

การบริหารแบบมีส่วนร่วมของวิทยาลัยการศึกษาก่อนวัยเรียนจ้านเจียง มณฑลกวางตุ้ง
TEACHER DEVELOPMENT OF ADMINISTRATORS IN GUANGZHOU UNIVERSITY UNDER
GUANGDONG PROVINCE

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¹นักศึกษาระดับปริญญาโท สาขาวิชาภาวะผู้นำทางการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ (1) เพื่อศึกษาสถานการณ์ปัจจุบันของการพัฒนาครูของผู้บริหารในมหาวิทยาลัย กวางโจว มณฑลกวางตุ้ง; (2) เพื่อเปรียบเทียบการพัฒนาครูของผู้บริหารมหาวิทยาลัยกวางโจว มณฑลกวางตุ้ง โดย พิจารณาจากระดับการศึกษาและประสบการณ์การศึกษา

ผลการวิจัยพบว่า (1) สถานการณ์ปัจจุบันของการพัฒนาครูของผู้บริหารในมหาวิทยาลัยกวางโจว มณฑลกวางตุ้ง ประกอบด้วย 5 ด้าน ได้แก่ การสร้างมหาวิทยาลัยระดับสูง นวัตกรรมในรูปแบบองค์กร รูปแบบการฝึกอบรมผู้มีความสามารถทางวิชาชีพ สหวิทยาการ การบูรณาการ ระบบการแนะนำและประเมินความสามารถ และ (2) ผลการเปรียบเทียบการพัฒนาครูของผู้บริหารมหาวิทยาลัยกวางโจว มณฑลกวางตุ้ง ตามการประเมินครู จำแนกตามระดับการศึกษา และประสบการณ์การศึกษาไม่แตกต่างกัน

คำสำคัญ: การพัฒนาครู, ผู้บริหาร, มหาวิทยาลัยกวางโจว, มณฑลกวางตุ้ง

Abstract

The objectives of this research were: (1) to study the current situation of teacher development of administrators in Guangzhou University under Guangdong Province; (2) to compare the teacher development of administrators in Guangzhou University under Guangdong Province, based on the educational levels and educational experience.

The results of the research found that (1) the current situation of teacher development of administrators in Guangzhou University, Guangdong Province consists of 5 areas: building a high-level university; Innovation in organizational form Training model for interdisciplinary professional talent, integration of talent guidance and evaluation systems, and (2) comparative results of teacher development of administrators at Guangzhou University, Guangdong Province, according to teacher evaluation. Classified by educational level and educational experiences are no different.

Keywords: Teacher Development, Administrators, Guangzhou University, Guangdong Province

INTRODUCTION

Education resources is one of the important resources of human society, education resources including its own education activities and education history in the long-term civilization progress and education practice created the accumulation of education knowledge, education experience, education, education skills, education assets, education, education system, education brand, education personality, education concept, education facilities and the sum of the man-machine relationship inside and outside. College educational resources refer to the resources related to education, teaching and scientific research owned by higher education institutions, including human resources, hardware resources, software resources, data resources, cultural resources and other aspects. These resources are the core support of the teaching quality and scientific research level of higher education.

Scholars have different understandings of the meaning of higher education resources, mainly in the following types: First, higher education resources are all the resources used by all levels of higher education institutions to maintain the normal operation of higher education activities and the continuous development of education, including human, financial, material resources and intangible resources. Second, higher education resources are the basis for the activities of higher education and the development of higher education. Third, higher education resources include not only tangible resources such as infrastructure, books and materials, but also intangible resources such as intellectual resources and brand resources. All of these have different emphasis on the understanding of the meaning of higher education resources, but without taking higher education itself as a resource, so the concept formed is incomplete. Administrator believe that educational resources include education itself and a variety of natural and social resources used for education. For the effective development of social economy, the country takes education as the first element of the economic development of the whole people, and also as a driving force for the economic and social development of the whole people, expecting to be linked with the lifeblood of the whole country. From this perspective, education is one of many resources; in order to develop education and cultivate quality talents, education needs the allocation of land, personnel, capital, equipment, books and materials, thus forming educational resources. It can be seen here that all kinds of resources are concentrated in the resources of the school, because the school is the main tool of education. School resources, of course, including the school long-term reputation, condensed culture, etc., the reputation and campus culture is unique to individual school, therefore, both characteristics, higher education resources on the one hand refers to the higher education itself (all the national resources include natural resources and social resources), on the other hand refers to the resources of higher education and resources of institutions of higher learning and institutions of higher learning after years of development accumulated reputation, culture, etc.

