

THE EFFECTIVENESS FACTORS TO EDUCATIONAL
ADMINISTRATIVE IN CHONGQING'S
VOCATIONAL SECONDARY SCHOOLS,
CHONGQING, CHINA



MASTER OF PUBLIC ADMINISTRATION IN PUBLIC ADMINISTRATION
MAEJO UNIVERSITY
2024

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FUJUN WANG

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC
ADMINISTRATION
IN PUBLIC ADMINISTRATION
ACADEMIC ADMINISTRATION AND DEVELOPMENT MAEJO UNIVERSITY
2024

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THIS THESIS HAS BEEN APPROVED IN PARTIAL FULFILLMENT
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IN PUBLIC ADMINISTRATION

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ชื่อเรื่อง ปัจจัยที่มีประสิทธิผลต่อการบริหารการศึกษาใน
โรงเรียนมัธยมศึกษาตอนปลายของฉงชิ่ง
เมืองฉงชิ่ง ประเทศจีน

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์ 3 ประการ คือ 1) เพื่อศึกษาสถานการณ์ปัจจุบันด้านคุณภาพการศึกษาของโรงเรียนมัธยมศึกษาตอนปลาย เมืองฉงชิ่ง ประเทศจีน 2) เพื่อศึกษาปัจจัยที่มีผลกระทบต่อคุณภาพการศึกษาของโรงเรียนมัธยมศึกษาตอนปลายในเมืองฉงชิ่ง และ 3) เพื่อหาแนวทางในการปรับปรุงประสิทธิภาพในการบริหารเพื่อเพิ่มคุณภาพการศึกษาของโรงเรียนมัธยมศึกษาตอนปลายในเมืองฉงชิ่ง ประเทศจีน ใช้การออกแบบเชิงปริมาณ โดยใช้แบบสอบถามจำนวน 440 ชุด เพื่อเก็บข้อมูลจากโรงเรียนมัธยมศึกษาตอนปลายในเขตเทศบาลเมืองฉงชิ่ง และทำการวิเคราะห์ข้อมูลโดยใช้สถิติเชิงพรรณนา ทฤษฎี และแนวความคิดที่ใช้ในการศึกษานี้ ได้แก่ ทฤษฎีระบบเป็นทฤษฎีหลัก และการจัดการความสัมพันธ์ของมนุษย์ ทฤษฎีองค์กร และคุณภาพการศึกษาเป็นทฤษฎีรอง

ผลการศึกษาค้นคว้าครั้งนี้คือ 1) ประสิทธิภาพการบริหารและแรงจูงใจของครูอยู่ในระดับต่ำ ทรัพยากรการจัดการเรียนการสอนมีไม่เพียงพอ 2) ปัจจัยสามประการที่มีอิทธิพลต่อคุณภาพของประสิทธิภาพ ได้แก่ สิ่งอำนวยความสะดวกทางกายภาพของโรงเรียน ทรัพยากรทางการเงินของโรงเรียน การรับรู้ความสามารถของตนเองและคุณภาพการศึกษา 3) แนวทางที่สามารถเอื้อต่อประสิทธิภาพที่เพิ่มมากขึ้นในด้านการบริหารการศึกษา ได้แก่ การเพิ่มสิ่งอำนวยความสะดวกทางกายภาพของโรงเรียน การเพิ่มทรัพยากรทางการเงินในโรงเรียน และการปรับปรุงคุณภาพการศึกษา เพื่อสามารถนำไปปรับปรุงประสิทธิภาพของการบริหารการศึกษาได้

ดังนั้นการศึกษานี้จึงชี้ให้เห็นว่าควรให้ความสำคัญอย่างต่อเนื่องในด้านการปรับปรุงคุณภาพการศึกษา และแสวงหาแนวทางที่มีประสิทธิภาพในการปรับปรุงประสิทธิภาพการบริหารการศึกษา เพื่อก่อให้เกิดความมั่งคั่งทางการศึกษาและการพัฒนาประเทศชาติ

คำสำคัญ : ประสิทธิภาพด้านการบริหารการศึกษา, ปัจจัยที่มีประสิทธิผล, โรงเรียนมัธยมศึกษาตอนปลายฉงชิ่ง

Title	THE EFFECTIVENESS FACTORS TO EDUCATIONAL ADMINISTRATIVE IN CHONGQING'S VOCATIONAL SECONDARY SCHOOLS, CHONGQING, CHINA
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ABSTRACT

The research aims to the following 3 objectives: 1) To study the current situation of quality of education in Chongqing's vocational secondary schools, Chongqing, China; 2) To investigate the factors impact quality of education in Chongqing's vocational secondary schools, Chongqing, China; 3) To find ways that improving administrative efficiency to enhance the quality of education in Chongqing's Vocational Secondary Schools, Chongqing, China;

This study adopts quantitative design, 440 questionnaires were sent to secondary vocational schools in Chongqing Municipality, and the quantitative research methods used mainly include literature review, questionnaire survey, descriptive statistics for data collection as well as processing. This study used theories and concepts, namely, systems theory as the main theory and human relationship management, organisational theory, and quality of education as the secondary theories and concepts.

The result of this study is 1) Low administrative effectiveness, low teacher motivation and insufficient teaching resources in secondary vocational school education in Chongqing. 2) Three factors influence the quality of efficacy: school physical facilities, school financial resources, self-efficacy, and quality of education, and 3) Improvement modalities Increased self-efficacy can contribute to increased efficiency in educational administration. Increasing physical facilities in schools can improve the efficiency of educational administration, increasing financial resources in schools can improve the efficiency of educational administration, and improving the quality of education can

improve the efficiency of educational administration.

Therefore, the study suggests that we should continue to pay attention to the improvement of the quality of education and actively explore effective ways to improve the administrative efficiency of education, so as to contribute to the prosperity of education and the development of our country.

Keywords : educational administrative effectiveness, effective factors, Chongqing secondary vocational schools



ACKNOWLEDGEMENTS

First of all, I would like to express my heartfelt thanks to my thesis advisor, Asst. Prof. Dr. Non Napratansuk. He was very patient and responsible in teaching me even though my English was not very good. With his valuable guidance, I got the right direction and successfully completed my thesis. I am truly very grateful to him for his help and guidance throughout the whole research process.

Secondly, I would also like to thank my committee members Assoc. Prof. Dr. Winit Pharcharuen and Dr. Jariya Komentl for spending their valuable time proofreading my thesis and providing very useful comments and suggestions.

In addition, I would like to thank the staff of the Graduate School of Maejo University for their help and friendliness during the administrative process. In particular, I would like to thank Mr. Mark kongdee for his constant support and help in teaching administration.

Finally, I would like to thank my family for their care, help and support in my life and study.

