

Relationship Between Administrative Skills in the 21st Century of University administrators and Academic Administration in Chong Qing, China

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Abstract

This research aims to study the relationship between Administrative Skills in the 21st Century of University administrators and Academic Administration at Chong Qing, China University. The researcher studied teachers about management skills. Classified by Gender, age, Education, Income, and Education.

The research aims are the following: 1) to study the relationship between Administrative Skills in the 21st Century of University administrators and Academic Administration at Chong Qing, China university. 2) to know the relationship between Administrative Skills in the 21st Century of University administrators and Academic Administration at Chong Qing, China University.

The researcher surveyed teachers and academic administrators to measure their perceptions of teacher quality and academic administration. The results showed that teacher quality was positively associated with academic administration

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and that high-quality teachers were more likely to receive support and recognition from academic administrators:

Keywords: the relationship, administrative skills, academic administration

Introduction

Research Background

Looking back at the 20th century reveals that education provided momentum for economic growth and social development in both developing and developed countries. Global economic competition is a competition for science and technology, education, and human resources. In the 21st century, the world faces the challenge of the high-technology revolution. More and more experts think that knowledge-based economies will dominate this century. The most important economic growth sources will be the production, processing, dissemination, and application of knowledge and information. In this era of the knowledge-based economy, knowledge is fundamental, talent crucial, and education essential. Education will play a prominent and fundamental role in knowledge innovation and human resource development. Only those who control education can survive the fierce worldwide competition. (Zhang et al. 2021)

From the establishment of vocational universities in early 1980 to the present, China's higher vocational education has been developed for nearly 40 years. In 1996, the National People's Congress passed and promulgated the Vocational Education Law of the People's Republic of China, which legally determined the status of higher vocational education in the Chinese education system. In 1999, when the National Education Work Conference was held, the central government put forward

the work requirement of "striving to develop higher vocational education," China's higher vocational education has entered a new historical stage of vigorous development. Among them, the rapid growth of higher vocational education has played a fundamental and decisive role. 1 According to the "2018 National Statistical Bulletin on the Development of Education" issued by the Ministry of Education on July 24, 2019, a total of 3,833 million people are studying in various types of higher education, and the gross enrollment rate of higher education has reached 48.1%. There were 2,663 colleges and universities in China (including 265 independent colleges), an increase of 32 from the previous year and an increase of 1.22%. Among them were 1,245 undergraduate colleges, an increase of 2 from a year earlier, and 1,418 higher vocational (junior college) institutions, an increase of 30 over the previous year. There are 277 adult colleges and universities nationwide, a decrease of 5 of the prior year; 815 graduate training institutions, of which 580 are regular colleges and universities and 235 are scientific research institutions. The average size of colleges and universities is 10,605 people, of which 14,896 are undergraduate colleges, and 6,837 are vocational colleges. Official data show that higher vocational education has taken up half of China's education, and China's higher vocational education is ushered in an unprecedented development period. (Gao & Yu , 2020)

Colleges and universities have expanded their enrollment significantly since 1998, making preparations unable to keep up with the needs and severe shortage of school investment. Most colleges and universities enrolling higher vocational students need help to vary degrees regarding teachers, experimental training conditions, internship bases, teaching training programs, curriculum settings, construction of teaching materials, etc. Higher vocational education trains applied talents and have high requirements for teaching equipment's simulation and advanced nature. There need to be more funding sources, and significantly insufficient government investment restricts the realization of higher vocational education goals. (Phongphinyo, P. 2020)

