

**การพัฒนาการปฏิบัติงานครูของผู้บริหารในวิทยาลัยอาชีวศึกษานาฏศิลป์
และการละครทางตั้ง สังกัดมณฑลกว่างตุง**

**TEACHERS PERFORMANCE DEVELOPMENT OF ADMINISTRATORS IN GUANGDONG
DANCE AND DRAMA VOCATIONAL COLLEGES UNDER GUANGDONG PROVINCE**

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาระดับการพัฒนาการปฏิบัติงานครู ของผู้บริหารในวิทยาลัยอาชีวศึกษานาฏศิลป์และการละครทางตั้ง สังกัดมณฑลกว่างตุง และ (2) ศึกษาแนวทางการพัฒนาการปฏิบัติงานครูของผู้บริหารในวิทยาลัยอาชีวศึกษานาฏศิลป์และการละครทางตั้ง สังกัดมณฑลกว่างตุง

การวิจัยครั้งนี้ใช้วิธีการแบบสำรวจ ประชากรทั้งหมดคือครูในวิทยาลัยอาชีวศึกษานาฏศิลป์และการละครทางตั้งสังกัดมณฑลกว่างตุง จำนวน 497 คน กำหนดขนาดตัวอย่างตามตารางของ เครจซี่และมอร์แกน และเทคนิคการสุ่มอย่างแบบง่าย ได้กลุ่มตัวอย่างคือครูในวิทยาลัยอาชีวศึกษานาฏศิลป์และการละครทางตั้ง จำนวน 217 คน เครื่องมือที่ใช้คือแบบสอบถามมาตราส่วน 5 ระดับ สถิติที่ใช้ในการวิเคราะห์ ได้แก่ ความถี่ เปอร์เซ็นต์ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า: (1) การพัฒนาการปฏิบัติงานครูของผู้บริหารในวิทยาลัยอาชีวศึกษานาฏศิลป์และการละครทางตั้ง ภายใต้มณฑลกว่างตุง โดยรวมอยู่ในระดับมากที่สุด และ (2) แนวทางการพัฒนาการปฏิบัติงานครู ของผู้บริหารวิทยาลัยอาชีวศึกษานาฏศิลป์และการละครทางตั้ง สังกัดมณฑลกว่างตุง จำนวน 6 ด้าน ได้แก่ การวางแผนการปฏิบัติงาน, การสื่อสารการปฏิบัติงานอย่างต่อเนื่อง, การรวบรวมข้อมูลเอกสาร, วัฒนธรรมโรงเรียน, การนำแนวทางปฏิบัติด้านภาวะผู้นำเฉพาะไปปฏิบัติ, และการสนับสนุนจากชุมชน

คำสำคัญ: การพัฒนาการปฏิบัติงานครู, ผู้บริหาร, วิทยาลัยอาชีวศึกษานาฏศิลป์และการละครทางตั้ง

Abstract

The purpose of this research were: (1) to study the level of teachers' performance development of administrators in Guangdong dance and drama vocational colleges under Guangdong; and (2) to study the guidelines for teacher's performance development of administrators in Guangdong dance and drama vocational colleges under Guangdong Province.

The research was a survey method. The total of population was 497 teachers in Guangdong dance and drama vocational colleges under Guangdong Province. The sample size was determined as Krejcie and Morgan's table and simple random sampling technique to conduct, the sample was 217 teachers in Guangdong dance and drama vocational colleges under Guangdong Province. The instrument was a 5 points rating scale questionnaire. The statistic to analyze were frequency, mean, percentage and Standard Deviation, content analysis.

The research results were found that: (1) teachers' performance development of administrators in Guangdong dance and drama vocational colleges under Guangdong, overall was at the highest level; and (2) the guidelines for teacher's performance development of administrators in Guangdong dance and drama vocational colleges under Guangdong Province, there were 6 items as performance planning, ongoing performance communication, gathering document data, school culture, specific leadership practice implement, and community support.

