

ทักษะการบริหารของผู้บริหารสถาบันเทคโนโลยีแฟชั่นเจียงซี มณฑลเจียงซี
ADMINISTRATIVE SKILLS OF ADMINISTRATORS AT JIANGXI INSTITUTE OF FASHION
TECHNOLOGY IN JIANGXI PROVINCE

Wen Jian

Leadership in Educational Administration

Faculty of Education, Bangkokthonburi University

6433300025@bkkthon.ac.th

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาทักษะการบริหารของผู้บริหารสถาบันเทคโนโลยีแฟชั่นเจียงซีมณฑลเจียงซี และ 2) เปรียบเทียบทักษะการบริหารของผู้บริหารสถาบันเทคโนโลยีแฟชั่นเจียงซีมณฑลเจียงซี จำแนกตามประสบการณ์การทำงานและระดับการศึกษา

การวิจัยนี้เป็นการวิจัยเชิงสำรวจ ประชากรประกอบด้วยครูของสถาบันเทคโนโลยีแฟชั่นเจียงซีมณฑลเจียงซี สาธารณรัฐประชาชนจีน จำนวน 120 คน กลุ่มตัวอย่างจำนวน 92 คน โดยวิธีการสุ่มแบบแบ่งชั้นภูมิ ขั้นตอนการวิจัยมี 4 ขั้นตอน 1) ศึกษาเอกสารงานวิจัยและงานวิจัยที่เกี่ยวข้อง 2) การสร้างเครื่องมือที่ใช้ในการวิจัย 3) การรวบรวมข้อมูล และ 4) การวิเคราะห์ข้อมูล สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่าที

ผลการวิจัยพบว่า 1) ทักษะการบริหารของผู้บริหารสถาบันเทคโนโลยีแฟชั่นเจียงซีมณฑลเจียงซี สาธารณรัฐประชาชนจีนโดยภาพรวมและรายด้านอยู่ในระดับมาก และ 2) การเปรียบเทียบทักษะการบริหารของผู้บริหารสถาบันเทคโนโลยีแฟชั่นเจียงซีมณฑลเจียงซี สาธารณรัฐประชาชนจีน จำแนกตามประสบการณ์การทำงานและระดับการศึกษา โดยรวมไม่แตกต่างกัน

คำสำคัญ: ทักษะการบริหาร, ผู้บริหารสถานศึกษา, สถาบันเทคโนโลยีแฟชั่นเจียงซี มณฑลเจียงซี

ABSTRACT

The objectives of this research were: (1) to study the Administrative skills of Administrators at Jiangxi Institute of Fashion Technology in Jiangxi Province; and (2) to compare the Administrative skills of Administrators at Jiangxi Institute of Fashion Technology in Jiangxi Province's perception of teachers, classified by work experience and educational level.

The research was a survey research. The population was 717 teachers at Jiangxi Institute of Fashion Technology in Jiangxi Province, in the 2022 academic year. The sample consisted of 254 teachers, obtained by stratified random sampling. The research procedure consisted of 4 steps; (1) study of literature and related research; (2) creation of research instruments; (3) data collection; and (4) data analysis. The instrument used for data collection was a 5-point rating scale questionnaire. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation, and t-test.

The results of the research were found that; (1) the administrative skills of the administrators of Jiangxi Institute of Fashion Technology in Jiangxi Province, overall and in each aspect were at high level; and (2) comparison of the administrative skills of the administrators of Jiangxi Institute of Fashion Technology in Jiangxi Province, classified by work experience and educational level overall were not different.

Keywords: Administrative Skills, Administrators, Jiangxi Institute of Fashion Technology, Jiangxi Province.

Introduction

The 21st century is a century of great development of education in the world, and also an era of sharp changes and changes in educational ideas. The development of education presents many new characteristics never seen in any period of history.

China has proposed "China's Education Modernization 2035". The main development goals in 2035 are: building a modern education system serving lifelong learning for all, popularizing quality preschool education, realizing high-quality and balanced compulsory education, comprehensively popularizing high school education, and vocational education service capabilities Significantly improved, the competitiveness of higher education has been significantly improved, children and adolescents with disabilities can enjoy appropriate education, and a new pattern of education governance with the participation of the whole society has been formed.