To implement the "Decision of the State Council on Accelerating the Development of Modern Vocational Education" and the relevant requirements of the National People's Congress Standing Committee Law on Vocational Education Law Enforcement Inspection to promote the innovation and development of higher vocational education, the Ministry of Education has formulated the "Action Plan for Innovative Development of Higher Vocational Education (2015-2018)". The "Plan" clearly states that Deng Xiaoping's Theory should guide China's higher vocational education, the critical thinking of the "Three Represents," and the Scientific Outlook on Development. It should effectively implement the spirit of General Secretary Xi Jinping's important instructions and serve the "four comprehensive" strategic layout and innovation-driven development strategy. It is based on strengthening moral education and cultivating people, takes service development as its purpose, takes promoting employment as the orientation, insists on adapting to needs, faces everyone, adheres to the integration of production and education, school-enterprise cooperation, adheres to the combination of work and study, insists the unity of knowing and doing, promotes the simultaneous development of higher vocational education and economic society, strengthens the accumulation of technical skills, improves the quality of talent training, and provides a solid foundation for achieving the "two centenary goals" and a definite talent guarantee for the realization of the Chinese dream of the great rejuvenation of the Chinese nation.

At present, some higher vocational colleges still use the discipline-based curriculum system and curriculum format in their professional training programs; in teaching, they still take teaching theoretical knowledge as the core of the curriculum, and the competency-based curriculum model remains at the conceptual level. The shadows of "extension of technical secondary school" and "compression of undergraduate school" are lingering, and the characteristics of higher vocational education are not reflected in the teaching practice process; in the curriculum setting, it emphasizes the rigorous, complete, systematic and authoritative of the

curriculum itself, neglects the needs of learners' future positions, neglects the cultivation of students' application ability and innovation ability; the understanding of the "technical application" and theoretical "necessary and sufficient" principles of higher vocational education is simple and one-sided; the teachers of the courses do not have a practical understanding of the development of the industry in China and foreign countries, and lack practical experience. (Rovinelli, R., & Hambleton, R.)

Double-professionally-titled teachers are the characteristics and focus of constructing higher vocational education teaching staff. Vigorously strengthening the construction of "double-professionals titled" teaching staff has become the familiar voice of society and education. However, at present, China's higher vocational colleges generally lack "double-professionally titled teachers," and it is difficult to reflect the characteristics of higher vocational colleges. The main reason is that Chinese universities have always adhered to "one-size-fits-all" teacher promotion standards, focusing on academic qualifications and academic standards and ignoring practical abilities, which is not conducive to the training and construction of "double-professionally-titled teachers" in higher vocational colleges. Presently, vocational education's economic and social functions could be more vital. There needs to be a virtuous interaction and mutually beneficial symbiotic operation mechanism between industries and enterprises and between enterprises and vocational education. There is a severe disconnection phenomenon. From the perspective of vocational education, the professional talents cultivated in some higher vocational colleges at this stage are not consistent with the employment requirements of their related industries and are not closely integrated with the industry; the functional positioning of higher vocational colleges is not scientific enough, and the employment-oriented and ability-oriented goal orientation is not obvious. From the perspective of industry and enterprises, the enthusiasm of industry enterprises for participating in and holding higher vocational education is not high, coupled with the poor implementation of the employment admission system, and has affected the

healthy development of higher vocational education to a certain extent. (Wong, Y., Loke, S., & Mohamad, M. 2021)

Therefore, From the statement of the problem, the skill of Administrative in 21st Century of University administrators are crucial and can lead the organization to be an excellent quality to the student. And also, the academic Administration at the university needs to relate the skill of administration from the University Administrator. Hence researcher is interested in studying the relationship between Administrative Skills in the 21st Century of University administrators and Academic Administration at the university in Chong Qing, China. And aims to improve the university's administrative quality in the future.

Research Question

1. How is the relationship between administrative skills in the 21st century of university administrators and academic administration at the university in Chong Qing, China.?
2. What are the factors of administrative skills in the 21st century of university administrators?
3. What are the factors of academic administration at the university?

Research Objectives

1. To study the relationship between Administrative Skills in the 21st Century of university administrators and academic Administration at Chong Qing, China university.
2. To know factors the relationship between Administrative Skills in the 21st century of university administrators and academic administration at Chong Qing, China University.

Literature Review

Concept and theoretical of Administrative Skills in the 21st Century

The concept of administrative skills has evolved significantly in the 21st Century, primarily driven by advancements in technology, increased globalization, and changes in the workplace culture. These evolving factors have resulted in new categories of skills, broadly classified into personal skills, social skills, information and knowledge, and digital literacy.

