

Professional Development of Administrators at Guangzhou 16th middle School under Guangdong Province

Jiang Huiling

Tarinee Kittikanjanasophon

Vorachai Viphoouparakhot

Faculty of Education, Bangkokthonburi University

E-mail: tarinee.kit@bkkthon.ac.th

Received : 6 December 2023

Revised : 29 December 2023

Accepted : 29 December 2023

ABSTRACT

The objectives of this research were: (1) to study the professional development of administrators at Guangzhou 16th Middle school under Guangdong Province; and; (2) to compare the the professional development of administrators at Guangzhou 16th Middle school under Guangdong Province, classified by education level and work experience.

The research methodology was a survey research. Population was 209 teachers at Guangzhou 16th Middle school under Guangdong Province. The sample size was determined by the Krejcie and Morgan table, obtained by simple random sampling method, totalling 136 teachers. The instruments used for data collection were questionnaire with a five-point rating scale and checklist form. The statistics used for data analysis were frequency percentage, mean, Standard Deviation and t-test.

The research results showed that: (1) the professional development of administrators at Guangzhou 16th Middle school under Guangdong Province, overall and aspect were at high levels; and (2) comparison of the professional development of administrators at Guangzhou 16th Middle school under Guangdong Province, classified by education level and work experience, overall were not different.

Keywords: Professional Development, Administrators, Guangzhou 16th Middle School, Guangdong Province

1. Introduction

The education departments, great importance has been attached to the establishment of the team of homeroom teachers. At the same time, many laws and policies have been introduced, emphasizing the position and role of homeroom teachers in their work, clarifying their job responsibilities during their tenure, and requiring schools to adopt effective methods and methods to improve their professional literacy for primary and secondary schools. In 2004, the "Several Opinions of the Central Committee of the Communist Party of China and the State Council on Further Strengthening the Ideological and Moral Construction of Minors" once again emphasized the need to improve the class teacher system, attach great importance to the work of class teachers, and select teachers with good moral character, high professional ability, and strong dedication to be competent in work. (Cai Yonghong, Huang Tianyuan, 2013).

Having a relatively profound and reasonable knowledge was an important condition for teachers to do their job well. Learning was always a social process, and one should not complain that "society is complex, and students are difficult to teach." One can only complain that "knowledge is outdated, and methods are lagging behind." Therefore, with an open mindset, accepting new knowledge, transforming thinking methods, cultivating a broad scientific perspective, and continuously enriching one's knowledge level, Only by forming an open knowledge system, become an evergreen tree in the field of education and accurately impart scientific and cultural knowledge, sowing the seeds of advocating science, respecting facts, and pursuing truth in the hearts of students. As a teacher, there is no rush to work, no season of forgetfulness, and no halftime break.

2. Research Objectives

(1) to study the professional development of administrators at Guangzhou 16th Middle school under Guangdong Province; and; (2) to compare the professional development of administrators at Guangzhou 16th Middle school under Guangdong Province, as the teachers' evaluation, classified by education level and work experience.

3. Methods of conducting research

The population used in this research was the teachers who teaching at Guangzhou 16th Middle school under Guangdong Province, with a total of 209 people. The sample was teachers, totalling of 136 teachers at Guangzhou 16th Middle school under Guangdong Province, in the academic year 2022-2023. Determined the sample size by the Krejcie and

Morgan's tables (Krejcie & Morgan, 1970: 608), and obtained via simple random sampling. The researchers conducted the following data analysis: (1) The general data of respondents categorized by education level and work experience of the teachers who teaching at Guangzhou 16th Middle school under Guangdong Province were analyzed using frequency and percentages. (2) The professional development of administrators at Guangzhou 16th Middle school under Guangdong Province was analyzed by means and Standard Deviations, and the following criteria for interpreting the results were formulated: A score of 4.50-5.00 indicates the professional development at the highest level of practice; 3.50-4.49 indicates at high level practice; 2.50-3.49 indicates at medium level; 1.50-2.49 indicates at low-level practice; and a score of 1.00-2.49 indicates at the lowest level of practice; (3) Through the t-test analysis, the administrators at Guangzhou 16th Middle school, compared according to the education level and work experience. The statistic for analyzing the data of this research used the following statistics: 1. frequency, 2. percentage, 3. mean, 4. Standard Deviation and 5. t-test (independent)

4. Data Analysis Results

The results of the data analysis were as follows:

(1) the level of professional development of administrators at the 16th Middle School in Guangzhou, Guangdong Province, as shown in Tables 1.