In addition to hardware factors such as resources, an important software factor, that is talent. The person who plays an important role in the effective administration of the university is the administrator of the university. Because college administrators are the key to change success in the development of universities. And the skill level of managers is critical to the success or failure of the operation of people, institutions and organizations. In addition, the administration skills of managers are related to and directly affect the common work of individuals.

Therefore, college administrators must pay attention to administration skills, and college administrators need to develop and improve their administration skills. The characteristics of administration skills are mainly reflected in the following aspects: 1. Administration skills are mainly reflected in the behavior of managers. Managers perform certain activities that produce certain results. Effective skills can be observed. 2. Administration skills are manageable. These skills are under the control of the manager and can be consciously performed, practiced and improved by the manager himself. 3. Administration skills are developable. Managers can improve their skill performance through practice and feedback. 4. Administration skills are interrelated and overlap. Skills are not simple, repetitive behaviors; they exist in a complex system. Effective managers must rely on a combination of skills to achieve specific results.

Research Objectives

1. To study the Administrative skills of Administrators at Jiangxi Institute of Fashion Technology in Jiangxi Province.

2. To compare the Administrative skills of Administrators at Jiangxi Institute of Fashion Technology in Jiangxi Province's perception of teachers, classified by work experience and educational level.

Research Framework

In this research, the researchers the concepts of Drake and Roe (2008) in Administrator skills. Define a conceptual framework for the Administrative skills of the administrators of Jiangxi Fashion Institute in Jiangxi Province, as shown in figure 1:

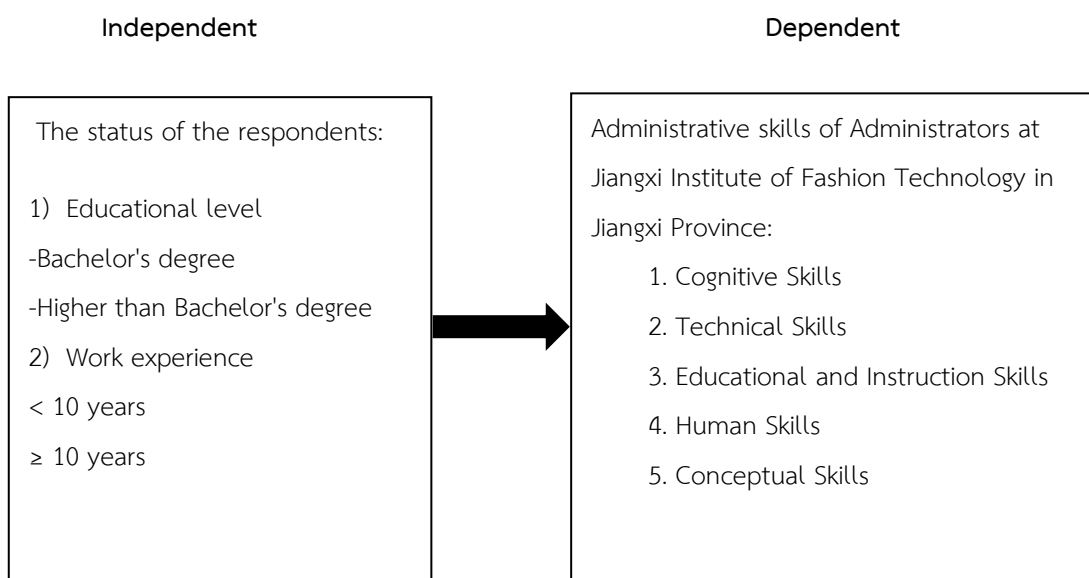


Figure 1. research framework

Methods of conducting research

Population: The population was teachers at Jiangxi Institute of Fashion Technology in Jiangxi Province, in the 2022 academic year. 717 teachers.

Sample: The sample consisted of 254 teachers at Jiangxi Institute of Fashion Technology in Jiangxi Province. The sample size is determined by the table of Krejcie & Morgan (1967) and was obtained by stratified random sampling.

Research Instrument

The instrument used in this research is a questionnaire divided into 2 parts as follows:

Part 1: The questionnaire about the general information of the respondents.

