

ทักษะความเป็นผู้นำของผู้บริหารวิทยาลัยอาชีวศึกษาและเทคนิคฮาร์บิน มณฑลเฮยหลงเจียง  
LEADERSHIP SKILLS OF ADMINISTRATORS  
UNDER HARBIN VOCATIONAL TECHNICAL COLLEGE IN HEILONGJIANG PROVINCE

Dong Haonan

นักศึกษาปริญญาโท สาขาวิชาภาวะผู้นำทางการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี  
Master's degree student Leadership in Educational Administration Faculty of Education Bangkok Thonburi University  
Email: 6533300037@bkkthon.ac.th

**บทคัดย่อ**

การวิจัยครั้งนี้มีวัตถุประสงค์ (1) เพื่อศึกษาระดับทักษะความเป็นผู้นำของผู้บริหารวิทยาลัยอาชีวศึกษาและเทคนิคฮาร์บิน มณฑลเฮยหลงเจียง; และ (2) เพื่อเปรียบเทียบทักษะความเป็นผู้นำของผู้บริหารวิทยาลัยอาชีวศึกษาและเทคนิคฮาร์บิน มณฑลเฮยหลงเจียง จำแนกตามประสบการณ์การทำงานและระดับการศึกษา วิธีการวิจัยเป็นแบบวิจัยเชิงสำรวจ ประชากรประกอบด้วยครู 522 คนที่วิทยาลัยอาชีวศึกษาและเทคนิคฮาร์บิน มณฑลเฮยหลงเจียง สาธารณรัฐประชาชนจีน กลุ่มตัวอย่างประกอบด้วยครูจำนวน 226 คน กลุ่มตัวอย่างถูกกำหนดโดย Krejcie และ Morgan's Table และได้รับโดยเทคนิคการสุ่มตัวอย่างอย่างง่าย เครื่องมือที่ใช้ในการรวบรวมข้อมูลคือแบบสอบถามแบบให้คะแนนห้าจุด สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ เปอร์เซ็นต์ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบที

ผลการวิจัย (1) ทักษะความเป็นผู้นำของผู้บริหารวิทยาลัยอาชีวศึกษาและเทคนิคฮาร์บิน มณฑลเฮยหลงเจียงโดยรวมและในแต่ละด้านอยู่ในระดับสูง; และ (2) การเปรียบเทียบทักษะความเป็นผู้นำของผู้บริหารวิทยาลัยอาชีวศึกษาและเทคนิคฮาร์บิน มณฑลเฮยหลงเจียง จำแนกตามประสบการณ์การทำงานและระดับการศึกษา ในภาพรวมและในแต่ละด้านไม่แตกต่างกัน

---

**คำสำคัญ:** ทักษะความเป็นผู้นำ, ผู้บริหาร, วิทยาลัยอาชีวศึกษาและเทคนิคฮาร์บิน, มณฑลเฮยหลงเจียง

---

**Abstract**

The objectives of this research were:(1) to study the level of leadership skills of administrators Harbin Vocational and Technical College in Heilongjiang Province; and (2) to compare the leadership skills of administrators Harbin Vocational and Technical College in Heilongjiang Province, classified by work experience and educational level.

The research methodology was a survey research. The population consisted of 522 teachers at Harbin Vocational and Technical College in Heilongjiang Province, the People's Republic of China. The sample consisted of 226 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 finding: (1) the Leadership skills of administrators Harbin Vocational and Technical College in Heilongjiang Province overall and in each aspect was at a high level; and (2) comparison of the

leadership skills of administrators Harbin Vocational and Technical College in Heilongjiang Province, classified by work experience and educational level, in the overall and in each aspect were not different.

---

**Keywords:** Leadership Skills, Administrator, Harbin Vocational and Technical College, Heilongjiang Province

---

## INTRODUCTION

Under the new international situation, only by vigorously promoting the rapid and healthy development of vocational education can it better adapt to the international environment. But on the whole, the development of vocational education is still a weak link and does not meet the needs of economic and social development. Vigorously developing vocational education is an urgent and long-term task. Leadership skills are especially important for school leaders. School leaders, such as principals or administrators of educational institutions are responsible for organizing and directing the school. They need a range of leadership skills to effectively manage schools, promote educational development, and support the growth of teachers, students, and parents. In summary, school leaders need to possess/ a wide range of leadership skills to effectively manage schools, support educational development, and establish positive learning environments. These skills include vision and strategic thinking, communication skills, team building and management, educational expertise, decision-making, and advocacy and influence. By continually cultivating and developing these skills, school leaders can better fulfill their role in driving school success and educational advancement.