Table 1: Display mean, Standard Deviation, and level of professional development of administrators at 16th Middle School in Guangzhou, Guangdong Province. Overall and all aspects.

No.	Professional development of administrators	\bar{x}	S.D.	Level
1	Middle School Education Management	3.89	0.60	high
2	Target Effectiveness Evaluation	3.67	0.84	high
3	Professional development	3.62	1.42	high
4	The Core Literacy of a Class Teacher	3.63	1.44	high
5	Teacher Human Resource Management	3.93	0.52	high
6	The Personal and Social Values of Teacher Professional Development	3.92	0.54	high
7	Performance evaluation of class teachers	3.68	0.83	high

	Total	3.76	0.88	high
--	-------	------	------	------

From Table 1: found that the professional development of administrators at 16th Middle School in Guangzhou, Guangdong Province was generally at high level in overall and aspect. The average value of human resource management for teachers was the highest, followed by the personal and social values of teacher career development.

(2) The comparison of professional development of administrators at Guangzhou 16th Middle school, Guangdong Province, according to teachers' evaluation, classified by education level and work experience, overall were not different.

5. Discussion

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

(1) **Discussion about major findings of objective 1:** At the 16th Middle School in Guangzhou, Guangdong Province, the components of continuous professional development of administrators include seven parts: 1) Middle school education management 2) Objective effectiveness evaluation 3) Professional development 4) Core competencies of class teachers 5) Teacher human resource management 6) Personal and social values of teacher profession 7) Work assessment of class teachers. From all aspects, found that overall and aspects were at high level. May be suited as the goals and work environment of this method imply experience and behavior to enable teachers to understand how and to what extent the professional skills learned by teachers are the lowest evaluated in the work of class leaders. Corresponds to the concept of **John White (2007)**. This was the main viewpoint that reflects and needs to strengthen team cooperation. And corresponds with **Cai Yonghong, Huang Tianyuan (2013)**. studied the Origin, Problems, and Development Trends of Teacher Evaluation Research and **Zhang Yujie, Zeng F.(2018)**. Also, the teachers had working together under the principles and practices of experience work and learning comprehensive learning.

(2) **Discussion on the main findings of objective 2:** Comparison of professional development of administrators at the 16th Middle School in Guangzhou, Guangdong Province. Classified by education level and work experience of teachers in Guangdong Province. There were beginning to realize that the continuous professional development of administrators at Guangzhou the 16th Middle School and the CPD problem that has received widespread attention since Wang Yong et al. (2018) need to improve systematic issues and training models, and implement comprehensive quality education. Chen Xu (2022) described the employment competition pressure of contemporary, but teachers with different education

level and work experiences, the recognizing found that professional development of administrators at the 16th Middle School in Guangzhou, Goungdong Province, in overall were not different, consistent with Xu Meide's (2022) in *Modern Chinese Spirit: The Life Story of Famous Educators*.

6. Recommendations

This research recommendations as:

1. Mechanism for Middle school administrators to pay attention to and encourage teachers to support professional development policies
2. Innovative and successful approaches to promoting teacher professional development at the policy level or effective educational management through policy reform
3. Focusing on educational administration and teaching knowledge easier to apply to the best form of daily work, thereby achieving an efficient work system.