Fujun Wang

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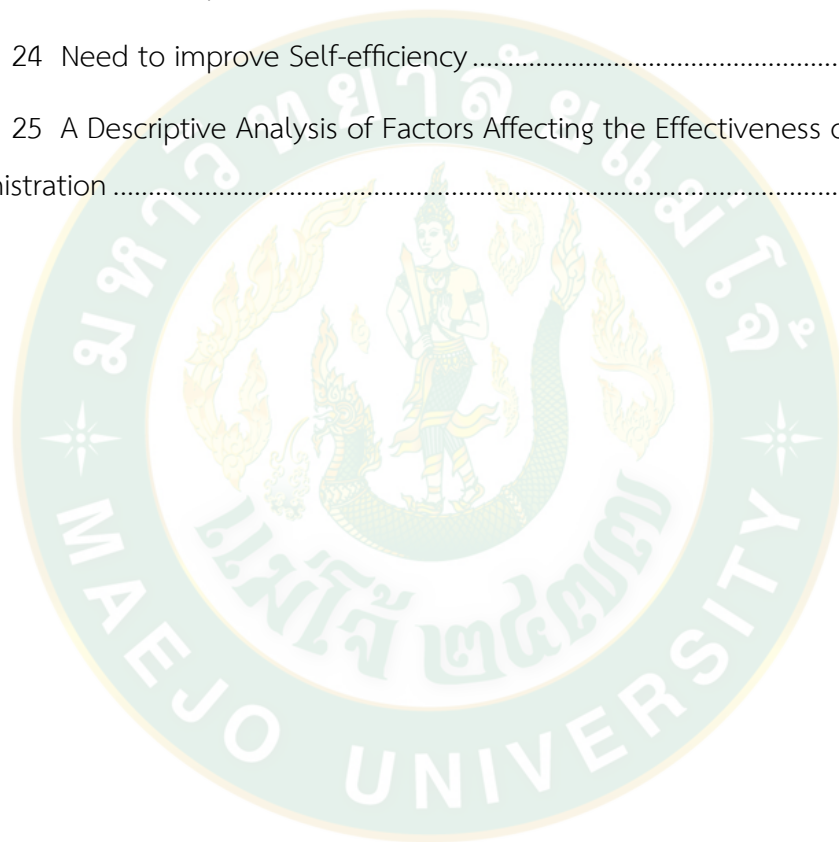
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CHAPTER 1

INTRODUCTION

Background and Justification of the Study

Educational administration operation is still neglected in perfecting the quality of education (Lian and Putra, 2022). There are still numerous educational institutions that pay lower attention to executive operation. This makes educational institutions also like buses that are controlled without any definite rules and pretensions. It should be understood that one of the critical aspects to be carried out in order to ameliorate the quality of education is the actuality of good executive operation for both preceptors and education staff (Lian and Putra, 2022). This capacity structure will have a positive and effective impact on perfecting the quality of educational institutions. Good executive operation is one of a series of sweats to ameliorate the quality of education. Guidance and development of professional capacities of preceptors and education staff that's carried out in a quality manner through perfecting good education administration will be suitable to ameliorate the quality of educational institutions. Thus, perfecting the quality of education is one of which is veritably dependent on the operation of education administration.

Educational administration is a combination of two words: "administration" and "education", each word has its own meaning and when combined forms a new meaning. The essence of education administration is the application of administrative science in the world of education or coaching and development and control of educational practice business. Education is one of the major instruments for a country's economic and social development. It is the main source of human capital which is essential to sustained economic growth. Education contributes to reducing poverty and birthrates, increasing health, strengthening the institutions of civil society and national capacity building and improving governance (World Bank, 2008). In particular, secondary education is a crucial tool for generating the opportunities and benefits of social and economic development (World Bank, 2007). It equips students

with competencies, knowledge and skills necessary and relevant to the labor market while harnessing their attitude and values to ensure that they become active and productive citizens of their communities (World Bank, 2007, 2008). Furthermore, globalization, the increased importance of knowledge as a driving force in economic development and the consequent skill-based nature of technological changes in the workplace are putting pressure on national governments to modernize their secondary education administration system in order to produce graduates who are well prepared for work and for further learning (World Bank, 2007). Consequently, secondary education administration has therefore become a focus of increasing policy debate especially on issues of quality and relevance in economic development (World Bank, 2005, 2008).

Shekytan (2015) describes education as a system consisting of education administration inputs like school buildings, materials, teachers and facilities; interaction process, and outcomes. According to Shektan, education administration is a system and questions regarding its quality must focus on each component of the system. Shekytan further observes that elements of education administration system are interrelated and a serious deficit in one is likely to have implications of quality for others. Thus, quality of school buildings, classrooms, toilets and libraries, the presence of adequate instructional materials and textbooks and working conditions of teachers influence the ability of teachers to undertake certain instructional approaches hence quality of student academic grades (UNESCO, 2015; UNICEF, 2000). The World Bank and UNESCO list examples of quality of school education indicators as including students grades in national examinations, completion rates, participation rates, school leadership, parent participation, school resources, equity, educational expenditure, class size, teacher incentives, teacher education and training (UNESCO, 2014; World Bank, 2008)

Recognizing the important role of education administration as a main driver of development, countries world over have continually committed to provision of high quality education administration to their citizens at all levels of their education systems (UNESCO, 2014, 2015). Indeed, it is the quality, not the quantity of schooling that explains variation in labor market outcomes between individuals and differences

in economic growth rates between countries (World Bank, 2014). However, as more countries achieve universal primary schooling, demand for education administration is moving to higher levels and the world is witnessing an explosion of individuals and families aspirations for secondary education (World Bank, 2005). The massive demand for secondary education has led to improved access but at the same time threatened the quality of administration offered at this level. Secondary education has, therefore, become a focus of increasing policy debate and analysis worldwide especially on the challenge of improving access without compromising its quality administration (UNESCO, 2015; World Bank, 2005). During the world forum for education in Chongqing, China, nations committed with a sense of urgency to a single renewed education agenda of ensuring inclusive and equitable quality education for all (UNESCO, 2015). The forum committed to improving learning outcomes by strengthening education inputs, processes and evaluation of learning outcomes in order to measure progress (UNESCO, 2015). It also committed to empower teachers, motivate and support them within efficient and effective education systems. Despite these global commitments to the provision of quality education, countries the world over are at different levels of attaining quality education.

China is a benchmark country for quality education (UNESCO, 2015). The country has utilized education as the key tool for economic development. The Chinese government has successfully matched supply and demand of education and skills, transforming china from a developing country to a modern industrial economy in a decade (China Connection Education Service, 2023). The government through the Ministry of Education has consistently focused at raising the quality of education and helping each child reach his/her fullest potential (China Connection Education Service, 2023). Consequently, China education system has remained consistently at or near the top of major world education ranking systems (UNESCO, 2015). This study sought to investigate the administrative factors influencing quality of education in vocational secondary schools in Chongqing, China. The study sought to determine the extent to which adequacy of school physical facilities, teacher motivation levels, adequacy of school financial resources and teaching and learning materials influence quality of education in vocational secondary schools in Chongqing, China.

Statement of the Problems

The quality of education has become a relevant issue in both developed and developing countries. Nowadays, many vocational colleges and universities are trying to improve the quality of education through administrative factors such as increasing the teaching and financial resources of the school and improving the motivation of teachers.

Due to the lack of efficiency of educational administration in secondary vocational schools in Chongqing, the level of educational quality has decreased. This study will find ways to improve the efficiency of educational administration from the factors affecting educational administration in secondary vocational schools in Chongqing.

The Research questions

1. What is the current situation of quality of education in Chongqing's vocational secondary schools, Chongqing, China?
2. What is the factors impact quality of education in Chongqing's vocational secondary schools, Chongqing, China?
3. How to improve administrative efficiency to enhance the quality of education in Chongqing's Vocational Secondary Schools, Chongqing, China?

Objectives of the Study

1. To study the current situation of quality of education in Chongqing's vocational secondary schools, Chongqing, China.
2. To investigate the factors impact quality of education in Chongqing's vocational secondary schools, Chongqing, China.
3. To find ways that improving administrative efficiency to enhance the quality of education in Chongqing's Vocational Secondary Schools, Chongqing, China.