Personal Skills: Involves skills such as self-development and autonomy (including self-management, self-regulation, and emotional intelligence), creativity, problem-solving and critical thinking, and adaptability.

Social Skills: These encompass communication and collaboration, cultural and global awareness, and leadership skills.

Information and Knowledge: This involves learning and self-improvement skills, metacognition, and the ability to manage information effectively.

Digital Literacy: This includes confidence in using media and ICT, proficiency in digital tools, critical use of digital tools, and ethical responsibility in a technology-driven culture.

The critical skills for the 21st Century include:

1. **Social Skills:** Involves appropriate behavior in diverse contexts, conflict resolution, and respect for others.
2. **Communication Skills:** Encompasses oral, written, nonverbal, and listening skills.
3. **Higher-Order Thinking Skills:** Includes problem-solving, critical thinking, and decision-making.
4. **Self-Control:** A vital intrapersonal skill enabling successful decision-making, conflict resolution, and coherent communication.
5. **Positive Self-Concept:** Involves self-confidence, self-efficacy, self-awareness, self-esteem, and a sense of well-being.

The '4Cs' of 21st Century skills are critical thinking, communication, collaboration, and creativity. These are foundational skills that need to be developed within core subject areas, and are considered fundamental to success in the modern world.

In conclusion, the administrative skills required in the 21st Century are no longer limited to traditional management abilities but have expanded to include a broad range of personal, social, and digital competencies, critical thinking, communication, collaboration, and creativity skills. As such, today's administrators need to be equipped with these skills to successfully navigate the ever-evolving business landscape.

Concept and theoretical of Academic Administration

1. Theoretical concepts related to academic administration in small schools

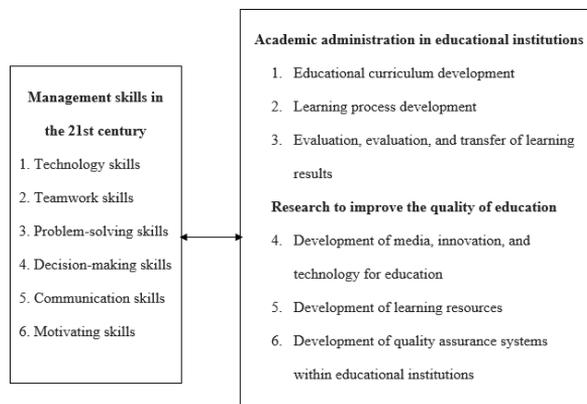
Academic work is the main task of the school administration because academic work is related to the curriculum organization of educational programs, teaching and learning which are the key point of the school and related to school administrators and teachers which may be directly or indirectly related to the characteristic of the work.

2. Definition of academic administration

(Colin & Lokomski, 2001) Academic administration refers to the administration of all school activities that are directly related to teachers and students. The school will meet the standard quality or not, depending on the academic administration planning. To improve and develop better teaching and learning and the most effective for the students. Academic administration in educational institutions is therefore an essential task of the educational institution, which is the primary responsibility for teachers and the key point. Thus, the school administrators and teachers must jointly fulfill the mission of educational institutions to achieve good

results are depend on academic administration. More importantly, academic work is related to all kinds of activities related to teaching and learning administration and encourage to achievement resulted in students have desirable qualities: good, smart, and joyful characteristic.

Conceptual Framework



Research Methodology

Population and sample

A university in Chongqing, China, has a population of 5,480 instructors. The sample consists of professors of education at a university in Chongqing, China. The sample size was determined by calculating the Krejcie and Morgan (1970) tables utilizing both purposive and simple random sampling. 361 samples make up the sample size. From the results, the sample size will be determined to be 358,21 individuals. Therefore, the researcher has decided the sample size for this study to be 359 individuals.