Part 2: The questionnaire on Administrative skills at Jiangxi Institute of Fashion Technology in Jiangxi Province, consists of 5 areas: 1) Cognitive Skills, 2) Technical Skills, 3) Educational and Instruction Skills, 4) Human Skills, and 5) Conceptual Skills.

Creating Data Collection instruments

Creation of instruments used in the study of Administrative skills of administrators at Jiangxi Institute of Fashion Technology in Jiangxi Province, the researcher proceeded with the following steps.

1. Study the concepts, theories, and related research papers. About Administrative skills of administrators at Jiangxi Institute of Fashion Technology in Jiangxi Province, to use as a guideline for questionnaire construction.

2. Create a questionnaire on the Administrative skills of administrators at Jiangxi Institute of Fashion Technology in Jiangxi Province, present the questionnaire to the advisors with suggestions, and then completely revised it.

3. The questionnaire was created and presented to 3 experts to find content validity or consistency between questionnaire-written questions and definitions of operational terms. By using the Index of Item-Objective Congruence IOC method for each questionnaire that ranges between 0.67 – 1.00.

Three experts are:

Prepare questionnaires and tests used to experts for IOC (Index of Item-Objective Congruence).

4. The instrument was an experiment by 30 teachers using a non-random population. Using Cronbach's alpha coefficient formula (Cronbach, 1990), the criterion confidence value must be greater than .70 and the confidence value was .89.

5. Editable queries were used to create complete instruments used in research to collect data from the sample group.

Data analysis

The data were analyzed by statistical software packages:

1. Analysis of the general data of the respondents classified by education level and work experience using frequency distribution statistics, and percentage.

2. The Administrative skills of administrators at Jiangxi Institute of Fashion Technology in Jiangxi Province, were analyzed by mean, and Standard Deviations, and set the criteria for interpreting of results were as follows.

3. Comparison of administrative skills of administrators at Jiangxi Institute of Fashion Technology in Jiangxi Province, classified by educational level and work experience by t-test analysis.

Data analysis result

Part 1: Results of the general data analysis of the respondents

Table 4.1 General information of the respondents:

(n=254)

General Information	Number	Percentage
1) educational level		
1.1 Bachelor's degree	60	23.60
1.2 Higher Bachelor's degree	194	76.40
Total	254	100

General Information	Number	Percentage
2. Work Experience		
2.1 < 10 years	185	72.80
2.2 ≥10 years	69	27.20
Total	254	100

From Table 4.1 was found that the administrative skills of the administrators of the Jiangxi Institute of Fashion Technology in Jiangxi Province. Of the teachers' respondents who had a bachelor's degree, 60 people represented 23.60%, and a higher bachelor's degree, 194 people represented 76.40%, the teachers' respondents had work experience less than 10 years, 185 people represented 72.80%, and with more than 10 years of work experience, 69 people representing 27.20%.

Part 2: Results of the Personnel Administration Analysis of school administrators

To study the level of administrative skills of the administrators of Jiangxi Institute of Fashion Technology in Jiangxi Province as shown in Table 4.2- 4.7

Table 4.2 Show the Mean, standard deviation, and level of administrative skills of the administrators of Jiangxi Institute of Fashion Technology in Jiangxi Province. Overall and in each aspect.

(n=254).

No.	Administration skills	\bar{X}	S.D.	Level
1	Cognitive Skills	3.91	.436	high
2	Technical Skills	3.84	.421	high
3	Educational and Instruction Skills	3.84	.421	high
4	Human Skills	3.87	.415	high
5	Conceptual Skills	3.86	.422	high
	Total	3.87	.288	high

From Table 4.2 was found that the administrative skills of the administrators of Jiangxi Institute of Fashion, overall a high level ($\bar{X} = 3.87$). Considering each aspect, it was found that all aspects were at a high level. Cognitive Skills had the highest mean ($\bar{X} = 3.91$), followed by Human Skills ($\bar{X} = 3.87$), and Technical Skills & Educational, and Instruction Skills had the lowest mean. ($\bar{X} = 3.84$).

Part 3: Result of a comparative analysis of administrative skills of the administrators of Jiangxi Institute of Fashion, classified by educational level and work experience.