The classification of university educational resources can be classified according to their sources, including macro resources and micro resources. Macro resources mainly refer to the support and capital investment of the whole higher education system at the national level, such as the construction of national key disciplines and advantageous and characteristic disciplines. Micro-resources refer to the

classification of various resources owned by each university, including academic resources, teacher resources, experimental resources, book resources, etc. College educational resources are an important support for the teaching quality and scientific research level of universities, and the key to improve the overall level of higher education. Both the national level and colleges themselves should strengthen the administration and optimization of resources, promote the sharing and utilization of resources, so that colleges and universities can better train talents for the society and promote social progress to play a greater role.

Research Objectives

1. to study the current situation of teacher development of administrators in Guangzhou University under Guangdong Province.
2. to compare the teacher development of administrators in Guangzhou University under Guangdong Province, based on educational level and educational experience.

Benefit of Research

1. Improve teachers' professional development and teaching ability.
2. Support faculty research and academic outcomes
3. Promoting teacher professional development and promotion

Methods of conducting research

Research Process

Step1: Determining the variables of teacher development of administrators in Guangzhou University under Guangdong Province, it is following:

1. construction of high-level universities;
2. innovation in organizational models;
3. the professional talent training mode;
4. interdisciplinary integration;
5. talent introduction and evaluation system.

Step2: Exploring the components of teacher development of administrators in Guangzhou University under Guangdong Province.

Step3: Developing the administrative guidelines on teacher development of administrators in Guangzhou University under Guangdong Province.

Population and Sample

Phase 1: This phase consists of two parts. To make a questionnaire about the general information of the respondents. The research is classified by checklist from educational level and educational experience.

Phase2: The population used in this study was all teachers at Guangzhou University is 2077. A proportional stratified sampling technique was used to determine a minimum sample size of 322.

Phase3: The population sample at this stage is for the teachers. A targeted sample survey was conducted on teachers with less than fifteen years or higher than fifteen years of educational experience.

Instruments

(1) To make a questionnaire about the general information of the respondents. The research is classified by checklist from educational level and educational experience.

(2) The questionnaire was used to collect the teacher development of administrators in Guangzhou University under Guangdong Province.

Data Analysis:

stage 1

The researcher presented the results of the data analysis divided into three parts as follows:

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

Part 2: The results of teacher development of administrators in Guangzhou University under Guangdong province

Part 3: The results of a comparative analysis of teacher development of administrators in Guangzhou University under Guangdong province, classified by educational level and educational experience.

Stage 2

1. The questionnaire is a rating scale from Likert concept, the question total 30 questions, divided into 5 levels as highest, high, moderate, low, and lowest. The validity of the questionnaire was tested by 3 experts.

2. From results of the general data analysis of the sample is shown that the teacher development of administrators in Guangzhou University under Guangdong province, and the sample have a Bachelor's degree, 45 people representing 14%, and 175 people have more than 15 years of educational experience, representing 54% based on the sample total 322 people.

Show the Mean, standard deviation, and level of the teacher development of administrators in Guangzhou University under Guangdong province. Overall and in each aspect: was found that the teacher development of administrators in Guangzhou university under Guangdong province collectively high level (= 3.58). To considering every aspect, it was found that all aspects were at a high level. Construction of High-level universities had the highest mean (= 4.04), followed by Innovation in organizational models(=3.90), and Talent introduction and evaluation system(=2.62) (Talent introduction and evaluation system uses reverse scoring questions).

the study sample of administrators in Anyang College has higher bachelor's degree, with 121 students accounting for 43.53%, and 105 students having more than 10 years of working experience, accounting for 37.77%. This questionnaire is defined as a rating scale. The scores were divided into 5-point rating scale (Likert, 1970) as follows:

teachers with different educational levels come to recognize the teacher development of administrators in Guangzhou University under Guangdong province was not different.

teachers with different educational experiences come to recognize the teacher development of administrators in Guangzhou University under Guangdong province was not different, Except education policy in teaching Management, the difference was statistically significant at the level .05.