Keywords: Teachers Performance Development, Administrators, Guangdong Dance and Drama Vocational College

Introduction

Introduction

The value of a university mainly depends on the value of human capital and its growing intellectual capital, so the teacher team management has become the core work of university management. Among them, the university teachers' performance management system construction as an important fulcrum of university teachers' management, need to set up the people-oriented management idea, considering teacher performance management and strategic planning in colleges and universities, personal development and organization coordination, maximize mining and college teachers talent value, fully arouse the enthusiasm of teachers' working. As reform of the education system is a comprehensive reform with the ultimate goal of implementing the talent development strategy, involving a wide range of areas. In recent years, with the joint efforts of governments at all levels and relevant institutions, colleges and universities have made great achievements in talent development, but the overall trend of slow development has not changed. In order to comprehensively cultivate and make full use of talents, we must explore the development of talents in universities from the perspective of performance management and effectively promote the high-quality development of talents in universities administrators. They must play a pivotal role in the operation and development of colleges and universities. In recent years, with the deepening of China's higher education reform, especially the proposal of the construction of "double first-class" strategy, the development of colleges and universities has put forward higher requirements for the quality and work of college and university administrators. The appraisal system of teaching personnel in college and universities, the research and pioneering practice of the construction of the performance appraisal system of university managers are particularly lacking. The establishment of a scientific and efficient performance appraisal system for university managers is conducive to improving the work level of administrative management in colleges and universities and helps to enhance the vitality and competitiveness of colleges and universities.

This research selects the Guangdong dance drama college university as the practice carrier, through the Guangdong dance drama college university using the performance appraisal practice of the system, through the evaluation of performance appraisal system index quality, objectivity and use effect, prove that the appraisal system basically reached the design requirements, is a set of scientific and effective performance appraisal system. The performance appraisal work should be improved in continuous

inspection and improvement, and finally put forward his own suggestions for the direction of building the performance appraisal system of university managers in China.

Research Questions

1. What was the level of teachers' performance development of administrators in Guangdong dance and drama vocational colleges under Guangdong Province?

2. What were the guidelines for teacher's performance development of administrators in Guangdong dance and drama vocational colleges under Guangdong Province?

Research Objectives

1. To study the level of teachers' performance development of administrators in Guangdong dance and drama vocational colleges under Guangdong.

2. To study the guidelines for teacher's performance development of administrators in Guangdong dance and drama vocational colleges under Guangdong Province.

Research Scope

To answer the questions and objectives of the research above. The researcher will divide the method of conducting the research into three phases. It consists of: scope of content to study, population and sample, time and location as follows:

Scope of Content

This research was to study the administrators towards teachers' performance development of administrators in Guangdong dance and drama vocational colleges under Guangdong Province, in 6 aspects as Wexley and Klimoski (2004):

1. Performance planning means the process of setting goals, objectives, and expectations for teachers to effectiveness in the classroom, strategies that

Scope of Population/ Sample

Population: A total of population was 497 teachers in Guangdong dance and drama vocational colleges under Guangdong Province. The sample size was determined as Krejcie and Morgan's table and the simple random sampling technique was used for selection to conduct a sample was 217 teachers in Guangdong dance and drama vocational colleges under Guangdong Province.

Guangdong Dance and Drama Colleges under Guangdong **Province** means Guangdong Vocational College of Dance and Drama is a provincial public art higher vocational college. The school was formerly known as the original Guangdong Cantonese Opera School (established in 1958) and the original Guangdong Dance School (established in 1959). It was formerly known as "Guangdong Art College" "Guangdong People's University of Arts", in February 2019, was transferred to the management of the Guangdong Provincial Department of Education and was jointly built by the Provincial Department of Education and the Provincial Department of Culture and Tourism.

Research Framework:

The research framework was based on Wexley and Klimoski (2004), as David,O; Aunga, Masare; Obadia. (2017). as figure 1.1.