## Research Objectives

1. To study the level of leadership skill of administrators under Harbin Vocational Technical College in Heilongjiang Province.
2. To compare the leadership skill of administrators under Harbin Vocational Technical College in Heilongjiang Province perception of teachers, classified by work experience and educational level.

## Research Framework

In this research, the researchers the concepts of Andrew J. Dubrin (2007) in leadership skill. Define a conceptual framework for the leadership skill of the administrators under Harbin Vocational and Technical College in Heilongjiang Province, as shown in Figure 1.1:

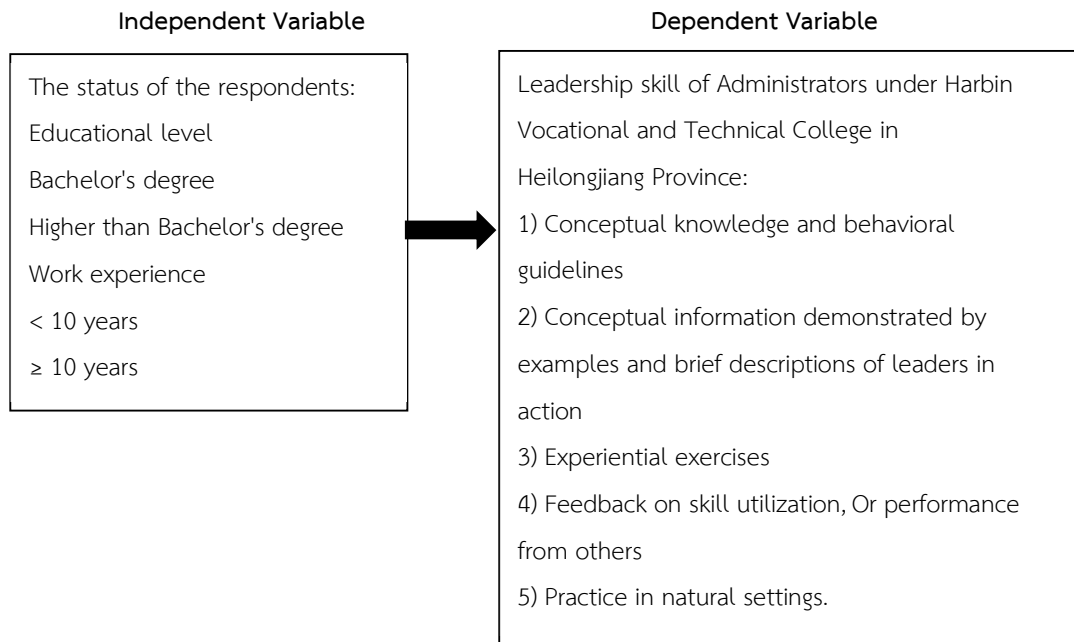


Figure 1. Research Framework

#### Methods of conducting research

**Population:** The population is Teachers who are working at Harbin Vocational and Technical College, in the 2023 consisted of 522 teachers.

**Sample:** The sample consisted of 226 teachers at Harbin Vocational and Technical College. The sample size is determined by the table of Krejcie & Morgan (1970) and was obtained by simple random sampling.

#### Research instruments

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

Past 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' perception.

Leadership Skill under Harbin Vocational Technical College in Heilongjiang Province.

- 1) Conceptual knowledge and behavioral guidelines
- 2) Conceptual information demonstrated by examples and brief descriptions of leaders in action
- 3) Experiential exercises
- 4) Feedback on skill utilization, or performance , from others
- 5) Practice in natural settings.

### Data analysis

This research title was the leadership skill of administrators under Harbin Vocational Technical College in Heilongjiang Province. The objectives of the study were: (1) To study the level of leadership skill of administrators under Harbin Vocational Technical College in Heilongjiang Province; and (2) To compare the leadership skill of administrators under Harbin Vocational Technical College in Heilongjiang Province perception of teachers, classified by work experience and educational level.

