

RELATIONSHIP BETWEEN PARTICIPATIVE ADMINISTRATION AND SCHOOL EFFECTIVENESS IN HENAN AGRICULTURAL UNIVERSITY UNDER HENAN PROVINCE

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Abstract

The objectives of this research were: (1) to study the level of participative administration in Henan Agricultural University under Henan Province; (2) to study the university effectiveness in Henan Agricultural University under Henan Province; and (3) to study the relationship between participative administration and school effectiveness in Henan Agricultural University under Henan Province.

The research was survey research. The population in this study was 2532 instructors of Henan Agricultural University in Henan Province, the sample for this study consists of 353 instructors. The sample size was determined via Taro Yamane's table and obtained by simple random sampling. 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 correlation coefficient.

The results of the research were found that: (1) participative administration of administrators under Henan Agricultural University in Henan Province, overall and in each aspect was at a high level; (2) effectiveness in Henan Agricultural University under Henan Province, overall and in each aspect was at a high level; and (3) participative administration with effectiveness in Henan Agricultural University have a positive relationship at a high level with a statistical significance at the .01 level.

Keywords: Participative Administration, School Effectiveness, Henan Agricultural University, Henan Province

Introduction

The research looks at Leadership between Participative Administration and School Effectiveness under Henan Agricultural University in Henan province. Henan Agricultural University (HAU), located in Zhengzhou, Henan Province, China, is a comprehensive institution founded in 1912 with a primary focus on agricultural sciences. Over the years, HAU has expanded its academic offerings to include disciplines such as engineering, natural sciences, management, and economics, striving to serve regional economic development and support the modernization of agriculture. As one of Henan Province's key universities, HAU is recognized for its contributions to agricultural education, research, and community engagement.

In terms of governance, Henan Agricultural University has progressively implemented participative administrative practices, fostering collaborative involvement from faculty, students, and

administrative staff in decision-making processes. This participatory approach aims to strengthen institutional effectiveness by enhancing consensus, commitment, and influence among university members. Such a framework has been shown to support the development of leadership capacities, teaching quality, and student engagement, contributing to an enriched educational environment and a robust institutional culture.

This study applies the learning organization concept from Laura Chasin (1999) in *The Power of Participation: Building Stakeholder Buy-in for High-Impact Decisions*, as well as Lawrence W. Lezotte (1991) in *The Effective School: A Research-Based Model for School Improvement* in this paper. The research examines four components of participative administration include (1) communication, (2) consensus, (3) commitment, and (4) influence. Additionally, it explores four aspects of school effectiveness include (1) leadership; (2) teacher quality; (3) student involvement and engagement; (4) teaching methods and quality of instruction; (5) school culture and climate.

Research Objectives

1. To study the level of participative administration in Henan Agricultural University under Henan Province.
2. To study the school effectiveness in Henan Agricultural University under Henan Province.
3. To study the relationship between participative administration and school effectiveness in Henan Agricultural University under Henan Province.

Research Framework or Conceptual Framework

This study applies the learning organization concept from Laura Chasin (1999) in *The Power of Participation: Building Stakeholder Buy-in for High-Impact Decisions*, as well as Lawrence W. Lezotte (1991) in *The Effective School: A Research-Based Model for School Improvement* in this paper. Four independent variable factors and five dependent variable factors define the concept of learning management for management personnel of Henan Agricultural University in Henan Province, as shown in Figure 1.1.