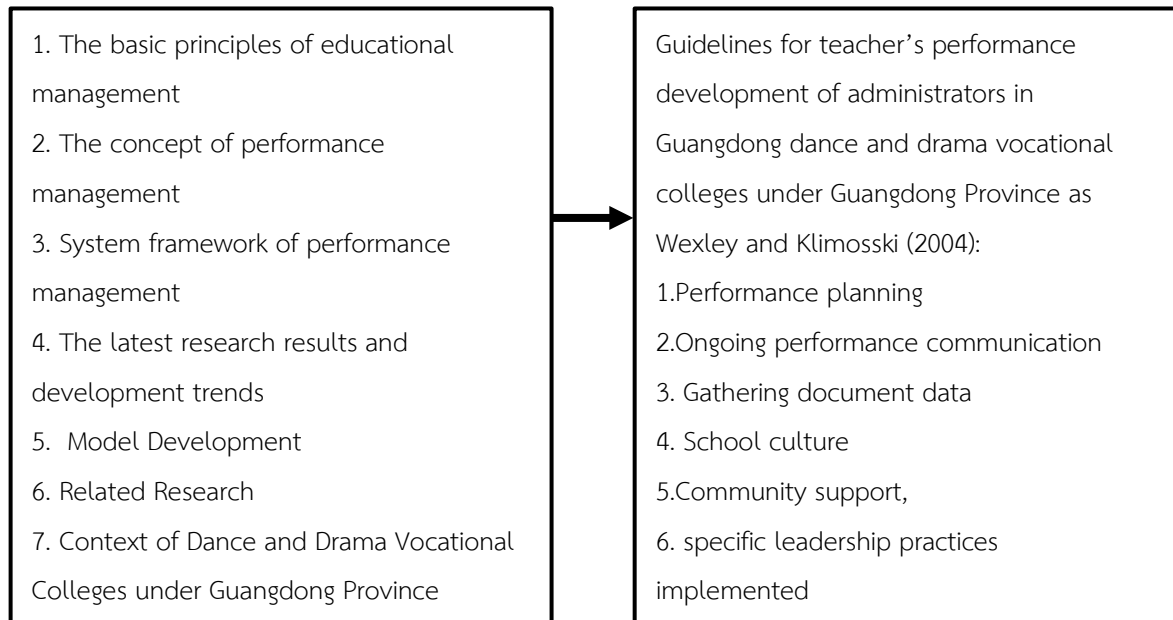


Figure 1.1 Research Framework

Expected Benefits

This research for the most important to note that the specific impact of administrators towards on teachers' performance development may vary depending on various contextual factors, such as the school culture, community support, and the specific leadership practices implemented. However, overall, research consistently highlights the critical role of school administrators in fostering a positive and supportive environment that enhances teacher performance and ultimately benefits student learning.

Research Design

Around two objectives, the research design mainly consists of three steps.

Objective 1 : To study the teachers' performance development of administrators in Guangdong dance and drama vocational colleges under Guangdong Province Literature research method is a kind of research method to read, analyse, sort out and try to find the essence of things. In order to carry out this research, researcher summarized the research scope, research progress and existing research results related to the research topic international research and national research by consulting relevant literature on the leadership school administrators and teachers' performance in Dance and Drama Vocational Colleges under Guangdong Province.

Objective 2: Group Discussion, the key interviewees were the teachers of Guangdong dance and drama vocational colleges under Guangdong Province, including expert teachers, administration personnel and other key interviewees, a total of 7 people. The content of the Focus Group Discussion is analysed, and the main guideline for teachers' performance development of administrators in Guangdong dance and drama vocational colleges under Guangdong Province.

Research Instruments

Instrument consisted of 1) Documentary research Form, 2) Questionnaire with 5-point rating scale Form and 3) Focus Group Discussion Form

Data collection

During the relevant to this study, some potentially influential factors were identified as: Prepare questionnaires and Send the questionnaire to the advisor and 3 experts for check the validity (IOC). Then it was taken to the IOC for inspection (IOC value. Completed questionnaire, give it out to try out. After finished try out as Cronbach's alpha value = 0.767.

Data analysis

The data analysis was carried out by researchers, asked for a letter from the Faculty of Education to distribute the questionnaires to sample, those taking the questionnaires to 217 sample, questionnaires were returned, accounting for 100 percent, interview were conducted by researchers through online video or face to face. When taking the questionnaires back, researcher have to analysed the data by computer program.

Research Statistic

The statistic for data analysed were frequency, percentage, mean, Standard Deviation and content analysis

Research Results

The overall of mean, Standard Deviation and level as presented in table 1-7

Table 1 The overall of mean, Standard Deviation and level of 6 aspects

Teacher performance of administrator Guangdong dance and drama vocational colleges	mean	S.D.	Level
1. Performance Planning	4.63	0.67	highest
2. Ongoing Performance Communication	4.66	0.65	highest
3. Gathering Document Data	4.64	0.66	highest
4. School Culture	4.66	0.62	highest
5. Community support	4.67	0.63	highest
6. specific leadership practices implemented	4.67	0.64	highest
Total	4.65	0.65	highest

Table 2 Mean, Standard Deviation and level 's teacher performance of administrators in Performance planning aspect

Performance Planning	mean	S.D.	Level
1. Have a clear operational plan that is easy to implement.	4.60	0.81	highest
2. Have a clear and actionable plan and time frame.	4.66	0.73	highest
3. There is a work plan that clearly defines the responsibilities of teachers in their work.	4.64	0.75	highest
4. A plan is made by participating in setting the goals of the college.	4.63	0.75	highest
Total	4.63	0.67	highest

Table 3 Mean, Standard Deviation and level: teacher performance of administrators on Ongoing Performance communication aspect.

