chongqing Municipality, the actual sample size was determined using Taro Yamane's sample size formula, and finally 440 questionnaires were extracted for data analysis.

In this research the 440 questionnaires were equally divided among the schools the management team (i.e., principals and general management), thus obtaining 2 samples allocated to each school. In order to avoid invalid questionnaires, 500 questionnaires were planned to distributed to respondents.

In this study, paper and electronic questionnaires were distributed directly to headmasters and teachers who were willing to answer the questionnaires in 127 secondary vocational schools in Chongqing.



Data were collected on one randomly selected day from 29 August to 5 September 2023, between 9:00 am and 14:00 pm. To determine the sample size of headmasters, the researchers designed a sufficient number of samples to produce a 95% confidence interval that predicted the proportion of repeat headmasters within plus or minus 5%.

#### 4. Results

The main finding of this study is that the status of educational administrative effectiveness in secondary vocational schools in Chongqing, as derived from the answers to Question 1: low teacher motivation, low administrative effectiveness, and insufficient teaching resources.

**Table 1** Factors affecting the quality of education in secondary vocational schools in Chongqing Municipality

Need to improve School physical facilities	N	Percentage (100 %)
1. Strongly disagree	0	0
2. Disagree	95	21.6
3. Undecided	208	47.3
4. Agree	109	24.8
5. Strongly agree	28	6.4
Total	220	100%
Need to improve School Financial resources	N	Percentage (100 %)
1. Strongly disagree	0	0
2. Disagree	30	6.8
3. Undecided	240	54.5
4. Agree	117	26.6
5. Strongly agree	53	12.0
Total	440	100%
Need to improve Quality of Education	N	Percentage (100 %)
1. Strongly disagree	0	0
2. Disagree	91	20.7



Need to improve Quality of Education	N	Percentage (100 %)
3. Undecided	202	45.9
4. Agree	120	27.3
5. Strongly agree	27	6.1
<b>Total</b>	<b>440</b>	<b>100%</b>
Need to improve Self-efficiency	N	Percentage (100 %)
1. Strongly disagree	0	0
2. Disagree	96	21.8
3. Undecided	203	46.1
4. Agree	114	25.9
5. Strongly agree	27	6.1
<b>Total</b>	<b>440</b>	<b>100%</b>

Table 1, it can be concluded that the sample responded to Question 2 with four factors affecting administrative effectiveness: school physical facilities, school financial resources, self-efficacy, and quality of education.

**Table 2** Descriptive analysis of factors affecting educational administration and factors associated with improvement of enhancement

Basic indicators						
name	sample size	minimum value	maximum values	average value	standard deviation	Median
<b>physical facility</b>						
1. Staff houses are adequate	440	1.000	5.000	2.914	1.893	3
2. School laboratories are adequate	440	1.000	5.000	2.914	1.099	3



Basic indicators						
name	sample size	minimum value	maximum values	average value	standard deviation	Median
3. Classrooms in the school are adequate	440	1.000	5.000	3.786	3.043	4
Financial resources						
4. The school has received adequate budgetary support from alumni contributions	440	1.000	5.000	3.352	2.434	3
5. The school has generated sufficient funds from various income-generating activities	440	1.000	5.000	2.702	1.629	3
6. The school has received adequate government grants	440	1.000	5.000	2.675	1.824	3
Quality of education						
7. The school has performed well in co-curricular activities	440	1.000	5.000	2.914	2.002	3



Basic indicators						
name	sample size	minimum value	maximum values	average value	standard deviation	Median
8. There has been a steady transition of students from one grade to the next	440	1.000	5.000	2.686	1.811	3
9. The performance of the school in Chongqing has improved tremendously	440	1.000	5.000	3.027	1.811	3
<b>Self-efficiency</b>						
10. Compared to other our Education Administrative Efficiency is relatively strong	440	1.000	5.000	3.418	2.707	3
11. I believe we have ability to solve problems of Education Administrative Efficiency	440	1.000	5.000	2.675	1.837	3