Significance of the Study

The study could be significant to the Ministry of Education in that the findings can be used by national education administrators, planners, and policymakers in the allocation of education resources and the formation of policies geared towards achieving quality education. The study could also be significant to vocational secondary school principals as it addresses the contribution of administrative factors on the quality of education, a process in which they are most influential.

The study may give them an insight into how school resources blend to determine the quality of school programs. This study could also be useful to other education providers, sponsors, and school management for it will provide information on standards to be maintained in the provision of quality education. The study findings could add to the existing knowledge on the quality of education in schools. It could also serve as a basis on which other researchers could carry out further research.

Limitations of the Study

The study focused on vocational secondary schools in Chongqing, China. The subjects of the study were headmasters and teachers of vocational secondary schools as they were aware of the study information. The study variables were limited to school financial resources, teacher motivation, learning and teaching resources.

1. The research tests only the efficiency of educational administrative factors such as physical facilities, teacher motivation, financial resources, and teaching and learning resources on the quality of education of the students
2. In the research survey, only a sample of secondary vocational schools in Chongqing was considered.
3. The study only aims the geographic areas of Chongqing, China.

Definition

1. Educational administration

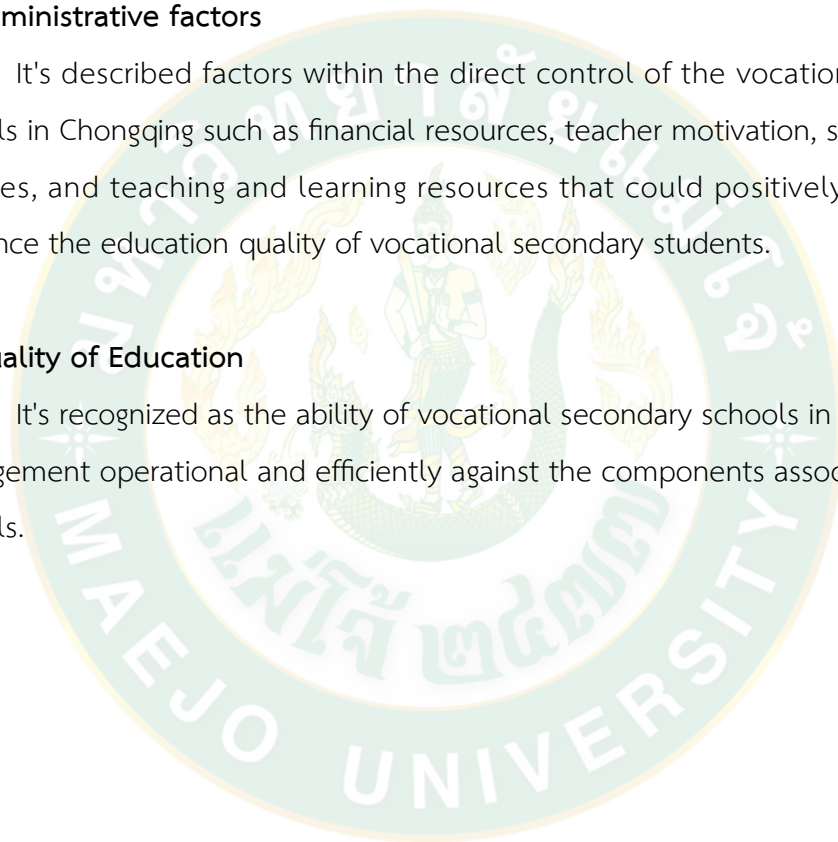
It is recognized as a process through which the vocational secondary schools' administrators in Chongqing arrange and coordinate the resources available to education, to achieve the educational system's goals.

2. Administrative factors

It's described factors within the direct control of the vocational secondary schools in Chongqing such as financial resources, teacher motivation, school physical facilities, and teaching and learning resources that could positively or positively influence the education quality of vocational secondary students.

3. Quality of Education

It's recognized as the ability of vocational secondary schools in Chongqing the management operational and efficiently against the components associated with the schools.



CHAPTER 2

LITERATURE REVIEW

Introduction

Nowadays, many vocational secondary schools neglect to focus on the level of educational administration and place less emphasis on it. While identifying and developing factors affecting the efficiency of educational management will lead to quality education. By improving the significant factors of educational administration such as school physical facilities, teacher motivation, financial resources, and teaching and learning resources, the level of education quality will be increased. This study, therefore, aims to evaluate how the educational administration's efficiency could result in the level of education quality by considering elements such as school physical facilities, teacher motivation, financial resources, and teaching and learning resources.

In addition, I will use the following theories and other concepts to answer the research questions posed and the relationship between the variables, also and what are the main factors that influence the quality of education in secondary vocational schools at the level of educational administration and support my research.

1. Introduction
2. Systems Theory
3. Human Relations Management Theory
4. The Theory of Organization
5. Quality of Education
6. Education administrative efficiency
7. Self-Efficacy
8. Achievement Motivation
9. Related Research
10. Conceptual Framework

Systems Theory

Systems theory is a conceptual framework based on the principle that the component parts of a system can best be understood in the context of the relationships with each other and with other systems, rather than in isolation. Systems theory has also been applied to organizational development and management theory as a framework for conceptualizing organizations as multifaceted and dynamic entities comprised of smaller, interactive subsystems (Forrester, 1968; Senge, 2006)

Systems Theory also can be an essential framework for understanding and improving the educational administration in vocational secondary schools in China. This theory emphasizes the interconnectedness and interdependence of various components within a system, highlighting the need to consider the entire system rather than focusing solely on individual factors. Applying systems to educational administration in vocational secondary schools in China involves examining the relationships between students, teachers, curriculum, policies, resources, and the broader social and cultural context (UNESCO, 2015).

Wang (2012) stated that in these schools, employing Systems Theory can help identify and address systemic issues that may hinder academic achievement and student success. For example, if there is a high dropout rate among students, a systems perspective would acknowledge that this problem might be caused by multiple factors such as insufficient support services, outdated curriculum, inadequate teacher training, or socioeconomic challenges faced by students. By analyzing the interconnectedness of these elements, educational administrators can develop comprehensive strategies to tackle the issue effectively.

In the context of vocational secondary schools, Yalun and Du (2019) claimed that the systems could involve building strong partnerships with local industries, businesses, and community organizations. By involving these external entities in the education system, administrators can provide students with opportunities for real-world experiences, internships, and job placements. This collaborative approach

helps align vocational education with industry demands and creates a seamless transition for students from school to the work environment.

As explained by Okumbe (2001), the theory applies to the study of schools. The researcher describes the school as an open system that receives learners and through teaching and learning transforms them into knowledgeable and informed citizens. Indeed, the quality of learners produced by the school system is largely influenced by the financial resources of the school, physical facilities, learning and teaching resources, and the characteristics of students and teachers (Nyangaresi et al., 2016).

This research can apply Systems theory to know how to improving administrative efficiency, then to enhance the quality of education. Just as above informed that, the ways of improving administrative efficiency to enhance the quality of education is not a simple way, it is a comprehensive system, the improving system can improve administrative efficiency in education through improving school classrooms, school laboratories, information, communication, technology and teaching equipment, executive office, and adequate laboratory equipment can be a system which help improve administrative efficiency to enhance the quality of education, and the improving including a willingness to learn, extracurricular activities, resources, facilities and environment and improvement in performance.