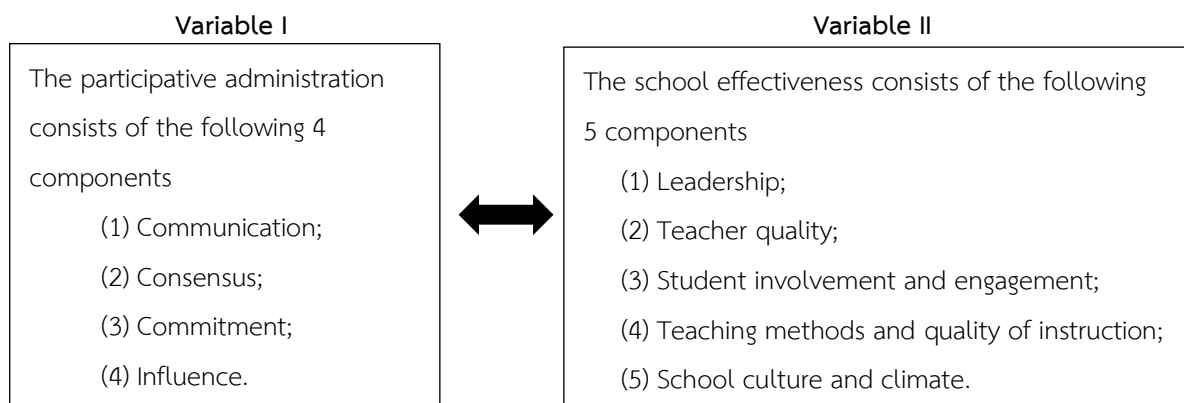


Figure 1.1: Conceptual Framework

Methods of conducting research

Population: The population in this study was 2532 instructors of Henan Agricultural University and the number of instructors in the year 2023.

Sample: The sample for this study consists of 353 instructors from Henan Agricultural University in the year 2023. The sample size was determined via Taro Yamane's table (1967) and obtained by simple random sampling.

Research instruments

The instrument used in this study was the questionnaire, which is divided into the following 3 parts:

Part 1: The general information of the questionnaire survey, in the form of a checklist, including the education level and work experience of the instructors of Henan Agricultural University in Henan province.

Part 2: participative administration questionnaire of Henan Agricultural University in Henan province, includes 5 components:

- (1) Communication;
- (2) Consensus;
- (3) Commitment;
- (4) Influence.

Part 3: school effectiveness questionnaire of Henan Agricultural University in Henan Province includes 5 components:

- (1) Leaderships;
- (2) Teacher Quality;
- (3) Student Involvement and Engagement;
- (4) Teaching Methods and Quality of Instruction;
- (5) School Culture and Climate.

Data analysis

The research title was Relationship between Participative Administration and School Effectiveness in Henan Agricultural University under Henan Province. The research objectives, (1) to study the level of participative administration in Henan Agricultural University under Henan Province; and (2) to study the school effectiveness in Henan Agricultural University under Henan Province, and (3) to study the relationship between participative administration and school effectiveness in Henan Agricultural

University under Henan Province. Classified by educational level, and work experience, the research method was survey research. The data was analyzed in the following ways:

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 found that the instructors under Henan Agricultural University had the respondents had a bachelor's degree, 223 people representing 63.17%, and 214 people had less than 10 years of work experience, representing 60.62%.

Table 1 General information of the respondents:

(n=353)

General Information	Frequency	Percentage
1. Educational Level		
1.1 Bachelor's degree	223	63.17
1.2 Master's degree	89	25.21
1.3 Doctoral degree	41	11.62
Total	353	100
2. Work Experience		
2.1 < 10 years	214	60.62
2.2 ≥ 10 years	139	39.38
Total	353	100

Table 2 found that the participative administration of administrators in Henan Agricultural University under Henan Province overall and in each aspect is at a high level ($\bar{X} = 3.65$). Considering and in each aspect, it was found that all aspects were at a high level. Communication, Consensus, and Influence were at the highest mean ($\bar{X} = 3.66$). Commitment was at the lowest mean ($\bar{X} = 3.63$).

Table 2: Show the Mean, Standard Deviation, and level of the participative administration of administrators in Henan Agricultural University under Henan Province, overall and in each aspect. (n=353)

No.		\bar{x}	S.D.	Level
1	Communication (X1)	3.66	.67	high
2	Consensus (X2)	3.66	.65	high
3	Commitment (X3)	3.63	.64	high
4	Influence (X4)	3.66	.66	high
	Total	3.65	.66	high

Table 3 was found that the school effectiveness of administrators in Henan Agricultural University under Henan Province overall and in each aspect at a high level ($\bar{X} = 3.65$). Considering and in each aspect, it was found that all aspects were at a high level. Leadership was at the highest mean ($\bar{X} = 3.68$), followed by Teaching methods and quality of instruction ($\bar{X} = 3.66$). Teacher quality was at the lowest mean ($\bar{X} = 3.63$).

