

**การจัดการการมีส่วนร่วมของผู้บริหารสังกัดวิทยาลัยอาชีวศึกษาและเทคนิคโจวโหว่ในมณฑลเหอหนาน**  
**PARTICIPATION MANAGEMENT OF ADMINISTRATORS UNDER ZHOUKOU VOCATIONAL**  
**AND TECHNICAL COLLEGE IN HENAN PROVINCE**

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**บทคัดย่อ**

การวิจัยครั้งนี้มีวัตถุประสงค์ (1) เพื่อศึกษาระดับการจัดการการมีส่วนร่วมของผู้บริหาร วิทยาลัยอาชีวศึกษาและเทคนิคโจวโหว่ มณฑลเหอหนาน และ (2) เพื่อเปรียบเทียบการบริหารการมีส่วนร่วมของผู้บริหารวิทยาลัยอาชีวศึกษาและเทคนิคโจวโหว่ มณฑลเหอหนาน จำแนกตามประสบการณ์การทำงานและระดับการศึกษา วิธีการวิจัยเป็นแบบวิจัยเชิงสำรวจ ประชากรประกอบด้วยครู 1,030 คนในวิทยาลัยอาชีวศึกษาและเทคนิคโจวโหว่ มณฑลเหอหนาน สาธารณรัฐประชาชนจีน กลุ่มตัวอย่างประกอบด้วยครูจำนวน 286 คน กลุ่มตัวอย่างถูกกำหนดจากตารางของเครจซี่และมอร์แกนด้วยวิธีการสุ่มตัวอย่างง่าย เครื่องมือที่ใช้ในการรวบรวมข้อมูลคือแบบสอบถามแบบให้คะแนนห้าจุด สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ เปอร์เซ็นต์ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบที

ผลการวิจัยที่พบ (1) การจัดการการมีส่วนร่วมของผู้บริหารสังกัดวิทยาลัยอาชีวศึกษาและเทคนิคโจวโหว่ มณฑลเหอหนาน โดยรวมและในแต่ละด้านอยู่ในระดับสูง และ (2) เพื่อเปรียบเทียบการบริหารการมีส่วนร่วมของผู้บริหารวิทยาลัยอาชีวศึกษาและเทคนิคโจวโหว่ มณฑลเหอหนาน จำแนกตามประสบการณ์การทำงานในภาพรวมและในแต่ละด้านไม่แตกต่างกัน และระดับการศึกษาในภาพรวมและในแต่ละด้านมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

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**คำสำคัญ:** การจัดการการมีส่วนร่วม, ผู้บริหาร, วิทยาลัยอาชีวศึกษาและเทคนิคโจวโหว่, มณฑลเหอหนาน

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**Abstract**

The objectives of this research were: (1) to study the level of the participation management of administrators under Zhoukou Vocational and Technical College of Henan Province; and (2) To compare the participation management of Administrators under Zhoukou Vocational and Technical College in Henan Province, classified by work experience and educational level.

The research methodology was a survey research. The population consisted of 1,030 teachers under Zhoukou Vocational and Technical College of Henan Province, the People's Republic of China. The sample consisted of 286 teachers. The sample size was determined by Krejcie and Morgan's Table and obtained by simple random sampling technique. The instrument used for data collection was a five-point rating scale questionnaire. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation, and t-test.

Major findings (1) the participation management of administrators under Zhoukou Vocational and Technical College of Henan Province overall and in each aspect was at a high level; and

(2) To compare the participation management of Administrators under Zhoukou Vocational and Technical College in Henan Province, classified by work experience in the overall and in each aspect were not different and educational level, in the overall and in each aspect were significantly different at the .05 level.

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**Keywords:** Participation Management, Administrators, Zhoukou Vocational and Technical College, Henan Province.

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## INTRODUCTION

To analyze and study the teachers' participation in school management in Zhoukou City Vocational and Technical College. Through the research, it is found that the overall level of City Vocational and Technical College teachers in Zhoukou City is not high in terms of participation in school management. low efficiency. Analyzing the reasons, it is mainly summarized as follows: first, the system is not perfect and it is difficult to form effective protection and incentives; second, the management's unilateral decision-making and the protective impact of standard thinking; third, the teachers' own understanding and ability are limited; Fourth, the level of informatization used to improve management efficiency is still relatively low. In this regard, this article suggests that the level of teachers' participation in school management can be improved from the following aspects; this can improve the guarantee and incentive system of the democratic management of the next love, and is conducive to creating a democratic management campus environment and strengthening the construction of teachers. leadership.