Human Relations Management Theory (Theory X And Theory Y)

Human Relations Management Theory or Theory X and Theory Y was first articulated by McGregor (1957 cite in Lawter et al., 2015) in his article, *The Human Side of Enterprise*, and were expanded upon in his book with the same title. The theory refers to human work management and motivation theories suggesting two aspects of employee behavior. While Theory X is a positive theory focusing on supervision, Theory Y is a positive theory focusing on rewards and recognition. Managers across different companies use both theories to motivate employees to perform better. In the case of the X theory, managers adopt an authoritarian

approach to motivate the organization's employees. It involves having a pessimistic opinion regarding the team members and using a carrot-and-stick approach.

In the context of educational administration in China, Li et al. (2017) expressed that the management of the individuals' interactions plays a crucial role in the vocational secondary schools' educational administration in China. They emphasized the significance of developing positive relationships between teachers, students, and other stakeholders in the school community. By fostering a culture of trust, respect, and open communication, it enables effective collaboration and enhances the overall learning experience. In the context of vocational education, where practical skills and employability are paramount, the application of Human Relations Management Theory becomes even more pivotal (China Connection Education Service, 2023).

One aspect of this theory that proves particularly valuable is its emphasis on empathy and understanding. Yalun and Du (2019) stated that vocational schools often cater to diverse student populations, with varying backgrounds, skills, and ambitions. By adopting a human-centered approach, educational administrators can better understand the unique needs and challenges of their students, ensuring that they receive the support and guidance necessary to succeed. This may involve offering career counseling, creating mentorship programs, or providing additional resources for students who require extra assistance.

Furthermore, Human Relations Management Theory can encourage collaboration among teachers, enabling them to share best practices and collectively address challenges. In vocational education, where industry trends and technologies are constantly evolving, it is essential for teachers to stay updated and adapt their teaching methods accordingly (China Connection Education Service, 2023). By fostering a collaborative environment, vocational secondary schools can facilitate professional development opportunities, such as workshops and conferences, where educators can exchange ideas, learn from each other, and enhance their teaching strategies.

This research can apply Human relations management theory can improve administrative efficiency in education through improving cultivate trust, financial sponsorship support, adequate government funding, people-oriented, respect and open communication and then enhance the quality of education with the improving including a willingness to learn, extracurricular activities, resources, facilities and environment and improvement in performance. The Human relations management theory help the managers to know the people better in the school which can help them improving administrative efficiency, then to enhance the quality of education.

The Theory of Organization

Organizational theory refers to a series of interrelated concepts that involve the sociological study of the structures and operations of formal social organizations (Hoyle, 1986). It seeks to explain how interrelated units of organization either connect or do not connect with each other (Bush and Glover, 2014). Organizational theory also concerns understanding how groups of individuals behave, which may differ from the behavior of an individual. The behavior organizational theory often focuses on is goal-directed (Hoyle, 1986). Organizational theory covers both intra-organizational and inter-organizational fields of study. Organization theory is concerned with the relationship between organizations and their environment, the effects of those relationships on organizational functioning, and how organizations affect the distribution of privilege in society.

The theory can focus on various aspects such as organizational structure, leadership roles, decision-making processes, and resource allocation. In China, vocational secondary schools aim to equip students with practical skills and knowledge to prepare them for the workforce (China Connection Education Service, 2023). Therefore, a well-designed organizational structure is critical to facilitate skill development and career-oriented education.

One aspect of this theory can be shown in Han and Xu (2019) that proves particularly valuable is its emphasis on empathy and understanding. They stated that vocational secondary schools often cater to diverse student populations, with varying backgrounds, skills, and ambitions. By adopting a human-centered approach, educational administrators can better understand the unique needs and challenges

of their students, ensuring that they receive the support and guidance necessary to succeed. This may involve offering career counseling, creating mentorship programs, or providing additional resources for students who require extra assistance (UNIVOC, 2018)

Another aspect of this theory is the involvement of students in decision-making processes. Zhang et al. (2018) expressed that in vocational secondary schools, students are encouraged to actively participate in the management of their own education. For instance, they may be involved in the selection of vocational programs, curriculum development, and extracurricular activities planning. Such involvement not only empowers students but also helps them develop a sense of ownership and responsibility towards their education.

Resource allocation is a key element in the theory of organization. Vocational secondary schools must efficiently allocate resources to meet the diverse needs of the students and ensure the availability of modern equipment and facilities (China Connection Education Service, 2023). By allocating resources strategically, schools can enhance the quality of vocational education and provide students with the necessary tools and materials to excel in their chosen professions.

This research can apply Organization theory can improve administrative efficiency in education through distribute and organize resource, and then improving the role of teachers, teacher recognition, resource allocation, teachers' workshops, team building, empathy and understanding, goal-oriented, status of teachers, organizational structure, leadership role and then enhance the quality of education with the improving including a willingness to learn, extracurricular activities, resources, facilities and environment and improvement in performance. The Organization theory help the managers to know how to manage resource better in the school which can help them improving administrative efficiency, then to enhance the quality of education.

Quality of Education

Quality of education can be defined as the ability of schools in the management of operational and efficient against the components associated with school, so as to generate added value to the component according to norms or standards applicable (Ghufron and Hardiyanto, 2017). According to UNICEF (2000), quality education encompasses learners who are healthy and ready to learn; quality environments that provide adequate resources and facilities; relevant content reflected in the curriculum and materials to support acquisition of knowledge and skills; quality teaching and learning processes that instill meaningful learning experiences to students and quality outcomes that are linked to national goals and positive participation in society. UNESCO (2015) defines quality education as education addressing desirable characteristics of learners, processes, facilities, learning materials, context, governance and management, and learning outcomes; quality teaching and learning processes and education inputs to achieve meaningful learning experiences for students.

According to the UNESCO (2015) reports, quality of school buildings, classrooms, toilets and libraries influence the presence of adequate instructional materials and textbooks, working conditions of teachers and students and the ability of teachers to undertake certain instructional approaches hence quality student grades (UNICEF, 2000). According to OECD (2010), quality of education must be defined on the light of its role in the development of cognitive skills of learners, nurturing their creative and emotional growth and helping them acquire the right values and attitudes for national development. According to the OECD (2010) report, quality education should also ensure equitable distribution of the learning opportunities without any form of discrimination. UNESCO (2011) decries the use of academic examinations as the only indicator of quality of education in developing countries. Quality education should focus on formal, non-formal and informal education with an aim of developing an all-round person (UNESCO, 2005, 2011).

UNICEF (2000) posits that the aim of education is developing a child holistically, and schools play an important role of planning and offering a variety of learning experiences in form of formal, non-formal and informal curriculum. A study by Kapelinyang and Lumumba (2017) found out that student participation in soccer, athletics and music had a positive influence on their talent identification and development. The students were also found to have better academic performance when compared to those who did not participate in co-curricular activities. According to UNICEF (2000), the school environment should provide varied learning experiences that helps the learner to develop intellectually, socially, physically and spiritually.