Research Result

Table 1 Characteristics of Respondents

Gender	Frequency	Percent
Male	148	40.9
Female	212	50.7
LGBTQI+	1	0.2
Total	361	100.0
Age		
Under 25 years	12	3.32
26-30 years	109	30.19
31-35 years	156	43.21
36 years Above	122	33.79
Total	361	100.0
Education		
Bachelor Degree	68	18.83
Master Degree	218	60.38
Doctoral Degree	75	20.77
Total	361	100
Income		
Less Than CYN. 4,000	80	22.16
CYN. 4,001 – 5,000	125	34.62
CYN. 5,001 – 5,500	110	30.47
More than CYN. 5,501	46	12.74
Total	361	100

Table 2 Correlation Of Classroom Management

		Teamwork skills	Problem-solving skills	Decision-making skills	Communication skills	Motivating skills	Academic administration
	Pearson Correlation	1					
Teamwork skills	Sig.(2Tailed)						
	N	361					
Problem-solving skills	Pearson Correlation	.671*	1				
	Sig.(2Tailed)	.012					
	N	361	361				

Decision-making skills	Pearson Correlation	.495*	.671*	1			
	Sig.(2Tailed)	.001	.012				
	N	.361	361	361			
Communication skills	Pearson Correlation	.569**	.495*	.671*	1		
	Sig.(2Tailed)	.000	.001	.012			
	N	361	361	361	361		
Motivating skills	Pearson Correlation	.952**	.569**	.495*	.671*	788**	
	Sig.(2Tailed)	.000	.000	.001	.012	.000	
	N	361	361	361	361	361	
Academic administration	Pearson Correlation	.952**	.569**	.495*	.671*	.542*	.611**
	Sig.(2Tailed)	.000	.000	.001	.012	.003	.000
	N	361	361	361	361	361	361

Present the factors of Administrative Skills in the 21st Century of University administrators and Academic Administration at Chong Qing, China's university. By significant at 0.05 can illustrated from Hypothesis as follows

Hypothesis 1

H₀: There is no relationship between Teamwork skill and Academic Administration at Chong Qing, China's university.

H₁: There is relationship between Teamwork skill and Academic Administration at Chong Qing, China's university.

From the correlation table 9, it able to interpreted the high relationship between Teamwork skill and Academic Administration at Chong Qing, China's university. From the Pearson's correlation at .952* significant at .000, then rejected the H₀ and accepted H₁.

Hypothesis 2

H₀: There is no relationship between Problem solving skill and Academic Administration at Chong Qing, China's university.

H₁: There is relationship between Problem solving skill and Academic Administration at Chong Qing, China's university.

From the correlation table 9, it able to interpreted the high relationship between Problem Solving skill and Academic Administration at Chong Qing, China's university. From the Pearson's correlation at .671* significant at .012, then rejected the H_0 and accepted H_1

Hypothesis 3

H_0 : There is no relationship between Decision-Making skill and Academic Administration at Chong Qing, China's university.

H_1 : There is relationship between Decision-Making skill and Academic Administration at Chong Qing, China's university.

From the correlation table 9, it able to interpreted the high relationship between Decision-Making skill and Academic Administration at Chong Qing, China's university. From the Pearson's correlation at .495* significant at .001, then rejected the H_0 and accepted H_1

Hypothesis 4

H_0 : There is no relationship between Communication skill and Academic Administration at Chong Qing, China's university.

H_1 : There is relationship between Communication skill and Academic Administration at Chong Qing, China's university.

From the correlation table 9, it able to interpreted the high relationship between Communication skill and Academic Administration at Chong Qing, China's university. From the Pearson's correlation at .671* significant at .012, then rejected the H_0 and accepted H_1

Hypothesis 5

H₀: There is no relationship between Motivating skill and Academic Administration at Chong Qing, China's university.

H₁: There is relationship between Communication skill and Academic Administration at Chong Qing, China's university.