Teachers participate in management, so that teachers become participants, decision makers and partners of school management, so as to promote the sustainable development of schools, but the implementation effect is not satisfactory. This research attempts to discuss the relevant issues of teachers' participation in school management in the four colleges and universities in China from the two levels of theory and practice, and provides a feasible way of thinking for strengthening teachers' participation in the management of colleges and universities in my country and improving the management efficiency of schools. Therefore, this research still has certain theoretical significance, and at the same time, it will also provide certain guidance and help for the practical work of university management.

## Research Objectives

1.To study the level of the Participation management of Administrators under Zhoukou Vocational and Technical College in Henan Province.

2.To compare the teachers's perceptions of administrators's Participation management of Administrators under Zhoukou Vocational and Technical College in Henan Province classified by educational level, and work experience.

### Research Framework

In this research, the researchers the concepts of Swansburg.(1996) in Participation management. Define a conceptual framework for the Participation management of the administrators under Zhoukou Vocational and Technical College in Henan Province, as shown in Figure 1:

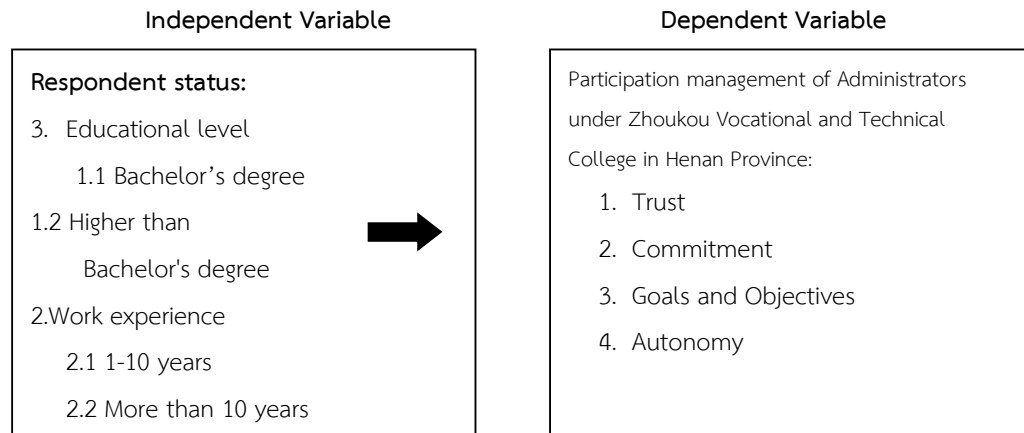


figure 1. Research Framework

### Methods of conducting research

**Population:** The population were teachers under Zhoukou Vocational and Technical College in Henan Province, in academic year 2023 who consisted of 1,030 teachers.

**Sample:** The sample consisted of 285 teachers under Zhoukou Vocational and Technical College in Henan Province .The sample size is determined by the table of Krejcie & Morgan's table (1970) and was obtained by simple random sampling.

### Research instruments

The instrument used in this study was a questionnaire. This questionnaire is divided into two parts as follows:

Part 1: A questionnaire about the general information of the respondents. Checklist classified by educational level and work experience.

Past 2: Questionnaires are used to collect teachers' perceptions of Participation management of the administrators under Zhoukou Vocational and Technical College in Henan Province:

- 1) Trust
- 2) Commitment
- 3) Goals and Objectives
- 4) Autonomy

### Data analysis

This research topic is the participation management of Administrators under ZhouKou vocational and technical college in Henan Province. Research objectives, (1) To study the participation management of Administrators under Zhoukou vocational and technical college in Henan Province. (2) To compare the participation management of Administrators under Zhoukou Vocational and Technical College in

Henan Province's perception of teachers, classified by work experience and educational level. The data was analyzed in the follows:

1. Symbols used in research
2. The process of presenting the results of the data analysis
3. Data analysis results

#### Data analysis result

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

Table 1 General Information of the Samples:

(n=285)

| General Information          | Number     | Percentage |
|------------------------------|------------|------------|
| <b>1. Educational Level</b>  |            |            |
| 1.1 Bachelor's degree        | 141        | 49.50      |
| 1.2 Higher Bachelor's degree | 144        | 50.50      |
| <b>Total</b>                 | <b>285</b> | <b>100</b> |
| <b>2. Work Experience</b>    |            |            |
| 2.1 < 10 years               | 137        | 48.10      |
| 2.2 ≥ 10 years               | 148        | 51.90      |
| <b>Total</b>                 | <b>285</b> | <b>100</b> |

From Table 4.1, it is found that the research samples of teachers participating in the management of Zhoukou Vocational and Technical College have higher bachelor's degrees. 144 teachers account for 50.50%, and 148 teachers with at least 10 years of work experience, accounting for 51.90%.