The analysis result of the data presented by the investigator is presented in the following order:

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

### Data analysis results

Table 1 General information of the respondents: (n=226)

Table 1: was found that the teachers of Harbin Vocational Technical College in Heilongjiang Province administrative personnel management had the respondents had a bachelor's degree, 188

General Information	Frequency	Percentage
<b>1. Educational Level</b>		
1.1 Bachelor's degree	188	83.20
1.2 Higher Bachelor's degree	38	16.80
<b>Total</b>	<b>226</b>	<b>100</b>
<b>2. Work Experience</b>		
2.1 < 10 years	88	38.90
2.2 ≥10 years	138	61.10
<b>Total</b>	<b>226</b>	<b>100</b>

people representing 83.20%, and 138 people have less than 10 years of work experience, representing 61.10%.

**Table 2:** Show the Mean, Standard Deviation, and level of the leadership skill of administrators under Harbin Vocational Technical College in Heilongjiang Province, overall and in each aspect (n=226)

No.	Leadership skills of administrators	( $\bar{X}$ )	S.D.	Level
1	Conceptual knowledge and behavioral guidelines	4.57	0.85	highest
2	Conceptual information demonstrated by examples and brief description of leaders in action	4.66	0.86	highest
3	Experiential exercises	4.66	0.90	highest
4	Feedback on skill utilization, or performance, from others	4.62	0.89	highest
5	Practice in natural settings	4.62	0.89	highest
<b>Total</b>		<b>4.63</b>	<b>0.88</b>	<b>highest</b>

Table 2: was found that the leadership skill of Administrators under Harbin Vocational Technical College in Heilongjiang Province : overall and in each aspect at a highest level ( $\bar{X}$ = 4.63). Considering and in each aspect, it was found that all aspects were at a highest level. Experiential exercises and Conceptual information demonstrated by examples and brief description of leaders in action was at the highest mean ( $\bar{X}$ = 4.66), followed by Feedback on skill utilization, or performance, from others and Practice in natural settings ( $\bar{X}$ = 4.62), and Conceptual knowledge and behavior guidelines was at the lowest mean. ( $\bar{X}$ = 4.57)

**Table 3:** Comparison of the leadership skill of administrators under Harbin Vocational Technical College in Heilongjiang Province, classified by educational level, overall aspect. (n=226)

Leadership Skill of Administrators	Educational level				t	Sig.
	Bachelor's degree		Higher than Bachelor's degree			
	( $\bar{X}$ )	S.D.	( $\bar{X}$ )	S.D.		
1. Conceptual knowledge and behavioral guidelines	4.68	0.84	4.00	0.88	-0.62	0.56
2. Conceptual information demonstrated by examples and brief description of leaders in action	4.74	0.91	4.92	0.78	-0.35	0.55
3. Experiential exercises	4.78	0.92	4.26	1.05	-0.89	0.44
4. Feedback on skill utilization, or performance, from others others	4.80	0.92	4.12	0.89	-0.70	0.54
5. Practice in natural settings	4.70	0.93	4.2	0.86	-0.99	0.33
<b>Total</b>	<b>4.74</b>	<b>0.90</b>	<b>4.3</b>	<b>0.89</b>	<b>-0.71</b>	<b>0.48</b>

Table 3: t-test, teachers with different educational levels came to recognize the leadership skill of administrators under Harbin Vocational Technical College in Heilongjiang Province, classified by educational level overall were not different.

**Table 4:** Comparison of the leadership skill of administrators under Harbin Vocational Technical College in Heilongjiang Province, classified by educational level, overall aspect.

(n=226)

Leadership Skill of Administrators	Work Experience				t	Sig.
	< 10 years		≥10 years			
	( $\bar{X}$ )	S.D.	( $\bar{X}$ )	S.D.		
1. Conceptual knowledge and behavioral guidelines	4.54	0.76	4.88	0.84	-0.98	0.29
2. Conceptual information demonstrated by examples and brief description of leaders in action	4.50	0.80	4.98	0.88	-1.45	0.38
3. Experiential exercises	4.76	0.92	4.94	0.90	-0.49	0.43
4. Feedback on skill utilization, or performance, from others	4.68	0.86	4.98	0.88	-0.80	0.49
5. Practice in natural settings	4.60	0.84	4.94	0.88	-0.91	0.41
<b>Total</b>	4.62	0.84	4.94	0.88	-0.93	0.40

Table 4: t-test, teachers with different educational levels came to recognize the leadership skill of administrators under Harbin Vocational Technical College in Heilongjiang Province, classified by educational level overall were not different.