Table 4.3 Compare the administrative skills of the administrators of Jiangxi Institute of Fashion, classified by Educational Level.

(n = 254)

Administration skills	Educational Level				t	p
	Bachelor's degree		High Bachelor's degree			
	\bar{X}	S.D.	\bar{X}	S.D.		
Cognitive Skills	4.19	.227	3.83	.449	8.402	.000*
Technical Skills	3.78	.381	3.85	.432	-1.230	.221
Educational and Instruction Skills	3.78	.369	3.86	.435	-1.382	.168
Human Skills	3.79	.382	3.90	.422	-1.860	.064
Conceptual Skills	3.93	.422	3.84	.420	1.491	.137
Total	3.89	.227	3.86	.304	1.024	.308

From Table 4.3 t-test, teachers with different educational levels come to recognize the administrative skills of the administrators of Jiangxi Institute of Fashion, Overall was not different. When considering each aspect, it was found that cognitive skills were significantly different at the .05 level. Other aspects were not different.

Table 4.4 Compare the administrative skills of the administrators of Jiangxi Institute of Fashion, The Republic of China, classified by Work Experience.

(n = 254)

Administration skills	Work Experience				t	p
	< 10 years		≥10 years			
	\bar{X}	S.D.	\bar{X}	S.D.		
Cognitive Skills	3.90	.457	3.95	.375	-.811	.419
Technical Skills	3.84	.428	3.83	.403	.148	.882
Educational and Instruction Skills	3.85	.431	3.83	.397	.415	.679
Human Skills	3.88	.423	3.86	.394	.236	.813
Conceptual Skills	3.84	.433	3.91	.388	-1.036	.301
Total	3.86	.301	3.87	.252	-.295	.769

From **Table 4.4** t-test, teachers with different work experiences come to recognize the administrative skills of the administrators of Jiangxi Institute of Fashion overall, and each expectation were not different.

Discussion

The Administrative skills of Administrators at Jiangxi Institute of Fashion Technology in Jiangxi Province are overall at a high level. When considering each side, it turns out that they have skills. The administration is at a high level in all aspects. The rankings are as follows: Cognitive Skills Human Skills Conceptual Skills Educational and Instruction Skills and Technical Skills. And when we examine each item, we find that most of the items have high-level skills, and some items have one-level skills. This is most likely because the administrator has foreseen and recognized the importance of skills. In administrator that leads to the efficient and effective administrator. Suffering executive Successful administrators must play the role of leaders and bring out the potential of people. Achieve your goals effectively. This research finding was in accordance with the research of Wiroj Sararattana (1999) Executives' Successful administration must act as a leader in utilizing the potential of personnel. To proceed to achieve the objectives effectively. Which has an impact on education and education administration Executives need to have knowledge and competence, and must know how to use both science and art in managing work to achieve efficiency and effectiveness, quality Therefore, it depends on the ability to manage the efficiency and effectiveness of the executives. Importantly, executives with common sense only have responsibility for the performance of their duties. It will not cause the administration of such executives to be effective or to have administration skills.in any way, Overall and each aspect is at a high level, Also, the findings were in the same direction as Researcher Somwang Phithyanuwat(1996), in the administration of anything It is necessary to have knowledge and understanding of that and develop performance and administration skills with skills are expertise or expertise in doing any work. Therefore, administrative skills are proficiency or proficiency in administration, the findings were in the same direction as those of the researcher Sermsak Wisalaporn (1996) Because skill is the ability to transform knowledge and understanding into form action and able to do that proficiently Executives must be skilled in administration.

1) Instructors with different educational levels come to recognize the Administrative skills of Administrators at Jiangxi Institute of Fashion Technology in Jiangxi Province were no different. Because administrators focus on teachers of all education levels. Every instructor is responsible for helping each other improve, and change is easy. Faculty embrace administrators with administrative skills for the sake of the academy. A key role for faculty administrators is to help faculty adapt to change and provide direction. Ability to plan operations and apply concepts and theory in the performance of duties. Implement this process to manage work efficiently. This research finding was in accordance with the research of Ralph Davis.(1951). Davis was an academic and consultant who expanded upon Fayol's administration functions model. He published a text, in which he introduced a rational-planning perspective to Fayols model. As such, his impact was primarily in the field of administration strategy. This research finding was in accordance with the research of George Terry. (1953). Terry published the first text entitled, Principles of administration. He adopted Fayols Functions framework. He combined commanding and controlling into actualizing. He defined a principle as a fundamental statement

providing a guide to action to be applied through scientific methods. This research finding was in accordance with the research of Robert L. Katz. (1955). Katz expanded upon the functions of administrators by addressing the individual's skills that administrators must possess at various levels within the organization. This work spanned scientific and administrative theory as is discussed as a separate section of classical administration theory.