##### Part 2: The results of Participate management of administrators under Zhoukou Vocational and Technical College in Henan Province.

Research on administrative personnel under Zhoukou Vocational and Technical College in Henan Province, see Table 2

(n=285)

| No. | Participation management of Administrators | ( $\bar{X}$ ) | S.D.        | Level       |
|-----|--------------------------------------------|---------------|-------------|-------------|
| 1   | Trust                                      | 3.65          | 1.08        | high        |
| 2   | Commitment                                 | 3.75          | 1.09        | high        |
| 3   | Goals and Objectives                       | 3.69          | 1.08        | high        |
| 4   | Autonomy                                   | 3.72          | 1.12        | high        |
|     | <b>Total</b>                               | <b>3.70</b>   | <b>1.07</b> | <b>high</b> |

From Table 4.2, it is found that Participate in the management of administrators under Zhoukou Vocational and Technical College in Henan Province. Overall and in each aspect at a high level ( $\bar{X}$ = 3.70). Considering all aspects comprehensively, it is found that all aspects are at a high level. Commitment

scored highest ( $\bar{X}$ = 3.75), followed by Autonomy ( $\bar{X}$ = 3.72), while "Trust" had the lowest average ( $\bar{X}$ = 3.65)

**Part 3:** The comparative analysis results of Participate management of administrators under Zhoukou Vocational and Technical College in Henan Province ,classified by education and work experience.

**Table 3:** Comparison of the Participate management of administrators under Zhoukou Vocational and Technical College in Henan Province, classified by educational level overall aspect.

(n=285)

| Participation management of Administrators | Educational Level |               |      |                 |               |      | t      | df  | Sig  |
|--------------------------------------------|-------------------|---------------|------|-----------------|---------------|------|--------|-----|------|
|                                            | Bachelor          |               |      | Higher Bachelor |               |      |        |     |      |
|                                            | n                 | ( $\bar{X}$ ) | S.D. | n               | ( $\bar{X}$ ) | S.D. |        |     |      |
| 1.Trust                                    | 140               | 3.79          | 0.93 | 145             | 3.52          | 1.19 | 2.12*  | 283 | 0.03 |
| 2.Commitment                               | 140               | 3.90          | 0.97 | 145             | 3.59          | 1.17 | 2.43*  | 283 | 0.01 |
| 3.Goals and objectives                     | 140               | 3.82          | 0.99 | 145             | 3.55          | 1.14 | 2.14*  | 283 | 0.03 |
| 4.Autonomy                                 | 140               | 3.90          | 1.00 | 145             | 3.55          | 1.21 | 2.67** | 283 | 0.00 |
| Total                                      | 140               | 3.85          | 0.95 | 145             | 3.55          | 1.16 | 2.39*  | 283 | 0.01 |

\*P < 0.05

In Table 4.7, in the t-test, teachers with different educational levels came to recognize the Participate management of administrators under Zhoukou Vocational and Technical College in Henan Province, classified by educational overall, which was significant at 0.01

Trust has significant at 0.03 and the sample in Bachelor  $\bar{X}$ = 3.79, S.D.=0.93

Higher Bachelor = 3.52,S.D.= 1.19

Commitment has significant at 0.01 and the sample in Bachelor  $\bar{X}$ = 3.90, S.D.=0.97 Higher Bachelor  $\bar{X}$ = 3.59, S.D.= 1.17

Goals and objectives has significant at 0.03 and the sample in Bachelor  $\bar{X}$ = 3.82, S.D.= 0.99 Higher Bachelor  $\bar{X}$ =3.55, S.D.= 1.14

Autonomy has significant at 0.03 at 0.00 and the sample in Bachelor  $\bar{X}$ = 3.90, S.D.= 1.00 Higher Bachelor  $\bar{X}$ =3.55, S.D. 1.21

**Table 4:** Comparison of the Participate management of administrators under Zhoukou Vocational and Technical College in Henan Province, classified by work experience overall aspect.