UNESCO (2015) and World Bank, (2008) emphasize on schools as important centres of improving quality of education as opposed to policy documents and strategic plans which may not lead to any real improvements in the schools. The findings of the World Bank study in South Asia indicate that quality of education in developing countries is largely influenced by school related factors than socio-economic factors (OECD, 2011). Schools then must have sufficient financial human and physical resources to provide quality education; otherwise the disparities in resources will turn the schools into potential sources of inequities in distribution of student learning opportunities and educational outcomes (Baker, 2012; OECD, 2011; Savasci and Tomul, 2013; UNESCO, 2015). According to UNESCO (2000), there is a direct relationship between inputs and outputs to education. More learning experiences are realized in education systems with adequate inputs as opposed to systems with inadequate education inputs (OECD, 2011; Saeed and Wain, 2011; Veerspoor, 2008; World Bank, 2014)

Education administrative efficiency

In dictionaries, the term "efficiency" mainly refers to the advantageous value hidden in transactions. Efficiency usually refers to the collective and effective effects, which are the effects and efficiency reflected by people in organized and purposeful activities. It can reflect the correctness and degree of achievement of activity goals, and efficiency is also a measure of work results. Efficiency, efficiency, and effect are

the main basis for measuring efficiency. Efficiency refers to the optimal allocation of limited resources such as human and financial resources, in order to achieve maximum efficiency and avoid wasting resources

Administrative management refers to the social activities of all social organizations and groups in governing, managing, and executing related affairs. Administrative management in vocational colleges is mainly an internal government management implemented by vocational colleges to complete tasks such as social services, education and teaching, cultural development, scientific research, and achieve expected goals.

The management of vocational colleges is different from government management, which is specifically reflected in the management characteristics of vocational colleges. Its characteristics are mainly reflected in the following three aspects: first, the management of vocational colleges is a complementary relationship between academic management, including personnel management, infrastructure construction, organizational management, logistics support, and many other affairs. Academic management mainly includes educational and teaching activities, subject construction, teacher training, and scientific research; Secondly, most of the management staff in vocational colleges have part-time jobs. In addition to daily administrative affairs, they also engage in educational and teaching work, as well as academic research; Thirdly, the management of vocational colleges is aimed at the teachers and students of the entire school. When carrying out work for college students, it is necessary to carry out work according to the special characteristics of the college student group.

Administrative efficiency refers to the optimal effect of administrative objectives achieved by administrative entities through lower investment of administrative resources during the process of administrative activities, thereby achieving optimal resource allocation. The administrative management efficiency of vocational colleges refers to the measures and methods used in the management process to reasonably utilize various resources and provide services to the public, achieving good satisfaction. The construction of administrative efficiency in vocational colleges is usually based on the scientific, reasonable, and effective management

systems, measures, and methods of vocational colleges to comprehensively mobilize the creativity and initiative of management personnel, thereby improving their work efficiency and ability, realizing the rational allocation of resources, and completing the management work of vocational colleges with high quality and efficiency, thereby achieving the development goals of vocational colleges.

Self-Efficacy

Self-efficacy refers to individuals believe they have the ability to perform necessary to produce specific performance achievement behavior (Bandura, 1977, 1986, 1997). Is the concept of self-efficacy by American psychologist Bandura in 1977. The concept of self-efficacy is a person of their ability to succeed the firm faith, is also a people a feeling of his abilities. Specifically, refers to the individual in a specific environment, in order to achieve specific behavior and must complete the ability of some kind of behavior and beliefs (Bandura, 1977). Later, in 1980, a ceremony, Bandura is the concept of published titled "self-efficacy mechanism in human behavior," speech, puts forward the concept of self-efficacy; In-depth discussion of strengthened this theory. Scholars believe that self-efficacy is an individual of whether or not they can finish the expectations of management behavior in specific situations. In recent years, Lippke has put forward the theory of self-efficacy, which explains how self-efficacy develops and changes, and how self-efficacy affects behavior change, performance achievement and personal happiness (Lippke, 2020)

Self-efficacy, this concept is made by the famous American psychologist Bandura in 1970's in the social foundation of the thought and behavior. Since the mid 1980s, self-efficacy theory obtained the enrichment and development, also supported by a large number of empirical studies. But so far, the concept of self-efficacy is not clear, especially the difference with other related concepts, also brought self-efficiency measurement and its application research on a confused.

Bandura in summarizing previous studies found that "the past theory and research focused on people's knowledge acquisition or behavior reaction type. As a result, the "control the process of the interaction between knowledge and behavior have been ignored." Knowledge, transformational operation, and they contain is a necessary condition for the behavior performance of skills, but not sufficient condition. Often appear such circumstance, although some people know what you should do, but not very well, because the inner self reference factors regulating the relationship between knowledge and behavior. Among them, "how people judge their abilities, and the judge how to influence their motivation and behavior, is the most critical factor." Bandura thinks "the people of their ability to judge in self-regulation system plays an important role, and thus puts forward the concept of self-efficacy.

Self-efficacy is defined as: self-efficacy was first put forward by psychologist Albert Bandura, refers to individuals believe they have the ability to perform the behavior of the necessary to produce specific performance achievements (Bandura, 1977, 1986, 1997).

As a result of self-efficacy in human self adjusting the center position, its application in various fields of research are received widespread attention. The main research focus in the field of education in teachers' teaching efficiency and students' learning self-efficacy, as well as their effects on teaching and academic performance. Research has confirmed that the teaching efficiency of teachers' teaching quality and students' academic performance is significantly higher than low teaching efficiency of teachers (Kruger, 1997). In addition, students' learning self-efficacy has a significant influence on learning behavior and learning. High self-efficacy of the students' self-monitoring ability of learning and stronger, for the students' goal orientation and academic performance has a positive influence on (cross wall, king's why positive psychology is necessary, Sun Jian, 1995). Further study found that "student learning self-regulation had a greater influence on the efficiency of English and reading scores, but have less effect on the math. (Williams, 1996)

Self-efficacy is the behavior of people think they have the ability to produce performance. Same time, self-efficacy also is a kind of faith, people believe they can by themselves in the field of a higher value. Some people will be higher self-efficacy as a challenge, it is not a threat to them, but to help them improve the power of personal value. Self-efficacy influences every field of human endeavor. By identifying a person to your ability to influence situation held beliefs, self-efficacy strongly influence a person to be able to do to challenge the ability, as well as a person is most likely to make a choice. Strong sense of self-efficacy can promote human achievement and personal happiness. People with high self-efficacy will challenge as should grasp things, rather than to avoid threats. These people can quickly recover from failure, are more likely to have blamed the failure on the lack of effort. In the face of danger, believe they can control.

Achievement Motivation

Trying to achievement motivation theory is that according to a person's need for achievement, power, and affiliation to explain and predict the behavior and performance (Lussier and Achua, 2007) Achievement motivation theory, also known as the acquisition need theory or acquisition theory. Daft (2008) defines acquired needs theory as "McClelland's theory, the theory is that certain types of demand (achievement, affiliation, power) was obtained in one's life" (page 233). Scholars of different views resulted in the different definitions of achievement motivation. Achievement motivation of the original definition from Blyth and Foster-Clark (1987), his achievement motivation is defined as compared with the performance of others, and comparing with some standards activities.

Achievement motivation theory is the American psychologist David McClelland and John William Atkinson, proposed a theory developed on the basis of the theory of achievement need. Achievement needs (N - Ach) is a major achievement, individual of skills to master, control, or high standards of desire. Murray and McAdams (2010) for the first time to use the word, and associated with a series of actions. These include: "to complete a difficult tension, long and repeated

efforts. Undivided attention towards a lofty and distant goal. Have the determination to win ". The concept of n - acetyl choline was later psychologist McClelland (1961). Harvard in the 1930 s psychological clinic pioneering research work in the exploration of the personality are summarized, for later study of personality, especially related to demand and motivation of personality study provides a starting point. David c. McClelland and his colleagues at the emergence of the study of achievement motivation and leadership has a particular relevance. McClelland intends to stimulate motivation to achieve a goal is very interested in the possibility of, he tried to explain how individuals express their preference for a particular result - this is the motivation of a common problem. In this regard, the need for achievement is refers to the personal preference of success in the competition conditions. McClelland tool used to determine the achievement motivation is that a person in the theme unified test (TAT) expressed in fantasy type, by the Christiana Morgan and Henry Murray development, they wrote in the personality to explore: "... When a person to explain a kind of ambiguous social status, he is easy to expose their personality, like exposed his focus phenomenon. Every painting should be suggested that some of the key, and effectively arouse the related fantasy "(p531). Test consists of a series of pictures, subjects were asked to explain these pictures and present them to a psychologist. TAT is widely used to assess needs and motivations (McClelland,1961).