From the correlation table 2, it able to interpreted the high relationship between Motivating skill and Academic Administration at Chong Qing, China's university. From the Pearson's correlation at .542* significant at .003, then rejected the H₀ and accepted H₁

Table 3 The interpretation of correlation coefficient (Best,1977)

Correlation Coefficient	Interpret between Variable
0.00 – 0.20	Lowest Relation
0.21 – 0.50	Low Relation
0.51 – 0.80	Medium Relation
0.81 – 1.00	High Relation

Conclusion

The respondents are teachers' universities in Chong Qing, China university Most are Female 50.7 percent, age is 31-35 years 43.21 percent, Education is Master degree 60.38 percent, and Income is CYN. 4,001 – 5,000 as 34.62 percent. The significant level of the Technology skill factors of Administrative Skills in the 21st Century of University administrators and Academic Administration at Chong Qing, China university. are agree considered by the level of C.V. are Teachers able to integrated social media into teaching, Teachers have participated in professional development activities related to technology in teaching and learning, and Teachers often used online learning management (LMS) such a black board or Moodle, respectively

The significant level of the Technology skill of factors of Administrative Skills in the 21st Century of University administrators and Academic Administration at Chong Qing, China university are agreed and moderate, considered by the level of CV. are The conflict of disagreement in during group work are handle by the teachers, Teachers' ability to communicate with other faculty members and staff in s collaborative manner, and Teachers are often encouraging, and facilitate group work and collaborating in their course, Respectively

The significant level of the Problem-solving skill of factors of Administrative Skills in the 21st Century of University administrators and Academic Administration at Chong Qing, China university are agreed and moderate, considered by the level of CV. are Teachers are stay current the problem-solving techniques and strategies, Teachers are ability to handle the conflicts with students or colleagues, and The encourage students to approach problem-solving in the class are essential, respectively.

The significant level the decision-making skill of factors affecting Professionalization of Teachers in the Elementary and Secondary are agree, considered by the level of CV. Are Teachers are often to make decisions that affect your teaching, such as selecting instructional materials or adapting lesson plans, The schools regularly consider salary increases for teachers, and Feeling confident in ability to make effective decision-making, respectively

The significant level of the Communication skill factors of Administrative Skills in the 21st Century of University administrators and Academic Administration at Chong Qing, China university. are agree, considered by the level of CV. Are Teachers are always encouraging and facilitate open communication to the students, Teachers can handle situations where students have a difficulty understanding course material or requirement, and more than one the typically communicates with the students., respectively.

From the correlation is high relationship between Culture of learning and Professional of teachers in Elementary and secondary schools, the medium relationship between Self-Development and Professional of teachers in Elementary and secondary schools also, medium relationship between Pay reform and Professional of teachers in Elementary and secondary schools, and low relationship between School support and Professional of teachers in Elementary and secondary schools in Wuhan China.

The significant level of the Motivate skill of factors of Administrative Skills in the 21st Century of University administrators and Academic Administration at Chong Qing, China university. are agree, considered by the level of CV. Are Teachers get motivate from administrators, the training is most essential to motivation, and most important motivating factors for teachers are Salary, professional development opportunities, recognition etc., respectively.

Discussion

From the quantitative research analysis, the researcher would like to presents as follows:

The study the Association Between Teaching the Professionalization of Teachers in the Elementary and Secondary Schools in Wu Han, China.

From the correlation analysis, the researcher found the factor that high relationship between Teaching the Professionalization of Teachers in the Elementary and Secondary Schools in Wu Han, China. Mean the Technology skill which consistent by Teamwork skills, Problem-solving skills, Decision-making skills, Communication skills, and Motivating skills are high relation to the Academic administration, administrators should aware to those skills and keep pay attention to teachers' skills, were consist by the studied of (Wong, Loke, & Mohamad, 2021) the study investigated the impact of teacher quality on academic administration in

Malaysian schools. The authors surveyed 391 teachers and 26 academic administrators to measure their perceptions of teacher quality and academic administration. The results showed that teacher quality was positively associated with academic administration, and that high-quality teachers were more likely to receive support and recognition from academic administrators

Suggestion

1. For the subsequent research, should study to the university administration to respond the Academic education of instructors in the universities.
2. Next study, the researcher ought to study the factors affected to the professionalize of teachers in Wuhan, China
3. For the next research, ought to study to the difference area in China country.

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