(n=285)

| Participation management of Administrators | Educational Level |               |      |                 |               |      | t     | df  | Sig  |
|--------------------------------------------|-------------------|---------------|------|-----------------|---------------|------|-------|-----|------|
|                                            | Bachelor          |               |      | Higher Bachelor |               |      |       |     |      |
|                                            | n                 | ( $\bar{X}$ ) | S.D. | n               | ( $\bar{X}$ ) | S.D. |       |     |      |
| 1.Trust                                    | 136               | 3.61          | 1.06 | 149             | 3.68          | 1.10 | -0.53 | 283 | 0.59 |
| 2.Commitment                               | 136               | 3.70          | 1.10 | 149             | 3.78          | 1.08 | -0.62 | 283 | 0.53 |
| 3.Goals and objectives                     | 136               | 3.66          | 1.07 | 149             | 3.70          | 1.09 | -0.32 | 283 | 0.75 |
| 4.Autonomy                                 | 136               | 3.69          | 1.08 | 149             | 3.75          | 1.16 | -0.44 | 283 | 0.66 |
| Total                                      | 136               | 3.67          | 1.06 | 149             | 3.73          | 1.08 | -0.49 | 283 | 0.63 |

\* $p < .05$

In Table 4.8, in the t-test, teachers with work experience came to recognize the Participate management of administrators under Zhoukou Vocational and Technical College in Henan Province, classified by educational overall, which was not different.

Trust has not different and the sample in Bachelor  $\bar{X} = 3.61, S.D. = 1.06$

Higher Bachelor  $\bar{X} = 3.68, S.D. = 1.10$

Commitment has not different and the sample in Bachelor  $\bar{X} = 3.70, S.D. = 1.10$

Higher Bachelor  $\bar{X} = 3.78, S.D. = 1.08$

Goals and objectives has not different and the sample in Bachelor  $\bar{X} = 3.66, S.D. = 1.07$

Higher Bachelor  $\bar{X} = 3.70, S.D. = 1.09$

Autonomy has not different and the sample in Bachelor  $\bar{X} = 3.69, S.D. = 1.06$

Higher Bachelor  $\bar{X} = 3.75, S.D. = 1.16$

## Discussion

Based on the research objectives, the discussion will be presented as follows:

### 1. Discussion about major findings of objective 1

The participation management of administrators under Zhoukou Vocational and Technical College in Henan Province. Overall and in each aspect at a high level. Considering all aspects comprehensively, it is found that all elements are at a high level. Commitment scored highest, followed by autonomy, while trust had the lowest average. Because school administrators have a good relationship with teachers, administrators have personalities suitable for the position. The concept of management focuses on the participation of those involved and achieve their goals are the key to shaping positive changes.

(1) Trust was found, the participation management in Zhoukou Vocational and Technical

College of Henan Province overall at a high level .Administrators and teachers respect each other's performance is at the highest level, followed by Define teachers' responsibilities and empower them to make decision, and have leadership have good interpersonal skills, at the lowest mean. Because honest executives demonstrate their commitment to change by being role models through their actions. Integrity is the emotional component of participation leadership and plays a very important role in learning from it. This research finding was in accordance with research of Zhang Siyu (2020) said that if managers have lofty moral character and values, lead by example, be fair and just, it will help create a good atmosphere in the school, so that teachers can gain self-confidence and a sense of security in it, and then cherish this job and increase their careers. On the contrary, it is easy to form a bad atmosphere in the school, which makes preschool teachers reduce their work input. An executive with integrity listens to the opinions and ideas of team members and respects different points of view. They foster an open atmosphere that encourages active discussion and innovation. Administrators with integrity share goals, visions, and plans for change with faculty and staff, and candidly discuss possible challenges and obstacles. They ensure that communication is two-way, encouraging employees to provide input and feedback. School administrators who demonstrate high levels of integrity in transformational leadership contribute to creating a climate of positive change. Managers with integrity balance the interests of the organization with the expectations of employees and society, ensuring that decisions and actions are fair, transparent and ethical. They lead by example by not only pursuing short-term profit, but long-term reputation and trust as the highest goal. Considerate of Amabile, T. M., & Kramer, S. J. (2011). The study found a strong correlation between teachers' level of trust in school leadership and their level of involvement in school management. In a school that has established a high level of trust culture, teachers are more likely to be actively involved in the decision-making process, including involvement in educational policy development, curriculum planning, and resource management. This study shows how trust can be a key factor in promoting teacher involvement in school management. When teachers have a sense of trust in management, they are more likely to invest more time and energy in school decisions and are more willing to contribute to common goals.

(2) Commitment found the participation management in Zhoukou Vocational and Technical College of Henan Province: Commitment overall at a high level ,considering that in each item, it was found that overall items were at a high level and one was moderate. Encourage teachers to attend regular training to enhance their knowledge and abilities at the highest mean, followed by Show friendly behavior toward teachers and Allow teachers to participate in decision-making to solve school problems together, at the lowest mean. This research finding was in accordance with research of Smith et al. (2018) focused on the integration of employee trust issues and principle learning and Andy Hargreaves(2017) emphasized in his book that in participatory management, attention should be paid to the emotional investment and loyalty of employees to the organization. He believes that effective leadership and management can enhance employee commitment by providing a positive work environment, rewards and recognition, and building trusting relationships with employees. Organizations should provide

training, development opportunities, and challenging work that inspires employees' commitment to their work and makes them feel valued for their contributions.