Ongoing Performance Communication	mean	S.D.	Level
1. Meeting to explain the college's goals to teachers, students, and those involved.	4.65	0.75	highest
2. Meeting to prepare a work manual for teachers to understand and put into practice.	4.66	0.73	highest
3. Publicize the goals and operational guidelines of the college to parents and related parties using various channels.	4.66	0.69	highest
4. Meeting to explain the goals and guidelines of the college to administrators, communities, and provinces.	4.66	0.73	highest
Total	4.66	0.65	highest

Table 4 Mean and Standard Deviation of teacher performance of administrator level on Gathering Document Data aspect.

Gathering Document Data	mean	S.D.	Level
1. Encourage meetings to clarify and report progress in learning and desired characteristics of students to parents know.	4.64	0.74	highest
2. Promote and support the analysis of tests to check the strengths and weaknesses of students' learning.	4.63	0.76	highest
3. Encourage the use of test results in evaluation. student progress According to the goals of the college.	4.65	0.72	highest
4. Encourage the use of test results to organize remedial teaching programs that are appropriate and consistent with student potential.	4.64	0.73	highest
Total	4.64	0.66	highest

Table 5 Mean and Standard Deviation of teacher performance of administrator level on School culture aspect.

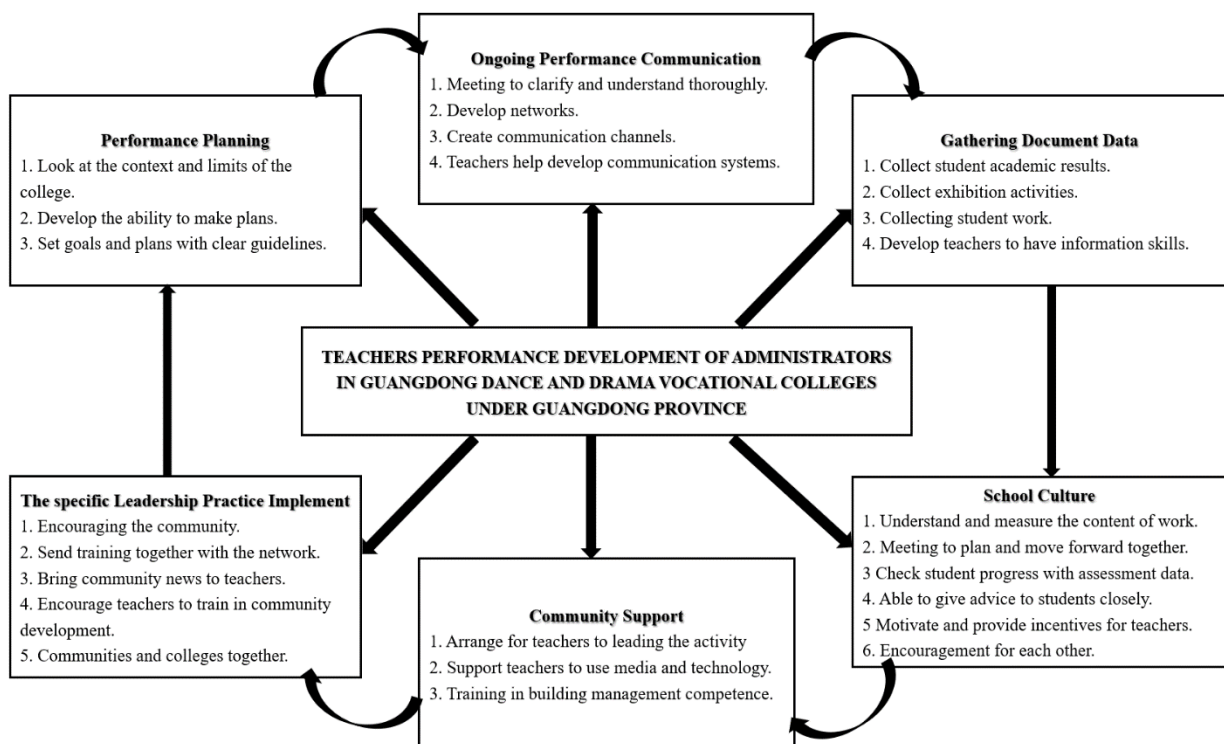
School Culture	mean	S.D.	Level
1. Promote and support teachers in organizing additional activities for students with special abilities without affecting time used for teaching	4.63	0.73	highest
2. Encourage teachers to use their time to organize teaching fully and with maximum efficiency for students.	4.67	0.70	highest
3. Promote and support teachers to organize remedial teaching activities for students' academic performance- below the criteria	4.66	0.68	highest
4. Encourage periodic reporting of student attendance information to parents.	4.67	0.71	highest
Total	4.66	0.62	highest

Table 6 Mean and Standard Deviation of teacher performance of administrator level on specific leadership practices implemented aspect.