Basic indicators						
name	sample size	minimum value	maximum values	average value	standard deviation	Median
12. I believe we have ability to achieve Education Administrative Efficiency	440	1.000	5.000	2.620	1.571	3
13. The Teaching and learning resources is good	440	1.000	5.000	2.841	2.088	2
14. The Teacher motivation is good	440	1.000	5.000	3.159	2.493	2
15. The Education Administrative Efficiency is good	440	1.000	5.000	2.843	1.931	2
16. Need to improve Self-efficiency	440	1.000	5.000	3.163	2.481	2
17. Need to improve Quality of Education	440	1.000	5.000	3.188	2.526	2
18. Need to improve School Financial resources	440	1.000	5.000	3.438	2.972	2
19. Need to improve School physical facilities	440	1.000	5.000	3.159	2.493	2





According to above table 2 Thus, we can answer Question 3: Administrative effectiveness can be improved by increasing the physical facilities of the school, increasing the financial resources of the school, increasing self-efficacy, and improving the quality of education.

## 5. Discussion

Systems theory is also an important framework for understanding and improving educational management in Chinese secondary vocational schools. The theory is applicable to the study of schools. Applying systems to the educational management of secondary vocational schools in China requires examining the relationships between students, teachers, curricula, policies, resources, and the broader social and cultural context (UNESCO, 2015). systems theory emphasises the importance of adapting curricula and teaching strategies to meet the diverse needs of students, ensuring that resources are allocated effectively, and creating a supportive and inclusive learning environment (Kuuskorpi et al., 2011, pp. 1-7) So I think, Systems theory is a multi-factor co-participation of subjects, which fits with the need for effectiveness of educational administration

in secondary vocational schools, the combination of school physical facilities, school financial resources, self-efficacy, and quality of education. According to the author, the researcher also agrees that systems theory is applicable to improving administrative effectiveness and thus the quality of education in the same way Therefore, the researcher's view is consistent with previous studies. Xie et al. (2018, pp. 114-123) highlights the importance of understanding and addressing the needs, motivations and relationships of individuals within organizations to increase productivity and overall satisfaction. They noted that relationship management becomes particularly important in the context of educational management as it focuses on building positive relationships between educators, administrators, students and parents. Their findings suggest that by adopting an interpersonal approach, educational administrators in China can improve communication channels, foster a sense of belonging among students, promote collaboration among staff, and create an environment conducive to learning. In line with the research Nilkaw, Panyaweerat, and Munmee (2023, pp. 70-4) It was found that the effectiveness of elderly welfare



management according to the theoretical concepts of Gibson and Others in all 5 areas, namely, quantity and quality of production, efficiency, satisfaction, adaptability, development and living. survive Results of each study Overall, it is at the highest level.

Their findings suggest that by adopting an interpersonal approach, educational administrators in China can improve communication channels, foster a sense of belonging among students, promote co-operation among staff, and create an environment conducive to learning in the same way Therefore, the researcher's view is consistent with previous studies. According to the author, the researcher also agrees Theories of Human Relationship Management (Theory X and Theory Y) is applicable to improving administrative effectiveness and thus the quality of education in the same way Therefore, the researcher's view is consistent with previous studies. Deng et al. (2020, pp. 1261-1267) state that effective organisational structures and systems are essential to ensure the smooth functioning of vocational education institutions in China and to promote positive outcomes in terms of quality of education. They noted that schools with well-developed administrative processes are more likely to

achieve efficient resource allocation, clear communication channels and effective decision-making processes. This leads to improved teacher-student interactions, better implementation of the curriculum and enhancement of the overall educational experience for students (Muninde, 2016). For example, organizations that follow the rational principles of organizational theory can implement a classroom scheduling system that optimizes the use of available rooms, thereby increasing productivity and streamlining operations.

Therefore, I believe that organizational theory is applicable to this study and that when aiming to improve administrative effectiveness, schools can identify and provide the necessary resources to optimize the learning experience for both teachers and students. The researcher agrees with this view.

