

ภาวะผู้นำตามสถานการณ์ของผู้บริหารวิทยาลัยครู มหาวิทยาลัยไท่ซาน มณฑลซานตง
SITUATIONAL LEADERSHIP OF ADMINISTRATORS FOR TEACHER COLLEGE AT TAISHAN
UNIVERSITY UNDER SHANDONG PROVINCE

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นักศึกษาปริญญาโท สาขาวิชาภาวะผู้นำทางการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ (1) เพื่อศึกษาระดับภาวะผู้นำตามสถานการณ์ของผู้บริหารวิทยาลัยครู มหาวิทยาลัยไท่ซาน มณฑลซานตง; และ (2) เพื่อเปรียบเทียบการรับรู้ของอาจารย์เกี่ยวกับภาวะผู้นำตามสถานการณ์ของผู้บริหารวิทยาลัยครู มหาวิทยาลัยไท่ซาน มณฑลซานตง จำแนกตามประสบการณ์การทำงานและระดับการศึกษา วิธีการวิจัยเป็นการวิจัยเชิงสำรวจ ประชากรประกอบด้วยครูวิทยาลัยครูมหาวิทยาลัยไท่ซาน มณฑลซานตง สาธารณรัฐประชาชนจีน จำนวน 1,100 คน ในปีการศึกษา 2566 กลุ่มตัวอย่างมีอาจารย์จำนวน 288 คน ขนาดของกลุ่มตัวอย่างถูกกำหนดโดยตารางของ Krejcie และ Morgan's Table โดยการสุ่มตัวอย่างอย่างง่าย เครื่องมือที่ใช้ในการรวบรวมข้อมูล คือแบบสอบถามแบบให้คะแนนห้าจุด สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ เปอร์เซ็นต์ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบที

ผลการวิจัย: (1) ภาวะผู้นำตามสถานการณ์ของผู้บริหารวิทยาลัยครู มหาวิทยาลัยไท่ซาน มณฑลซานตง โดยรวมและในแต่ละด้านอยู่ในระดับสูง และ (2) การเปรียบเทียบภาวะผู้นำตามสถานการณ์ของผู้บริหารวิทยาลัยครู มหาวิทยาลัยไท่ซาน มณฑลซานตง จำแนกตามประสบการณ์การทำงานและระดับการศึกษา ในภาพรวมและแต่ละด้านมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .000

คำสำคัญ: ภาวะผู้นำตามสถานการณ์, ผู้บริหาร, วิทยาลัยครู, มหาวิทยาลัยไท่ซาน, มณฑลซานตง

Abstract

The objectives of this research were: (1) to study the level of Situational leadership of administrators for Teacher College at Taishan University under Shandong Province; and (2) to compare the instructors's perceptions of administrators's Situational leadership for Teacher College at Taishan University under Shandong Province, classified by work experience and educational level.

The research methodology was a survey research, The population consisted of 1,100 teachers for Teacher College at Taishan University under Shandong Province, the People's Republic of China, in the 2023 academic year. The sample consisted of 288 instructors. 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 Situational leadership of administrators for Teacher College at Taishan University under Shandong Province overall and in each aspect was at a high level. and (2) comparison of the Situational leadership of administrators for Teacher College at Taishan University under Shandong Province classified by work experience and educational level, in the overall and each aspect were significantly different at the.000 level.

Keywords: Situational Leadership, Administrator, Teacher College at Taishan University, Shandong Province.

INTRODUCTION

Education today is an important cause of the country, and teachers are the most important part of education. As an important role in school management, teachers managers have an important role in the management and guidance of teachers. In China, with the continuous development of education, the role of teacher managers is becoming more and more important. Teacher managers are important leadership in the school. They are responsible for managing and instructing teachers' work to promote the development and progress of the school. Situational Leadership Theory (SLT) was originally developed by Paul Hersey and Ken Blanchard in the late 1960s and early 1970s. It gained significant attention in management and leadership as a model that emphasized the importance of adapting leadership styles to the readiness level of followers. The theory suggests that effective leaders should assess the competence and commitment of their followers and adjust their leadership behaviors accordingly. In recent years, there has been growing interest in applying SLT principles to the field of education, particularly to teacher leadership. Teacher leaders play a crucial role in schools by taking on leadership responsibilities while still actively teaching in the classroom. Understanding how situational leadership can be applied in this context has significant implications for enhancing teacher effectiveness, promoting student achievement, and fostering a positive school culture. In short, the contextual leadership of teachers managers is of great significance to improving the level of education management and the work efficiency and work satisfaction of teachers. It can promote the development and progress of the school, and provide reference and reference for other schools. Therefore, Taishan College should attach importance to the research leadership of teachers and managers, strengthen the training and improvement of teacher managers, to improve the level of education management and the work efficiency and work satisfaction of teachers. We should attach importance to the management and guidance of teachers and contribute to the development and progress of education.

Research Objectives

1. To study the Situational leadership of Administrators for Teacher college at Taishan University under Shandong province.

2. To compare the Situational leadership of Administrators for Teacher college at Taishan University under Shandong province perception of teachers, classified by work experience and educational level.