Achievement motivation of the original definition from Blyth and Foster-Clark (1987), his achievement motivation is defined as compared with the performance of others, and comparing with some standards activities. Bureau of Labor Statistics (1999) argue that achievement motivation is the combination of the two personality variables: tended to close to success and to avoid failure. However, Bornholt and Goodnow (1999) definition of achievement motivation is: hard work, full of vitality, constantly toward the goal, to get advantage in the challenging and difficult task, to produce a sense of achievement. This definition contains three elements: individual ability to inspire, ceaseless effort, motivation and satisfaction. Christensen et al. (1992) integrates the achievement motivation theory, preparation work and family orientation questionnaire. At the same time, they are the factor analysis that achievement motivation by the grasp of the demand, work orientation, competition,

and individual indifference of four elements. After further research, they found that the former is the interaction of three factors contribute to the individual outstanding performance of the key reasons. It is highly correlated with individual achievement. (Christensen et al., 1992)

The definition of achievement motivation is a word can be considered separately achievement motivation and two words. Achievement refers to the ability (effective, ability, sufficient conditions of success or quality). Motivation is the incentive (abet) on behavior and guide (purpose). Therefore, achievement motivation can be defined as incentive and guiding behavior related to ability, how or why people and efforts toward ability (success), and no capacity (failure).

Related Research

1. System theory

Systems Theory is a valuable framework for understanding the complex interplay between educational administration efficiency and the quality of students' education in China. This theory posits that educational institutions are dynamic systems, where various components and elements interact and influence each other. Guo et al. (2019) expressed that in the context of China, educational administration efficiency encompass a range of aspects, including curriculum development, teacher training and support, resource allocation, and policies and regulations in the secondary schools. The authors highlighted that one key aspect of educational administration efficiency in higher education in China is curriculum development. Thus, Systems Theory highlights the importance of a well-designed and balanced curriculum that addresses the diverse needs and interests of vocational secondary students.

Zhu and Caliskan (2021) stated that a comprehensive curriculum can provide the vocational schools' students with a solid foundation of knowledge and skills, fostering their academic growth and overall development. For example, China's curriculum reforms in recent years have aimed to promote critical thinking, creativity, and problem-solving skills among students, reflecting the recognition of these

qualities as crucial for success in the modern world. Teacher training and support are also instrumental in ensuring high-quality education in China (UNESCO, 2015). An effective educational administration system recognizes the significance of well-trained and motivated teachers. In this regard, systems thinking emphasize the establishment of professional development programs that equip educators with the necessary pedagogical strategies and content knowledge to engage students effectively. Furthermore, providing ongoing support and mentoring to teachers can enhance their professional growth and job satisfaction, ultimately benefiting students' education (Forrester, 1968; Senge, 2006).

Systems Theory provides a valuable framework for understanding and improving the quality of education. This theory can view education as a complex system consisting of various interconnected components (Bush and Glover, 2014; Saeed and Wain, 2011). By recognizing the inter-dependencies and interactions between these components, Systems Theory offers insights into how to optimize the educational system as a whole (Bhunia et al., 2012). For instance, it emphasizes the importance of aligning curriculum and instructional strategies to meet the diverse needs of students, ensuring that resources are allocated efficiently, and fostering a supportive and inclusive learning environment (Kuuskorpi et al., 2011). Additionally, Systems Theory highlights the significance of feedback loops and continuous improvement processes, encouraging educators to regularly assess and adapt their practices based on data and feedback (Jenkinson and Benson, 2010). By applying Systems Theory to education, stakeholders can work collaboratively to identify and address systemic issues, ultimately enhancing the overall quality and efficiency of the educational system (Curveys, 2011; Kapelinyang and Lumumba, 2017).

The study is also supported by the systems theory by Bertalanffy (1968). According to research, an organization can be compared to an organism made up of independent parts each with its own specific function and interrelated responsibilities. A disturbance of one part, affects the functioning of the whole (Filardo and Vincent, 2017). Real systems are open to and interact with their environments, and it is possible to acquire new properties through emergence, resulting in continual evolution.

The theory is applicable in the study of schools as explained by Okumbe (2001). The researcher describes a school as an open system that receives learners, transforms them through teaching into knowledgeable and informed citizens. Indeed, the quality of learners produced by the school system is highly influenced by the schools' financial resources, physical facilities, learning and teaching resources, student and teacher characteristics (Nyangaresi et al., 2016).

2. Human Relations Management Theory (Theory X And Theory Y)

The Human Relations Management Theory can play a crucial role in supporting the efficiency of vocational secondary schools' educational administration on education quality in China. In the context of the management of the students' communications, Xie et al. (2018) accentuated the importance of understanding and addressing the needs, motivations, and relationships of individuals within an organization to enhance productivity and overall satisfaction. In the context of educational administration, they stated that relations management became particularly relevant as it focuses on creating positive relationships between educators, administrators, students, and parents. Their research results showed that by adopting a human relations approach, Chinese educational administrators can improve communication channels, foster a sense of belonging among students, promote collaboration among staff members, and create an environment conducive to learning.

For example, Zhang et al. (2018) underlined that by prioritizing open lines of communication, vocational schools administrators can encourage teachers to share their ideas, concerns, and innovative teaching methodologies. This promotes a sense of trust and collaboration, enabling educators to work together towards a common goal of improving education quality. Additionally, by implementing student-centered practices that take into account individual needs and aspirations, educational administrators can foster a supportive and inclusive learning environment. This can lead to increased student engagement, motivation, and overall academic success.

Human Relations Management Theory plays a crucial role in the effective management of physical facilities, teacher motivation, financial resources, and learning resources within an organization. In the context of physical facilities, this theory emphasizes the importance of creating a positive and conducive environment for both students and teachers (Gunter, 2005). This could involve ensuring proper ventilation, comfortable seating arrangements, adequate lighting, and modern technologies to enhance the teaching and learning experience (Anyango and Orodho, 2016). For instance, providing ergonomic furniture and state-of-the-art equipment in classrooms can contribute to a more engaging and efficient educational environment. When it comes to teacher motivation, the Human Relations Management Theory recognizes that fostering a supportive and empowering culture is essential (Nyamwega, 2016). Administrators can encourage open communication, recognize and reward the achievements of teachers, and provide opportunities for professional development. By valuing their contributions and addressing their needs, teachers are more likely to be motivated and committed to their work, leading to enhanced student outcomes and overall success (Lwakasana and Getange, 2017; Mascitti-Miller, 2013).