Table 3: Show the Mean, Standard Deviation, and level of the effectiveness in Henan Agricultural University under Henan Province, overall and in each aspect (n=353)

No.	Effectiveness in Henan Agricultural University	\bar{x}	S.D.	Level
1	Leadership (Y1)	3.68	.68	high
2	Teacher quality (Y2)	3.63	.65	high
3	Student involvement, and engagement (Y3)	3.64	.67	high
4	Teaching methods and quality of instruction (Y4)	3.66	.68	high
5	School culture and climate (Y5)	3.65	.65	high
	Total	3.65	.67	high

Table 4: found that the Participative Administration (X) with Effectiveness in Henan Agricultural University (Y) in high correlation, overall, there was a positive correlation ($r = .952^{**}$).

Among them, the relationship between different variables of participative administration and school effectiveness was positively correlated, in order to Consensus (X2) with Teacher Quality (Y2) has the relatively high correlation ($r = .792^{**}$), Consensus (X2) with Teaching Methods and Quality of Instruction

(Y4) has the relatively high correlation ($r=.802^{**}$). Other than that, all other variables have a high positive relationship with each other.

Table 4: The relationship between participative administration and school effectiveness in Henan Agricultural University under Henan Province

Variable	Communication (X1)	Consensus (X2)	Commitment (X3)	Influence (X4)	Administration (X5) Participative administration
Leadership (Y1)	.831**	.813**	.817**	.839**	.888**
Teacher quality (Y2)	.818**	.792**	.802**	.824**	.871**
Student involvement, and the engagement (Y3)	.831**	.809**	.826**	.824**	.885**
Teaching methods and quality of instruction (Y4)	.825**	.802**	.813**	.825**	.879**
School culture and climate (Y5)	.830**	.825**	.817**	.829**	.888**
Effectiveness in Henan Agricultural University (Y)	.893**	.873**	.880**	.894**	.952**

**Statistical significance level at the .01

*Statistical significance level at the .05

Discussion

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

The general information of the respondents found that the instructors of participative administration under Henan Agricultural University in Henan Province had the respondents had a bachelor's degree, 223 people representing 63.17%, and 214 people had less than 10 years of work experience, representing 60.62%.

The Participative Administration of administrators under Henan Agricultural University in Henan Province, overall, at a high level. Considering each aspect, it was found that all aspects were at a high

level. The Effectiveness in Henan Agricultural University in Henan Province, overall, at a high level. Considering each aspect, it was found that all aspects were at a high level.

The Participative Administration (X) with Effectiveness in Henan Agricultural University (Y) have a positive relationship at high level ($r=.952^{**}$) with a statistical significance at the level .01.

The participative administration of administrator under Henan Agricultural University in Henan Province overall at a high level, considering that in each item, it was found that overall items were at a high level. Because participative administration of administrator is positively related to the effectiveness in Henan Agricultural University.

1) The Communication for participative administration of administrator under Henan Agricultural University in Henan Province overall at a high level. Because of the high level of trust between school leaders and administrators and the encouragement of two-way communication channels on campus. This is consistent with the research in Wang et al. (2022) Participative Leadership and Its Impact on Organizational Effectiveness in Educational Institutions. In colleges and universities, where organizational management is often complex, good communication not only improves administrative effectiveness, but also helps management to better deal with feedback from staff and students. Two-way communication in which management is able to communicate decision-making information clearly and transparently, and encourages employees to participate in feedback or discussion, enhances employees' sense of engagement and belonging.

2) The Consensus for participative administration of administrator under Henan Agricultural University in Henan Province overall at a high level. This may be because the school management facilitates the understanding and buy-in of all members to the organization's goals, policies and procedures through effective communication and participation mechanisms. This is consistent with Kim & Mauborgne's (2015) study is entitled Fair Process: managing in the Knowledge Economy. This study examines how fair procedures and transparent communication can lead to consensus in decision-making teams. The study notes that when management handles the decision-making process fairly and equitably and allows team members to participate fully, employees are more satisfied with the final decision and are more likely to form a consensus.

3) The Commitment for participative administration of administrator under Henan Agricultural University in Henan Province overall at a high level. Because it stems from the school's increased emotional and normative commitment in management, it leads to a strong sense of employee involvement and belonging, enhancing employee satisfaction and overall job performance. This is consistent with the study of Riketta (2002) "Attitudinal Organizational Commitment and Job Performance: A Meta-Analysis". High levels of employee commitment to the organization are usually accompanied by better job performance and lower turnover rates, and organizational commitment is strongly and positively related to employee performance, especially when employees feel engaged and supported.