Specific Leadership Practices Implemented	mean	S.D.	Level
1. Encourage the publicizing of articles that are useful in promoting professional development of teachers on a regular basis.	4.68	0.67	highest
2. Promote teachers to develop their potential and consistent with the goals of the college.	4.67	0.71	highest
3. Promote and support teachers to use various skills gained from training in organizing learning activities for students of the college.	4.67	0.72	highest
4. Promote and support teachers in organizing activities and publishing their work. To develop teaching and professional development.	4.67	0.69	highest
Total	4.67	0.63	highest

Table 7 Mean and Standard Deviation of teacher performance of administrator level on Community support aspect

Community Support	mean	S.D.	Level
1. Promote and support the activities to enhance the learning atmosphere for students with community participation.	4.67	0.74	highest
2. Always promote and support the exhibitions showing outstanding student work on various occasions in the community or exhibition center.	4.67	0.70	highest
3. Promote and support public relations for parents, students and the community. Know the academic development of students with community as base.	4.68	0.70	highest
4. Promote and support improving the environment and creating an atmosphere conducive to learning. Develop learning resources in the student community.	4.68	0.70	highest
Total	4.67	0.64	highest

**Figure 1.2** Guidelines for teacher's performance development of administrators in Guangdong dance and drama vocational colleges

Results of the focus group about the guidelines for teacher's performance development of administrators in Guangdong dance and drama vocational colleges under Guangdong Province, include 6 aspects as follow: 1. Performance Planning. 2. Ongoing Performance Communication. 3. Gathering Document Data. 4. School Culture. 5. The specific Leadership Practice Implement. 6. Community Support. The results of the focus groups can be summarized as figure 1.2

Conclusion

The research "Teachers Performance Development of Administrators in Guangdong Dance and Drama Vocational Colleges Under Guangdong Province" can summarize the research results as follows. The overall teacher performance of administrator level in Guangdong dance and drama vocational colleges was at the highest level (mean of 4.65). The results of the focus groups can be summarized as follows: There were 3 items of guidelines in performance planning element. There were 4 items of guidelines in ongoing performance communication element. There were 4 items of guidelines in gathering document data element. There were 4 items of guidelines in ongoing performance communication element. There were 6 items of guidelines in school culture element. There were 3 items of guidelines in the specific leadership practice implement element. There were 5 items of guidelines in the community support element.

Discussion

The level of competence in Performance Planning must be greatly developed because teachers in colleges are only teachers who have aptitude in the subjects they have learned. This finding aligns with the concept of (Yang J., 2009) Performance management of university administrators' important part of university management and an urgent requirement for the reform of university personnel and distribution systems. However, the current performance of university administrators, lack of planning and general evaluation standards. (Zhong Gan, Yuxuan Wei, 2012) they believed at present, the performance evaluation system for administrative personnel in higher vocational colleges is not perfect enough. The same evaluation content is used for all employees, making the evaluation results difficult to be objective and detailed and lack pertinence. Having to perform administrative duties is considered a mission or duty that one does not have much aptitude, it is mainly the responsibility of meeting use participation of the community and network by allowing teachers to practice according to the concept of Learning by Doing will increase teachers in the college in their administrative abilities in various dimensions. Maintaining the identity of the college is an important highlight in the dimension of school Culture. This finding aligns with the concept of David, O; Anuga, Mazare; Obadiah, (2017) recommended that administrators should use democratic and transformational leadership styles due to the fact that democratic and transformational leadership styles increase teachers' performance. (Yanan Wang, Jindong Shao, 2019) believed, urgent to optimize the institutional environment by adopting relevant measures as professional identity manifestation empowerment.

Recommendations

1. Develop the college's work plan with guidelines for all teachers should participate in clearly defining the goals and plans of the college as an important principle in developing the potential of students and the quality; 2. Promoting participation from all sectors in order to provide quality lifelong learning for students, leading to the goals set by the college; 3. Guidelines for developing teacher's performance development, administrators must be continuous development with training, seminars and practical trials; 4. The practical guideline is to understand that each colleague is different of intelligence, ability, aptitude, and different needs. 5. to train themselves and develop their skills to become proficient in academic work and teaching. to achieve efficiency, Achieve college goals

Suggestions for next research:

1. Should study about Administrator skill for teachers:
2. Should study the factors that affect teacher performance.

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