In addition, financial resources management is another important aspect of the Human Relations Management Theory. School administrators must allocate resources thoughtfully and prioritize spending based on the needs of the students and staff. For example, investing in updated textbooks, educational materials, and technological infrastructure demonstrates a commitment to providing high-quality learning resources for students (Robert et al., 2021; Veerspoor, 2008). By efficiently managing financial resources, schools can support a well-rounded education while also ensuring the well-being of their faculty and staff (Miles and Frank, 2008). Lastly, the Human Relations Management Theory recognizes the significance of learning resources and their impact on student academic achievement (Bush, 2008). Schools should strive to provide a wide range of learning materials, such as libraries, online databases, and access to digital resources, to cater to various learning styles and interests (Carvalho et al., 2016). Furthermore, school administrators should promote collaborative partnerships with local community organizations, businesses, and

institutions to expand the availability of learning resources beyond the school's walls. By incorporating diverse learning resources, schools can create an inclusive and enriching educational environment (Chundang et al., 2012; Ercan, 2014; Unal Colak and Ozan, 2012). In conclusion, the Human Relations Management Theory offers valuable insights into the management of physical facilities, teacher motivation, financial resources, and learning resources in educational institutions. By implementing strategies that prioritize the well-being of all stakeholders involved, schools can create a nurturing and engaging environment that promotes student success and fosters a positive learning experience.

3. The Theory of Organization

Organization theory can play a crucial role in the management and functioning of physical facilities, teacher motivation, financial resources, and learning and teaching resources within educational level of institutions. In terms of physical facilities, organization theory helps ensure efficient utilization of space, proper maintenance and infrastructure, and effective allocation of resources (Jenkinson and Benson, 2010; Kapelinyang and Lumumba, 2017). For example, an organization that follows sound principles of organization theory may implement a classroom scheduling system that optimizes the use of available rooms, leading to more productive and streamlined operations.

Deng et al. (2020) indicated that effective organizational structures and systems are essential for ensuring the smooth functioning of vocational educational institutions and promoting positive outcomes in terms of the quality of education provided in China. They stated that's the schools with well-established administrative processes are more likely to have efficient resource allocation, clear communication channels, and effective decision-making processes. This can result in improved teacher-student interactions, better curriculum implementation, and enhanced overall educational experiences for students (Muninde, 2016).

Moreover, the Theory of Organization helps in establishing a supportive environment for teachers, which ultimately contributes to the quality of education. Based on the Li et al. (2017) investigation, when vocational secondary educational

administrators prioritize creating a positive work climate, providing professional development opportunities, and offering adequate support to teachers, it leads to increased job satisfaction and motivation among educators. As a result, teachers are more likely to be engaged and committed to their work, which directly influences the quality of teaching and learning experiences for students.

When it comes to teacher motivation, organization theory provides insights into creating a positive work environment that encourages teachers to excel (Emmanuel, 2013; Lawter et al., 2015; Muninde, 2016). By incorporating elements such as clear communication, recognition of achievements, and opportunities for professional development, educational institutions can enhance teacher satisfaction and ultimately improve overall student outcomes (Hettiarachchi, 2013; Okumu et al., 2017; Parsons, 2011). For instance, a school that implements a mentorship program for new teachers based on organization theory principles is likely to foster a supportive and empowering atmosphere, leading to increased motivation and job satisfaction among educators (Lauwerier and Akkari, 2015).

Financial resources are another critical aspect where organization theory proves beneficial. A well-structured financial management system enables educational institutions to effectively allocate funds, prioritize investments, and maintain fiscal stability (Amos and Koda, 2018; Nyamwega, 2016). Organization theory principles suggest that financial decisions should be made strategically, aligning with the institution's goals and priorities. For instance, a university that utilizes organization theory may develop a budgeting process involving input from various stakeholders, ensuring transparency and accountability (Shahidul and Karim Zehadul, 2015). Learning and teaching resources are essential components within educational organizations. Through organization theory, institutions can identify and provide the necessary resources to optimize the learning experience for students and teachers alike. This may involve acquiring relevant educational materials, adopting innovative technologies, and investing in professional development programs (Adeniran, 2020; Maicibi, 2003). For example, an elementary school that embraces organization theory principles may invest in interactive learning tools to enhance student engagement and facilitate effective teaching practices (Johan, 2004; Murillo

and Marcela, 2011). Overall, organization theory serves as a guiding framework that enables educational institutions to run efficiently and effectively. By implementing these principles in physical facilities management, teacher motivation, financial resource allocation, and learning and teaching resource provision, institutions can create an environment conducive to growth, success, and positive educational outcomes.

4. Quality of Education

According to the UNESCO (2015) reports, quality of school buildings, classrooms, toilets and libraries influence the presence of adequate instructional materials and textbooks, working conditions of teachers and students and the ability of teachers to undertake certain instructional approaches hence quality student grades (UNICEF, 2000). According to OECD (2010), quality of education must be defined on the light of its role in the development of cognitive skills of learners, nurturing their creative and emotional growth and helping them acquire the right values and attitudes for national development. According to the OECD (2010) report, quality education should also ensure equitable distribution of the learning opportunities without any form of discrimination. UNESCO (2011) decries the use of academic examinations as the only indicator of quality of education in developing countries. Quality education should focus on formal, non-formal and informal education with an aim of developing an all-round person (UNESCO, 2005, 2011).

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Summary of Related Literature Review

The related literature in this study is created based on the three theories such Systems Theory, Macgegor's theory, and The Theory of Organization. The theories discuss how the administrative factors affect the quality of the education level. This section has reviewed literature related to quality of education with focus on school physical facilities, teacher motivation, school financial resources and teaching and learning materials. Amosand Koda (2018); Anyango and Orodho (2016); Lwakasana and Getange (2017); Mascitti-Miller (2013); Miles and Frank (2008); Nyamwega (2016); Nyangaresi et al. (2016) and World Bank (2008) are in agreement that the amount of financial resources in a school and students achievement are positively related. This study investigated the influence of adequacy of school physical facilities, adequacy of teacher motivation levels, adequacy of school financial resources and adequacy of teaching and learning resources on quality of education in public secondary schools in Chongqing vocational secondary schools in China.

Conceptual Framework

The diagram shows the interrelationships of administrative factors and quality of education. The independent variables of the study (inputs) include school physical facilities, teacher motivation, school financial resources, and learning and teaching resources and teacher motivation. The inputs influence the quality of education offered in a school (dependent variable). The research conceptual framework is shown in Figure 1

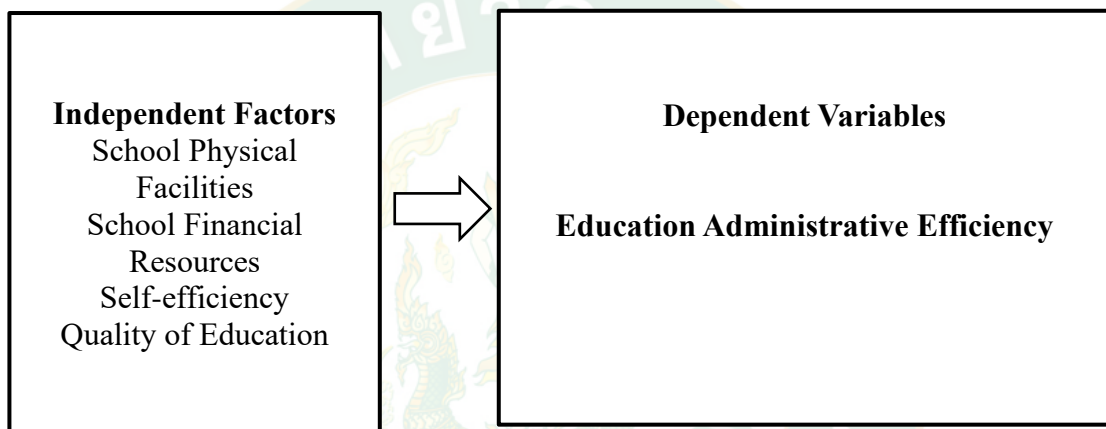



Figure 1 The Conceptual framework

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this chapter is to introduce the methodology used to collect and analyze the data. It includes seven sections. The detail was showed with following.