4) The Influence for participative administration of administrator under Henan Agricultural University in Henan Province overall at a high level. This may be because school leaders have a positive effect on the behavior and attitudes of others through their behavior, decision-making, and communication style, while giving employees more autonomy and decision-making power. This is relatively consistent with Cheong, M., Yammarino, F. J., Dionne, S. D., Spain, S. M., & Tsai, C. Y. (2019) A Review of the Effectiveness of Empowering Leadership. This study reviews the effectiveness of empowered leadership and highlights the positive impact of implementing empowerment at different levels on employee performance, satisfaction and organizational innovation. The study noted that empowered leaders not only enhance employees' self-efficacy, but also promote their engagement, which contributes to the overall performance of the organization.

The Effectiveness in Henan Agricultural University in Henan Province overall at a high level. Considering that in each item, it was found that overall items were at a high level. Maybe because the participative administration with effectiveness in Henan Agricultural University have a positive relationship at high level.

1) The Leadership for the effectiveness in Henan Agricultural University in Henan Province overall at a high level, this is because university leaders clearly articulate the mission and vision of the organization and keep all staff informed of the goals and direction of the university; they are transparent and open in their communication with staff and students and ensure that information is communicated in a timely manner. This is in line with the findings of Burmicky, J., McClure, K. R., & Ryu, W. (2024) - Competencies for the College Presidency: A National Study of Effective Leadership in Higher Education by survey of more than 700 college presidents, identifies the core leadership qualities needed to succeed in today's higher education environment. These competencies contribute to the leader's influence and the overall effectiveness of the university. The core competencies of university leaders are positively correlated with school effectiveness, especially in complex decision-making and organizational change.

2) The Teacher quality for the effectiveness in Henan Agricultural University in Henan Province overall at a high level, because faculty members possess solid professional knowledge and research skills, maintain positive interactions with students, and excel in academic standards and teaching methods. This is consistent with the findings of Stronge's (2007) study, Qualities of Effective Teachers, which explored the key characteristics of effective teachers and suggested skills and behaviors that good teachers should possess. These characteristics include classroom management skills, curriculum design, communication skills, and caring for students, and teachers who possess these traits are able to significantly improve student academic achievement.

3) The student involvement, and the engagement for the effectiveness in Henan Agricultural University in Henan Province overall at a high level, it may be because the school offers a wealth of extracurricular activities, clubs, and organizations that allow students to actively participate in a variety of social and academic activities. The school provides a strong academic support system that brings the

curriculum to life and increases student interest in learning. This is consistent with Finn & Zimmer's (2012) "Student Engagement: What is It? Why Does It Matter?" study, which explored the definition of student engagement and its impact on academic success, noting that student classroom engagement and positive attitudes toward academics were significant predictors of academic success. High levels of student engagement not only improve individual achievement, but also enhance the effectiveness of the school as a whole.

4) Teaching methods and quality of instruction for the effectiveness in Henan Agricultural University in Henan Province overall at a high level, School effectiveness is enhanced when teachers use innovative teaching methods, provide clear goals and structures, personalize instructional support to students' learning needs, and give specific and timely feedback. This is consistent with the findings of Chickering & Gamson's (1987) "Seven Principles for Good Practice in Undergraduate Education" study, which mentioned that the seven principles of instructional quality provide guidelines for effective teaching and learning, suggesting that these strategies can help to increase student engagement and academic achievement. Effective teaching practices enhance the student learning experience, and teacher-student interactions and timely feedback, in particular, have a significant impact on learning outcomes.

5) School culture and climate for the effectiveness in Henan Agricultural University in Henan Province overall at a high level, because school effectiveness is enhanced because schools have a positive culture and a healthy school climate that supports the growth and development of students and staff. This is consistent with the findings of You et al. (2020) "The Relationship Between School Climate and Student Academic Achievement: A Meta-Analysis". There is a significant positive correlation between a healthy school climate and student achievement. A favorable school climate provides a higher level of support for students, which in turn enhances their academic performance and thus improves the overall effectiveness of the school.

Recommendations for the next research

1. The Impact of Technology-Supported Participative Administration on University Effectiveness: A Comparative Study of Agricultural Universities in China.

2. The Impact of Role Participation in Participative Administration on Student Academic Outcomes: An Empirical Study.

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