



การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติ ครั้งที่ 4
“GRADUATE SCHOOL CONFERENCE 2022 iHappiness: ความสุขและคุณภาพชีวิตที่ดีอย่างยั่งยืนในยุคสังคมดิจิทัล”

Educational Management Styles of the Teachers at Jinzhong College of Information in Shanxi

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Abstract

In traditional education, authoritarian educational management styles were dominant, but in today's schools, democratic educational management styles seem to be increasingly popular among teachers and students. Therefore, this research aims to analyse the level of teachers' educational management styles at Jinzhong Information College in Shanxi, China. The participants in the study were selected through simple random sampling. Research instrument was the Teacher Educational Management Style 15 item-questionnaire. The data was analysed through frequency and percentage. Research findings showed that teachers believe that democratic educational management style can promote students' personality development to a certain extent. The recommendation for the development of democratic educational management, authority should still be maintained, but weakened, and students should be treated with a hybrid educational management style in which the democratic educational management style is dominant.

Keywords: Authoritarian educational management style, Democratic education management style, Teachers

Introduction

Currently, there are four dominant educational management styles in China: authoritarian, democratic, laissez-faire, and rational (Deng Qinli,2014). The research area of this paper is a study of the authoritarian and democratic educational management styles selected from the four mainstream educational management styles in China. The research investigates which of these two educational management styles is the correct one. This paper chose Jinzhong College of Information, which the authors are familiar with, to be able to provide a large enough sample for the subsequent study.

Therefore, the authors of this paper take the Jinzhong College of Information in Shanxi, China, as an example, to explore the different effects of different educational management



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styles on students in Chinese schools, which in turn leads to reflections on traditional Chinese education and perspectives on modern educational management styles.

Objectives

To study the level of educational management styles of the teacher at Jinzhong College of Information in Shanxi.

Research Scope

1. Scope of content

Evaluation of the educational management styles.

2. Scope of the population

130 teachers employed at Jinzhong College of Information.

3. Scope of variables

The independent variables included teachers' teaching experience; the dependent variables included teachers' authoritative and democratic educational management style.

4. Scope of place and time

At Jinzhong College of Information during October 2021 to April 2022

Literature Review

Through the detailed literature elaboration of the educational management style, the core of this thesis, the democratic and authoritarian educational management styles, is introduced. These documents have laid a solid foundation for the research of this thesis.

1. Educational management style

Educational management is a process of activity in which managers effectively achieve the goals of educational management by organizing and coordinating the educational team and using various favorable conditions within education (Sun Miantao, 1998). Educational management cannot be achieved without teachers' unique educational experiences and action patterns, which are collectively referred to as educational management styles (Du Zhanyuan, 2015).

Thus, educational management style refers to the personality and characteristics that teachers exhibit in their teaching activities, which are the product of educational experience. Educational style is a reflection of the teacher's knowledge, emotions, potential, and qualities in teaching activities. It can be expressed verbally, in writing, and through attitudes in the classroom (Wang Xingli, 2016).



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2. Authoritarian style of educational management

It requires the teacher to assume primary responsibility for teaching activities and to set all the rules for teaching activities and decide how to accomplish tasks. The teacher can decide on praise and criticism of students according to one's personal opinion and always keep a personal distance from them. There is no equal communication between the students and the teacher, and the atmosphere of group relations is often negative (Ye Lan, 2001).

3. Democratic style of education management

It requires teachers to be able to give students as much freedom as possible and to support them in developing an independent personality. When giving praise to students, teachers are able to base it on objective facts. Teachers are able to establish an equal relationship with students, and they are willing to interact with students who have different opinions rather than avoiding them (Pang Lijuan, 2000).

4. Comparison of Chinese and Western educational management styles

4.1 Subject and Object

In the process of Chinese education and teaching, the teacher is the main character in the classroom. And the students are only the supporting role. This is not the case in the West. In the course at the University of Economics and Management Applied Sciences Essen in Germany, the German teachers specify by email to each student before the start of the new semester the assigned chapters of the textbook and the assigned literature to be read by the students at each stage of their studies in the course of the course they teach, as well as some recommended reading. These readings are usually very large, and the students are expected to do them on their own (Li Bingmei, 2003).

4.2 Classroom teaching and creative teaching

Chinese education is basically a closed classroom-centered teaching. Almost all teaching activities are done in the classroom. This can lead teachers to neglect extra-curricular teaching practices and treat classroom teaching as the only way to nurture students. This teaching model makes it difficult for students to develop interest in learning, initiative and creativity. In contrast, the Western teaching philosophy, which is based on inspiration and focuses on interpersonal communication, has produced a different approach to teaching (Cui Weifeng, 2009).