Research Framework

In this research, the researchers the concepts of Blanchard & Hersey (1969) in Situational Leadership. Define a conceptual framework for the Situational Leadership of the administrators for Teacher college at Taishan University under Shandong province, as shown in Figure 1:

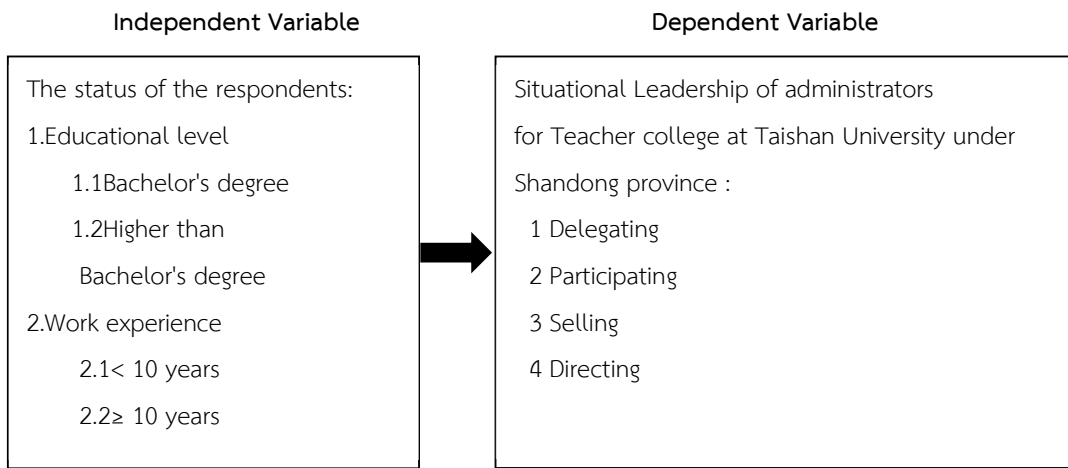


Figure 1. Research Framework

Methods of conducting research

Population: The population were teachers for Teacher college at Taishan University under Shandong Province. Academic year 2023 ,which consisted of 1,100 teachers.

Sample: The sample consisted of 288 teachers for Teacher college at Taishan University under Shandong Province. The sample size was determined by Krejcie & Morgan's (1970) table 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.

Part 2: The questionnaire was used to collect teachers' perceptions for Teacher college at Taishan University under Shandong Province. on Situational leadership, including four aspects:

1. Delegating
2. Participating
3. Selling
4. Directing

Data analysis

Data collection the study collects the information by sending the questionnaire to Teacher college at Taishan and receiving it in person, details are as follows:

1. Determine the integrity of the questionnaire.
2. In the first part of the questionnaire, the personal general data of the respondents are presented in the form of a percentage description table according to the frequency distribution.
3. In the second part of the questionnaire, percentage, mean and standard deviation are used for data analysis. Explain the result table and find out the factors affecting the efficiency level through comparison

Data analysis result

Part 1: General data analysis results of the samples

Table 4.1 General Information of the Samples:

(n=288)

General Information	Frequency	Percentage
1.Educational Level		
1.1 Bachelor's degree	92	31.94
1.2 Higher Bachelor's degree	196	68.06
Total	288	100
2. Work Experience		
2.1 < 10 years	28	9.72
2.2 ≥10 years	260	90.28
Total	288	100

From Table 4.1 was found that the study sample of the Situational leadership of Administrators for Teacher college at Taishan University under Shandong province has higher bachelor's degree, with 196 teachers accounting for 68.06%, and 260 teachers having less than 10 years of working experience, accounting for 90.28%.

Part 2: The results of the Situational leadership of Administrators for Teacher college at Taishan University under Shandong province

Research on Situational leadership of Administrators for Teacher college at Taishan University under Shandong province, as shown in Table.

Table 4.2 Show the Mean, Standard deviations and the level of the Situational leadership of Administrators for Teacher college at Taishan University under Shandong province. Overall and in each aspect

(n=288)

No.	Situational leadership of Administrators	(\bar{X})	S.D.	Level
1	Delegating	3.98	0.44	high
2	Participating	3.90	0.47	high
3	Selling	3.91	0.46	high
4	Directing	3.93	0.45	high
	Total	3.93	0.38	high

Table 4.2 was found that the Situational leadership of Administrators for Teacher college at Taishan University under Shandong province overall and in each aspect at a high level (\bar{X} = 3.93). Considering it comprehensively, it is found that all aspects are at a relatively high level. Delegating had the highest mean (\bar{X} = 3.98), followed by Directing (\bar{X} = 3.93), and Participating had the lowest mean (\bar{X} = 3.92)

Part 3 : The results of the comparative analysis of Situational leadership of Administrators for Teacher college at Taishan University under Shandong province, classified by education and work experience.

Table 4.7: Comparison of the Situational leadership of Administrators for Teacher college at Taishan University under Shandong province, classified by educational level, overall aspect.