The research results showed that:

1. Researchers have found that the current situation of the teacher development of administrators in Guangzhou university under Guangdong province includes five directions: Construction of High-level universities, Innovation in organizational models, The professional talent training mode, Interdisciplinary integration, and Talent introduction and evaluation system. Through the research in Chapter 4 and the comprehensive discussion in the previous documents, it can be concluded that the school is at a high level in terms of overall and various aspects of teacher development.

The main reason for the disclosure is that research of the teacher development of administrators in Guangzhou university under Guangdong province is generally at a high level. From the perspective of its composition, the factor of construction of high-level universities is the highest, followed by innovation in organizational models, and then the professional talent training mode.

The analysis of this research content is generally consistent with An Yunbo's (2008) research. The professional development of teachers is constrained by factors such as social environment, school environment, and personal qualities. The school environment includes school policies, infrastructure, teacher treatment, school development goals, and academic atmosphere. Personal abilities include teaching ability, scientific research ability, and professional level. In addition, the research results of the professional talent training mode are basically in the same direction as Hu Xinfeng and Su Zhaobin (2014), and higher education institutions are the main bases for knowledge dissemination, application, and innovation.

The scientific and reasonable development and management of university teacher resources, maintaining a moderate scale, and continuously improving the quality of talent are key factors in improving the core competitiveness of universities. In addition, according to An Xuefei's (2017) research, the construction of university faculty in the practice of scientific research management in universities needs to be carried out from the following four aspects: 1. transforming the organizational management ideology of universities; 2. Improve the mechanism of teaching staff in universities; 3. Innovate the organizational management model of universities; 4. Optimize the allocation of university management resources. It was found that innovation in organizational models corresponds to the theory proposed by William H. Berquist and Steven R. Philips (1975), although the primary goal of university teacher development is to improve the quality of teaching for individual teachers, it should also be comprehensive, including the development of teachers as educators, individuals, and members of organizations. (1975)

2. To compare the teacher development of administrators in Guangzhou University under Guangdong Province, based on educational level and educational experience with Questionnaire to create by content analysis of component.

The reason for disclosing these main findings is because by comparing educational level and educational experience, it was found that there were no differences in the research results obtained under educational level and educational experience. The findings of this study are generally consistent with Hodgkinson's research, which found that the career development of university teachers is mainly divided into seven stages by age, and the changing factors of each stage of development are analyzed. Obtained: University teachers are also continuously growing psychologically in their work and life processes. Furthermore, according to Modi's research, broadly speaking, the popular view within universities can be summarized as 'knowledge is power'.

The meaning is that in any field, decision-making power should be shared by those with knowledge, those with the most knowledge have the greatest say, and those without knowledge have no say Consistent with research. Meanwhile, Zhu Jiusi (2008) found that in order to run a university well, it is necessary to rely on master level professors to organize teaching and research. Without first-class scholars and close collaboration between them, it is impossible to run a good university, which is roughly consistent with the conclusion.

Recommendations

1. To improve the current situation of teacher development, university administrators need to strengthen the construction of high-level universities. When the overall level of the school is improved to a certain extent, the academic atmosphere and talent quality that have a positive impact on teacher development will also be improved. For the industry education integration mode generated by the teacher development of Guangzhou University, we should follow the government policy and realize the improvement of the industry education integration mode with the support of the government and enterprises.

2. In order to improve the current situation of teacher development, university administrators need to strengthen the innovative construction of the school's organizational structure. While ensuring the matching of the material foundation and current situation of the university, advanced technology and the latest concept of establishing a platform are adopted to achieve the normal operation of the university's organizational operation mechanism.

3. In order to improve the current situation of teacher development, university administrators need to strengthen the implementation of talent cultivation policies. School administrators should put people first and minimize the serious problem of talent loss as much as possible. On the premise that the development of teachers in schools meets international standards, a new system is adopted to optimize talent training plans.

4. In order to improve the current situation of teacher development, university administrators need to improve the integration model of industry and education. University administrators should start with interdisciplinary integration, based on the fundamental development of the school, and with the support of the government and enterprises, to achieve the improvement of the integration model of industry and education.

5. In order to improve the current situation of teacher development, university administrators need to establish a reasonable talent introduction and evaluation system. School administrators should attach importance to the rationality of subject development and protect the rights and interests of teachers. When introducing talents, it is necessary to adopt a reasonable, reliable, and evidence-based sustainability model, and to relax local policies for some talents that are difficult to evaluate using quantitative indicators.

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