## Discussion

Discussion about major findings of objective leadership.

1. The Conceptual knowledge and behavioral guidelines of the leadership skill of administrators under Harbin Vocational Technical College in Heilongjiang Province overall at a high level because Klein, M. (2020) administrators can well apply the knowledge and understanding of leadership skills and education management theories to school management, effectively formulate policies and plan the operation of education management, reasonably organize the administrative structure and tasks of teachers, and timely prepare education quality improvement plans that bring benefits to the organization. It also sets a moral and ethical example. These frameworks help leaders analyze problems, make decisions, and communicate ideas effectively.

2. The Conceptual information demonstrated by examples and brief description of leaders in action of the leadership skill of administrators under Harbin Vocational Technical College in Heilongjiang Province overall at a high level because administrators are determined to learn and acquire knowledge and work towards continuous goals, and have a good network environment for exchanging knowledge and experience to promote self-development. Secondly, they will collect knowledge and information from various sources to promote self-development, study the role of visiting various educational

institutions and apply it, and study how to become an excellent leader. This requires leaders to think outside the box, actively face complex challenges, and motivate their teams to succeed.

3.The Experiential exercises of the leadership skill of administrators under Harbin Vocational Technical College in Heilongjiang Province overall at a high level because School managers are good at self-analysis of strengths and weaknesses and find ways to improve themselves Kurubacak, G. (2006). Secondly, they are able to effectively summarize problems and communicate appropriately in various situations, and offer suggestions, experiences and knowledge to others. This requires leaders to value teamwork and encourage collaboration, communication and problem solving within the team. By discussing the strengths and weaknesses of different leadership styles and concluding with a debrief, participants are encouraged to reflect on their experiences, share insights, and identify areas for improvement.

4.The Feedback on skill utilization, or performance, from others of the leadership skill of administrators under Harbin Vocational Technical College in Heilongjiang Province overall at a high level because School managers can reasonably use their time to read books or textbooks on leadership to improve their own literacy. Secondly, they often participate in various activities to promote career development and regularly attend seminars to cultivate leadership. Therefore, leaders need to improve their skills, improve their performance, and become a more effective leader.

5.The Practice in natural settings of the leadership skill of administrators under Harbin Vocational Technical College in Heilongjiang Province overall at a high level because the leaders of the school have a vision, which is manifested in whether they have a vision to manage the education to keep pace with The Times, and whether interpersonal relationships are acceptable to the people involved. Secondly, it will deliver persuasive speeches on a regular basis and evaluate the administration's involvement in teaching in a timely manner. Therefore, in practice activities in natural contexts, it is crucial for leaders to reflect on their experiences, collect feedback, and apply lessons learned from the school in a timely manner to further improve their leadership skills in both natural and traditional environments.

### **Recommendations of research**

Adapt to different situations and adopt appropriate leadership style. College leaders need to demonstrate the ability to coordinate, motivate, and make decisions in different environments. Develop excellent communication skills, including the ability to listen, express and communicate information effectively. Maintain good communication with faculty, students, alumni, staff and external stakeholders. Actively participate in strategic planning to ensure that the vision and goals of the educational institution are kept up to date and that a feasible strategic plan is developed for implementation. Responsible for the effective management of campus resources, including financial, human, and physical resources, in support of the mission and goals of the educational institution. Actively pursue leadership training and continuing education to continually improve leadership skills and knowledge. Foster exceptional leadership teams and encourage teamwork and collaboration among leaders to achieve common goals.

## References

- Andrew J. Dubrin (2007). *"Leadership: Research Findings, Practice, and Skills" 7th Edition*. Training & Development of Technical Staff in the Textile Industry, 2007:53–71.
- Krejcie, R. V., & Morgan, D. W. (1970). *Determining sample size for research activities*. Educational and Psychological Measurement, 30(3), 607–610.
- Klein, M. (2020). Leadership Characteristics in the Era of Transformation, Business & Management Studies: *An International Journal (BMJ)*, 8(1), 883–902.
- Kurubacak, G. (2006), Reflections on The Youth Leadership for Social Justice Activism: *Understanding Silent Dialogues Through Critical Pedagogy, I-manager's Journal on School Educational Technology*, 2(2), 44-51.