Methodology

1. Participants in the study

The participants for this study were a simple random sample of 97 teachers from 130 faculty members from Jinzhong College of Information. The sample size in the study was obtained by using the formular of Krejcie and Morgan (1970).

2. Research instrument

The questionnaire consisted of fifteen questions that be used to analyse the teachers' educational outlook styles from different perspectives. The research instrument was verified the content validity by three experts, and the IOC of all items were between .67-1.00.

3. The collection of data

The author randomly distributed questionnaires from January- April 2022 and calculated the number of questionnaires to be returned based on the Krejcie and Morgan sample return formula, which resulted in 97 teacher questionnaires. The return rate of the questionnaires was 100%, of which 97 were valid teacher questionnaires. All teachers who participated in the survey were recorded voluntarily, the survey was rigorous and accurate, and the data were true and reliable

4. Analysis of data

The data was analysed through frequency and percentage.

Findings

The analysis of teachers' educational management styles at Jinzhong Information College in Shanxi, China was shown in the Table 1.

Table 1 The Research findings of the teachers' educational management styles

Questions	Options			
	Frequently		Rarely	
	PAX	P(%)	PAX	P(%)
1. I am very strict.	24	24.7%	73	75.3%
2. I can help students like a friend.	85	87.6%	12	12.4%
3. I sometimes get angry with intent.	0	0.0%	97	100%
4. In my case, good students are allowed more.	12	12.4%	85	87.6%
5. Students who share my views will have an easier time in this class.	12	12.4%	85	87.6%
6. With me, students must do everything as instructed.	12	12.4%	85	87.6%
7. In my classroom, everything must follow the rules.	12	12.4%	85	87.6%



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Questions	Options			
	Frequently		Rarely	
	PAX	P(%)	PAX	P(%)
8. In my classroom, students are at the center and are encouraged to move on their own, I just guide and help them.	84	86.6%	13	13.4%
9. I know that my personal behavior will have an impact on other learners.	60	61.9%	37	38.1%
10. I will try to accommodate the student's wishes as much as possible.	84	86.6%	13	13.4%
11. My principal asked me to use modern democratic methods of education.	72	74.2%	25	25.8%
12. My school had further training for teachers to deal with new educational methods.	85	87.6%	12	12.4%
13. I prefer to stick to my old style because I think it's the right one.	0	0.0%	97	100%
14. I think there are drawbacks to the democratic approach to teaching.	33	34.0%	64	66.0%
15. I think teachers who are experienced in teaching prefer an authoritarian style of educational management.	54	55.7%	43	44.3%

Note: PAX means the number of teachers who chose this option out of 97 teachers.

Frequently means that teachers frequently work with the answers in the questionnaire as a standard, and the number of teachers of this type.

Rarely means that teachers rarely work with the answers in the questionnaire as a standard, and the number of teachers of this type.

According to the data in Table 1 and the concept of educational management style, the results of the study found that 87.6% of teachers can help students like friends, and will not receive special treatment just because they are good students. 75.3% of teachers are no longer always strict with students, 86.6% of teachers tend to accompany students throughout their learning and encourage students to develop their individuality, 87.6% of teachers no longer treat students differently based on their grades and opinions, and Ability to maintain objectivity and all teachers are open to new styles and will not be deliberately angry with students. At the same time, 74.2% of the teachers were asked by the principal to use the democratic education management style in teaching, and they would train teachers from time to time, indicating that the management of the school also agreed with the democratic education management style. These behaviors of teachers are the embodiment of democratic educational management style. While 12.4% of teachers require students to abide by the rules, 24.7% of teachers think they are strict, 34% of teachers think that the democratic style



of education management is detrimental, and 55.7% of teachers think that teachers with rich teaching experience prefer autocracy. These behaviors are the embodiment of the authoritarian educational management style of teachers.

Conclusion and Discussion

According to the results of the study, teachers use different educational management styles in education, which have different effects on teacher-student relationships and teaching quality, and the ideal educational management style should be a mixture of authoritarian and democratic educational management styles, with emphasis on democratic educational management styles.

However, the excessive democratic education management style can give students unlimited freedom and make teachers lose a certain right to speak. Such a style needs to be criticized. Therefore, the author believes that the democratic educational management style should also be used in a moderate manner.

Suggestion

1. Suggestions for implementing

Recommendations were made for teacher training to accelerate the adaptation of school teachers to a mixed democratic and authoritarian style of educational management.

2. Suggestions for further research

The questionnaire of this study was only designed with 15 closed-ended questions, and it is suggested to add some open-ended questions to the content of the questionnaire in the next study, so as to have a more comprehensive understanding of the educational management style of teachers in Jinzhong College of Information.

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