2) Instructors with different work experience levels come to recognize the Administrative skills of Administrators at Jiangxi Institute of Fashion Technology in Jiangxi Province were no different. Because mentors with different work experiences all value administrator skills. Most leaders use administration skills in administration and decision-making so that all personnel is treated equally. are equal in performance. The relationship between lecturers with different levels of practical experience is discussed. Learn about the various processes until they work effectively. This research finding was in accordance with the research of Cyril O'Donnell. (1968). As a theorist, professor, and consultant, he published administration papers and his text with Harold Koontz defining administration as a combination of functions. This research finding was in accordance with the research of Henri Mintzberg. (2015). Mintzberg is a modern-era theorist who critiqued Fayol's work as incomplete and impractical. He expanded upon the P-O-L-C framework by focusing on the roles that administrators assume within the organization. The impact of his work has been substantial and is discussed as a separate section of Classical administration Theory.

Recommendations

Recommendations of research

1. Cognitive Skills: From the table, the ability to apply knowledge and experience gained from learning and apply it appropriately, putting Cognitive Skills to good use by enhancing effective educational leadership, introducing new strategies to carry out activities, improving operations, and creating new knowledge.

2. Technical Skills: From the table, as an educational leader, able to set direction and effectively achieve educational institution goals. Be able to evaluate the development of the whole college according to the school action plan, and at the same time make full use of knowledge and ability to solve problems when they cooperate appropriately with colleagues so that they can develop and progress together with the college.

3. Educational and Instruction Skills: From the table, the development of a college requires experts and outstanding scholars to advise teachers on teaching and learning. They are equipped with the ability to administrators and implement teaching and learning programs that are in line with the mission, society, and community. They speak through their own abilities and can promote and encourage teachers to conduct research in the classroom and apply research findings to improve and develop teaching and learning administration.

4. Human Skills: From the table, a good and positive teaching style requires all teachers to work together to create a collaborative working atmosphere of mutual acceptance and respect. A good working atmosphere can also effectively create a network outside the educational institution, so the administrator needs to be flexible. It is necessary to understand the differences and needs of each individual in order to better manage and build a team.

5. Conceptual Skills: From the table, meeting the needs of educational institutions is the foundation of the overall development of the college, cultivating qualified talents needed by the society, adapting to the development of the society of the times, understanding the needs of talents, conducting proper analysis on educational management plans, and being able to accurately analyze the overall problems and needs of educational institutions. It is more difficult to grasp, so administrators need to improve their skills.

Recommendation for next research

1. Study the factors affecting the Administrative skills of Administrators at Jiangxi Institute of Fashion Technology in Jiangxi Province.

2. Under other theoretical frameworks, qualitative research should be conducted to gain an in-depth understanding of the Administrator skills of Institute administrators in order to expand educational opportunities.

Reference

- Annual Budget Samut Prakan (2008). *Policy and Planning Group Area Office Education Samut Prakan Region.Bangkok*: Agricultural Cooperative Assembly Printing House.
- Agaba Moses et al. (2022). *Provision of Managerial Skills by Micro Credit Institutions and Sustainability of MS MEs During COVID-19 Pandemic in Kigezi Region South Western Uganda*. Science Journal of Business and administration Volume.
- Barnard, C. I (1968). *The Function of the Executive*. Cambridge, Mass: Harvard.
- Boonlert Khianwong. (2018). *Institute Administrator Skills in Learning Transformation accessed February*.
- Ben M. Harris. (1985). *Supervisory Behavior in Education, 3 rd ed*. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- Buncha Ungsakul. (2002). *The efficiency of educational administrators. in the era of educational reform*. academic journals.
- Chantrane Sanguannam. (2010). *Theory and practice in educational administration*. 3rd edition Nonthaburi: Book Point.
- Chen Pan. (2014). *Communication is the most humane administration skill*. Administrative assets and finance.
- Chaise Phromsi. (2014). *Contemporary Leadership*. Bangkok: Panyachon.