## 6. Suggestions

This study is supported by systems theory, organizational and interpersonal theories, and the concept of quality of education, and the questionnaire method was used to come up with the answer to question 3, the ways to improve administrative effectiveness are going to be



started by the four areas of physical facilities of the school, financial resources of the school, self-efficacy, and the quality of education, and the author is going to give the suggestions from these four areas, and also to the future scholars as follows:

1. Increasing the physical facilities of schools can improve the efficiency of educational administration. (that is, the school buildings, classrooms, library, laboratories, toilet facilities, offices and other materials and infrastructures that would likely motivate students towards learning).

2. Increasing school financial resources can improve the efficiency of educational administration. (Financial resources can also include the resources such as teachers, educational managers, students and nonhuman resources like educational materials, buildings, different machineries and equipment that are required for the normal functioning of the teaching-learning process in a school).

3. Improving one's own efficiency can improve the efficiency of educational administration. (The concept of self-efficacy is a person of their ability to succeed the firm faith, is also a people a feeling of his abilities).

4. Improving the quality of education can improve the efficiency of educational administration. (Defines quality education as education addressing desirable characteristics of learners, processes, facilities, learning materials, context, governance and management, and learning outcomes).

## 7. Knowledge Assets

In the existing research, scholars mainly focus on the quality of education, while this paper mainly studies the influencing factors of educational administrative efficacy, combined with the current new era, the study of the influencing factors of educational administrative efficacy in secondary vocational schools provides a new perspective. As a result, the new understanding adds more influencing factors, and the evaluation of administrative efficacy will be more accurate rather than focusing only on education quality.

Construct a diversified evaluation system: Combine quantitative and qualitative research methods to construct an evaluation system for the effectiveness of educational administration that includes multiple dimensions, such as student development, teacher growth, school



management, and community participation, to more comprehensively and objectively reflect the actual effectiveness of educational administration.

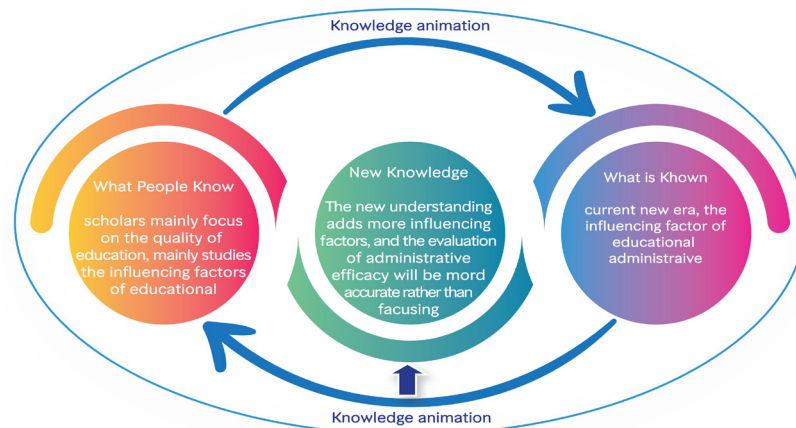
**Strengthening contextualized research:** Contextualized and customized research on the effectiveness of education administration is carried out in different regions and schools to improve the relevance and practicality of the findings.

**Focusing on dynamic change mechanisms:** Adopting longitudinal tracking or case study methods to explore the dynamic change process of educational administrative effectiveness and the influencing factors behind it, to provide a scientific basis for formulating more effective educational policies and management strategies.

**Enhancing stakeholder participation:** Establishing an effective communication

mechanism to encourage the active participation of stakeholders such as teachers, students, parents and the community in the research and evaluation process of educational administrative effectiveness, to ensure the comprehensiveness and fairness of the research results.

**Promote the integration of theory and practice:** Strengthen the transformation and application of the research results on administrative effectiveness in education, explore the specific paths and strategies for transforming the research results into educational practice, and promote the continuous improvement of administrative effectiveness in education. At the same time, we will strengthen the reflection and summarization of educational practice, to provide rich empirical materials for theoretical research.



**Figure 1** New knowledge



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