(3) Goals and objectives found, the participation management in Zhoukou Vocational and Technical College of Henan Province: Goals and Objectives overall at a high level, considering that in each item, it was found that overall items were at a high level. Allow teachers to set goals and objectives to work in the same direction at the highest mean, followed by Use the method of meeting and discussing together to set goals and objectives, creating clarity and motivation for the responsible person's performance, Provide opportunities for teachers to contribute their opinions and improve school goals and Use an administrative approach by allowing teachers to participate and take responsibility for the work together at the lowest mean. Because Goals and objectives provide clear direction and objectives for teachers to participate in management. They help identify the outcomes that educational institutions hope to achieve, thereby guiding the actions and decision-making of participants. Make sure everyone involved is pulling in the same direction. When teachers are clear about common goals and objectives, they can coordinate their actions more easily and avoid disagreements and confusion. Having clear goals and objectives can motivate teachers. This research finding was in accordance with research of Lisa(2017) which focuses on teachers' goals and what they want to achieve.

(4) Autonomy found, the participation management in Zhoukou Vocational and Technical College of Henan Province: Autonomy overall at a high level, considering that in each item, it was found that overall items were at a high level. Empower and opportunity for teachers to demonstrate their ability to perform their duties at the highest mean, followed by Give teachers the freedom to decide on their assignments and report their performance and Allow teachers to show initiative and always be creative, at the lowest mean. Because administrators has developed a trust development system, which enables the management to treat the teacher with a trusting attitude and actively participate in various decisions and actions. In order to improve their knowledge and capabilities .This research finding was in accordance with research of emphasized in his book that school managers should attach importance to the commitment to teachers in participatory management. He emphasized the concept of "work pays" to achieve school improvement and innovation by fulfilling more commitments to teachers and developing the mindset that they feel can be rewarded. School administrators should be leaders in teaching and learning, supporting teachers' professional development with a friendly attitude and promoting collaboration and innovation. He advocates for administrators to focus on building rewards, shared vision and feedback mechanisms in their management to create a positive school culture points out the importance in establishing and maintaining organizational culture and values. He believes that through active demonstration and advocacy, leaders can inspire employees' commitment to the organization and build a shared sense of values and purpose.

## 2. Discussion about major findings of objective 2

The comparative analysis results from the participation management of Administrators under Zhoukou vocational and technical college in Henan Province, classified by education and work experience.

(1) Teachers with different educational levels came to recognize the participation management of Administrators under Zhoukou vocational and technical college in Henan Province, classified by educational overall, which was significant at .05 level .The research finding was in accordance with research Yang Dajun (2018) college teachers participate in school management research. Hunan University found that, There is a positive correlation between teachers' emotional commitment and commitment to school and their willingness to participate in school management. In this case, researchers might survey teachers about their loyalty to the school, their identification with the school's mission and values, and their willingness to invest in achieving the school's goals. Research may find that teachers with a high level of commitment to the school are more likely to participate in management and decision-making processes because they are more aligned with the school's vision and goals and are willing to contribute more to achieving those goals. Such research can help school administrators understand how to increase teachers' commitment to their schools, thereby promoting their more active participation in school management and decision-making

(2) Teachers with different work experience came to recognize the participation management of Administrators under Zhoukou vocational and technical college in Henan Province, classified by work experience overall, which was not different .The finding were in the same direction as those of the researcher Zhang Xin (2011) According to the experience background of administrators in student affairs management. Considerate with Wang Jinghan. (2021) High School -level Teachers participating in class management issues and countermeasures. Southwest University research suggests that teachers with longer years of service may be more likely to be involved in decision making in school management and leadership. This may be because they have accumulated more experience and knowledge in the field of education and have a deeper understanding of education policies and school operations. As a result, these teachers may be more willing to participate in the school's decision-making process, providing experienced advice for the development of more practical and feasible programs. However, not all studies reach the same conclusion, as the relationship between teacher years of service and involvement in management can be influenced by many other factors. These studies provide some insight into the possible association between teacher involvement in management and length of service, but more in-depth research is still needed in this area to fully understand this relationship.

## Recommendations of research

Qualitative research and in-depth interviews should be conducted to study teachers' participation in management as a key source of information for managers, in order to expand educational opportunities under other theoretical frameworks. In terms of participation in management, the research

on teachers' participation in management should pay extra attention to the dialogue with various stakeholders, so as to promote teachers' participation in management to sustainable professional development with the concept of competence.

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