- David C. McClelland. (2011). *Testing for competence rather than for intelligence, American Psychologist* 28.
- Drucker, P. F. (1979). *administration: Tasks, Responsibility, Practices*. London: Pan Book Ltd.
- Drake&William H. Roe. (1986). *The Principalship. 3rd ed.* New York: Macmillan.
- Direk Wannasian. (2000). *School-based administration*. Journal of Education. Naresuan University.
- Dammert&C.Nansamba Aisha.(2023). *Skills training and business outcomes: Experimental evidence from Liberia*. Journal World Development Volume 162.
- Ethelbert L. Drake & William H. Roe. (1986). *The Principalship. 3rd ed.* New York: Macmillan; London: Collier Macmillan.
- Fiedler, F.E. (1967). *A Theory of Leadership Effectiveness*. New York: McGraw– Hill.
- Gulick et al. (1937). *Paper on the Science of Administration*. Clifton: Augustus M. Kelley.
- Griffin, D. R. W. (1984). *administration*. Boston: Houghton Mifflin Company.
- George R. Terry. (1979). *Principles of administration*. Illinois: Richard D. Irwin, Inc.
- Haben Ruangj runs. (2017). *Theory of administration*, accessed January, accessed from www.kroobannok.com/blog/20494 16.
- Huang Bin. (2019). *Improvement of classroom teaching administration skills of college teachers in the era of intelligent media*. Journal of Guangxi Normal University for Nationalities.
- Haruhi Putrasanee. (1996). *Pocket MBA Leadership*. Bangkok: Competitor Printing Company Limited.
- (1997). *Administration*. 2nd edition. Bangkok: Samakkee San (Dok Ya).
- Huan Phinthupun. (2005). *Educational administration for professional administrators*. Nonthaburi: Phinthupun printing.
- Guerra García César. (2022). Perez Gonzalez Hector G. *How COVID-19 Pandemic affects Software Developers' Well-Being and the Necessity to strengthen Soft Skills*. Journal Programming and Computer Software Volume 48, Issue 8.
- Katz, R. L. (1995). *Skills of an Effective Administration*. Harvard Business Review 33 January February.
- Katz, R.L. (1955). *Skills of an Effective Administration*. Harvard. Business Review, : 33-42 New York: McGraw Hill Book Company.
- Kathryn M. Bartol & David C. (1994). *Martin, administration, 2nd ed.* New York: MCGraw-Hill.
- Kimball Wiles. (1955). *Supervision for Better Institute, 2nd ed.* Englewood Cliffs, N.J.: Prentice-Hal.
- Luther H. Gulick and Lyndall Urwick. (1936). *Papers on the Science of Administration*. New York: Institute of Public Administration Columbia University.
- Lai advanced. (2019). *The corresponding key administration skills provide important enlightenment and direction for my country's civil servants to strengthen the capacity building of interdepartmental collaboration and cooperation*. "Journal of Northeast Normal University: Philosophy and Social Science Edition".

- Liu Guiyu & Cao Chunli. (2014). *Why Business Administration Majors in Colleges and Universities Should Pay Attention to the Training and Development of administration Skills*. Chinese Market.
- Lai Han. (2012). *A Probe into Improving the administration Skills of Enterprise administrators*. Journal of Guangxi Vocational and Technical College.
- McClelland, D. C. (2011). *Testing for competence rather than for intelligence*. American Psychologist.
- Morais José. (2023). *Strategies for Developing Soft Skills Among Higher Engineering Courses*. Journal the Journal of Education Volume 203, Issue 1.
- Many Rattanapanya. (1998). *The need to develop the administrative skills of school administrators*. Secondary Education Educational Area.1. Bangkok: Graduate School Srinakharinwirot University.
- Narong Yampradit (1998). *Administrative Skills of Secondary School Administrators*. Bangkok: Graduate School Srinakharinwirot University.