(n =288)

Situational leadership of Administrators	Educational Level				t	P
	Bachelor		Higher Bachelor			
	(\bar{X})	S.D.	(\bar{X})	S.D.		
1.Delegating	4.13	0.50	3.91	0.39	3.614***	0.000
2.Participating	4.00	0.58	3.85	0.41	2.194*	0.030
3.Selling	4.07	0.52	3.82	0.41	4.005***	0.000
4.Directing	4.06	0.53	3.86	0.40	3.238**	0.002
Total	4.06	0.47	3.86	0.31	3.772***	0.000

*P < 0.05, **P<0.01, ***P<0.001

Table 4.7: t-test shows that teachers with different educational level came to recognize the Situational leadership of Administrators for Teacher college at Taishan University under Shandong Province, classified by educational overall, which was very highly significant at 0.000. Considering it comprehensively, it is found that Participating has significant at 0.030, Directing is highly significant at 0.002, Delegating and selling is very highly significant at 0.000.

Table 4.8: Comparison of the Situational leadership of Administrators for Teacher college at Taishan University under Shandong province. classified by work experience, over all aspect.

(n = 288)

Situational leadership of Administrators	Work Experience				t	Sig.
	< 10 years		≥10 years			
	(\bar{X})	S.D.	(\bar{X})	S.D.		
1.Delegating	4.55	0.51	3.92	0.39	6.396***	0.000
2.Participating	4.47	0.57	3.84	0.42	5.775***	0.000
3.Selling	4.44	0.70	3.85	0.39	4.366***	0.000
4.Directing	4.56	0.48	3.86	0.39	7.443***	0.000
Total	4.50	0.52	3.86	0.30	6.389***	0.000

***P<0.001

Table 4.8 : t-test shows that teachers with different work experience came to recognize the Situational leadership of Administrators for Teacher college at Taishan University under Shandong Province, classified by work experience overall, which was very highly significant at 0.000 .

Discussion

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

1. The Situational leadership of Administrators for Teacher college at Taishan University under Shandong province was found that Situational leadership of Administrators of teachers at Taishan University under Shandong province overall relatively high level. Considering each aspect, it was found that four aspects were at a high level. Leaders can make flexible adjustments based on different situations and needs of employees, better achieve the goals of the organization, and promote the growth and development of employees. Leaders can specifically evaluate the scenario leadership to comprehensively consider multiple factors, including leaders' behavior, communication methods, decision -making processes and feedback from employees.

2. Compare the Situational leadership of Administrators for Teacher college at Taishan University under Shandong province perception of teachers, classified by work experience and educational level.

1) To less experienced teachers, teachers with limited experience might appreciate administrators who exhibit more directive and selling leadership styles. They may feel more comfortable with clear instructions and explanations as they learn the ropes. Newer teachers may desire more guidance and

hands-on leadership to help them navigate their roles and responsibilities effectively. Johnson, P. (2018) To experienced teachers, teachers with more experience might prefer administrators who adopt participating and delegating leadership styles. They likely value collaboration, opportunities to contribute, and more autonomy in decision-making. Experienced teachers may be more confident in their abilities and prefer administrators who trust them to take on more responsibilities independently. Kaufman, R. A., & Beghetto, J. C. (2019)

2) To lower educational levels, teachers with lower educational levels might feel more comfortable with a directing leadership style. They may appreciate clear instructions and closer supervision. Administrators who communicate tasks clearly and provide specific guidance can be well-received by teachers with lower educational backgrounds. Kılıç, Ç., & Kılıç, İ. (2020) To higher educational levels, teachers with higher educational levels often value opportunities for collaboration and input in decision-making. Participating and delegating styles that acknowledge their expertise can resonate well. Educators with advanced degrees may prefer administrators who provide a level of autonomy and respect their knowledge and skills. Newer teachers with Lower educational levels: This group might appreciate a directing style that provides clear instructions and support as they gain experience and skills. Kaufman, R. A., & Beghetto, J. C. (2019) Experienced teachers with higher educational levels: This group might thrive under a participating or delegating style that recognizes their expertise and allows them to contribute more actively to decision-making.

It's important to note that these are general trends and that each individual teacher's perception can vary. Situational leadership involves adapting to the needs of individuals, so administrators should consider the preferences and expectations of teachers on a case-by-case basis. Regular communication and feedback sessions can help administrators align their leadership approach with teachers' needs and foster a positive work environment.

Recommendations of research

1. Delegating: Administrators should arrange meetings for school personnel on important occasions when school personnel have problems. Must rush to help without waiting for a request. Provide welfare benefits that are conducive to work so that personnel can relieve their worries at work.

2. Participating: administrators must have a clear management policy. Have a good relationship with university personnel Encourage teamwork and allow more personnel to participate in school development activities.

3. Selling: Administrators must have a technique. And how to deal with positive stress in the university to have a good working atmosphere, such as organizing seminars to exchange knowledge and parties as needed Organize field trips to see work for personnel to make university personnel happy at work, which will result in quality work as well. Enable others to Act: Management encourages cooperation and mutual trust.

4. Directing: Administrators must encourage university personnel to realize and appreciate the work they are responsible for. Feels like the university is home such as assigning responsibilities to meet individual potential Recognizing when employees achieve their goals efficiently and encouraging when faced with difficulties.

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