Suggestions for next step of research

1. In terms of professional development, at middle school administrators should develop feasible policies and tools based on teachers abilities, promoting teachers to update and develop their professional literacy.
2. To improve the educational administration of middle schools and encourage teachers to develop their own professional skills, not only do as the need of school to improve professional knowledge and skills, but also need to improve the education and teaching level, further improve the knowledge, innovation, and professional abilities, and enhance the effectiveness of middle school education and teaching.

Bibliography

- John White. (2007). **Discussing the Purpose of Education**. Education Science Press.
- Li Junying. (2008). **Life requires good professional ethics**. [J] Yellow River, Loess, Yellow People Press. 2008, (01).
- Xu Yaqiong, Guoqing. (2009). **Professional Literacy:Urgent Field of Curriculum Research in Vocational Education**. [J] Vocational Education Forum, 2009, (21).
- Gu Mingyuan and Meng Fanhua. (2011). **New Concepts of International Education**. Henan Publishing House.
- Feng Zhongliang, Wu Xinchun. (2012). **educational psychology**. [M]. People's Education Press.

- Liu Jie. (2012). **Specialization: Challenging Teachers in the 21st Century**. Education Science Press.
- Cai Yonghong, Huang Tianyuan. (2013). **The Origin, Problems, and Development Trends of Teacher Evaluation Research**. [J] Journal of Beijing Normal University (Social Sciences Edition), 2013 (1).
- Dan Zengquza. (2013). **Strategies for Class Management of Middle School Class Teachers**. [J] New Curriculum (F), 2013,02:182.
- Han Kaixiang. (2013). **Analysis of the Problems and Countermeasures in the Management of Middle School Class Teachers**. Exam Weekly, 2013:190-191.
- Li Jiahou. (2014). **Education Narrative in the Information Age and the Awakening of Teacher's Subjective Consciousness**. [J] "China's Audiovisual Education", Issue 10, 2014.
- Shi Liangfang and Cui Yunguo. (2017). **Teaching Theory - Principles, Strategies, and Research of Classroom Teaching**. East China Normal University Press.
- Zankov, Du Diankun. (2018). **Conversation with Teachers**. Education Science Press.
- Zhang Yujie, Zeng F. (2018). **Good professional ethics are the most important quality**. [J] China Money Market, 2018, (04)
- Comenius and Fu Rengan. (2019). **Great Teaching Theory**. People's Edu. Press.
- Qiu Xing. (2019). **The Quality of Arab Primary and Secondary School Teachers in Israel**. [J] Foreign Primary and Secondary Education, 2019 (9): 35-43.
- Wang Yunfeng. (2019). **Reflections on Effective Training of Rural Teachers**. [J] Journal of Changchun Education College, 2019 (2).
- Ye Lan, Bai Yimin. (2019). **Exploration of Teacher Role and Teacher Development**. Education Science Press.
- Zhu Qiongmin, Hong Ming (2019). **The Quality Status and Improvement Measures of The Primary and Secondary School Teachers in the United States in Recent Years**. [J] Teacher Education Research, 2019 (1): 76-80.
- Wang Binhua. (2019). **Performance Management and Professional Development**. Shanghai: Shanghai Education Press.
- Geng Juanjuan. (2022). **Educational Concept: A Narrative Exploration of a Middle School Female Teacher**. [C] "Education in China: Research and Review", Education Science Press, Volume 2, Beijing, 2022.
- Xu Meide's. (2022). **Modern Chinese Spirit: The Life Story of Famous Educators**. [C] "Chinese Education: Research and Review", Education Science Press, Vol.2022 mean(3).

Zhao Zhongjian. (2022). **Mission of Edu. - Education Declaration and Action Plan for the 21st Century.** Asia Pacific Education Review, 21(2).

Li Weishi. (2022). **Special Characteristics and Professional Standards of Primary School Teachers' Professional Quality.** [J] Teaching and Management, 2022 (7): 55-66.

Wayne Ross,Jeffery Cornett&Gail. (2022). **Professional Development in Schools, connecting curriculum practice.** theory- research NewYork Press.