1. Locale of the Study
2. Population
3. Sample
4. Sampling Procedure
5. Research Tools
6. Validation of the research tools
7. Data Collection
8. Data Analysis



Locale of the Study

Chongqing, also known as "Chongqing" or "Shancheng" or "Jiangcheng", is a municipality directly under the central government of the People's Republic of China, a national central city, a mega city, one of the important national central cities approved by the State Council, an economic center in the upper reaches of the Yangtze River, a core city of the Chengdu Chongqing dual city economic circle, an important advanced manufacturing center, a financial center in the western region, an international comprehensive transportation hub in the western region, and an international gateway hub. Jurisdiction over 38 districts and counties. The total area is 82400 square kilometers, with a permanent population of 32.1334 million by the end of 2022. In 2019, there were 68 general higher education schools, 4 adult colleges, 180 secondary vocational schools, 1,127 general secondary schools, 2,860 general primary schools, 5,660 kindergartens, and 39 special education schools in Chongqing (SACBU, 2021).

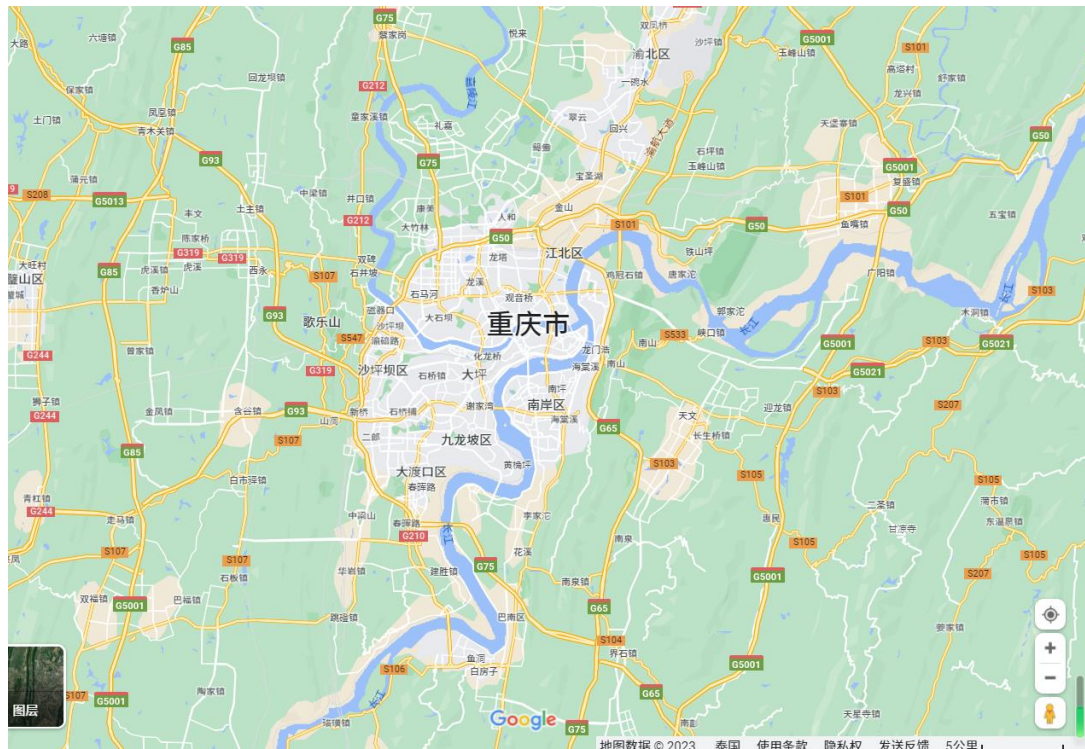


Figure 2 Map from Google Maps

Population

The survey targets all secondary vocational schools in Chongqing, which has 127 secondary vocational schools with about 15,114 full-time teachers.(CEICDATA, 2022) (2023-10-20) http://jw.cq.gov.cn/fwdh/202310/t20231020_12453424.html/
<https://baijiahao.baidu.com/s?id=1686759170541419811&wfr=spider&for=pc>

Sample

According to the Chongqing Education Commission (2023), there are 127 secondary vocational schools in Chongqing. If we consider at least two samples from the school management team such as headmasters and general managers (who, like the headmasters, have enough information to answer the questions), the total number of samples is at least 200. Therefore, in order to estimate the sample size of headmasters, the method of Morgan and Krejcie (1970) was used. In order to determine the sample size of headmasters, the researchers designed a sufficient number of samples to produce a 95% confidence interval that predicted the proportion of repeat headmasters within plus or minus 5%.

Zikmund (1997) stated the process of sampling involves any procedure using a small number of parts of the whole population to make conclusions regarding the whole population. A sample is a subset or some part of a larger population. The sample size is the number of observations which are specified by the evaluated variance of the population, acceptable error and confidence level (Zikmund, 2004).

Since the population who have been working in as teacher in Chongqing's vocational secondary schools is not easy to estimate, researcher decided to use the following statistical formula (Yamane, 1967)

$$\mathbf{n} = \frac{\mathbf{Z}^2 \times \mathbf{p} \times (\mathbf{1-p})}{\mathbf{e}^2}$$

Sampling Procedure

Hence:

$$\mathbf{n} = \frac{\mathbf{1.96} \times \mathbf{0.5} \times (\mathbf{1-0.5})}{(\mathbf{.05})^2} = 196$$

Therefore, the required sample size is 196. However, Barlett et al. (2001) stated that using a large sample size will help decrease errors. Thus, in order to increase accuracy and minimize errors, and correspondent to the estimated schools for surveying the principals, the researcher used 200 as the sample size of this study.

Research Tools

In this study, the researcher used both primary and secondary data to collect information which provided a good basis for the researcher to conduct the study. Malhotra and Birks (2017) mentions that data is organised by the researcher for the specific purpose of addressing the research question.

The primary data was collected through a well-organised questionnaire based on previous literature review and was collected specifically for the purpose of the investigation at hand.

To complete the study, the researcher collected information through a self-administered questionnaire.

Firstly, the researcher introduced the thrust of the study to a few friends and then asked them to distribute the questionnaire to the respondents. Permission was also sought from the management of the college to meet with individuals from the school management team (Principal and General Manager) and teachers in the corridor during breaks in the canteen. The researcher and friends will administer the questionnaire 21 times on any day and at any point of time between February and March 2023 during the meeting with the target respondents. Data will be collected from the participants and teachers of 93 higher education institutions in Chongqing.

In this study, the data were also gathered from secondary sources. Secondary data is the data that have been already collected by and readily available from other sources. Such data are cheaper and more quickly obtainable than the primary data and also may be available when the primary cannot be obtained at all (Malhotra and Birks, 2017). Iacobucci et al. (2003) defined secondary data as those data that had been previously collected for a prior intention rather than for an immediate study at hand. In this study, the secondary data will was obtained from

several sources such as the information that is available on the Internet, local and foreign journals, as well as various articles, online databases, textbooks.

In this research, the researcher used questionnaires with easily understandable questions to get the necessary information from the targeted population. The design of the questionnaire is based on the conceptual framework and previous empirical research. The research objectives were analysed using a questionnaire. The questionnaire consists of four sections (appendix)

Validation of the research tools

The reliability of the scales was then tested using Cronbach's Alpha (α) Coefficient. Sekaran (2000) suggested that when the reliability value is no less than 0.6, it can be looked as reliable. Besides, cronbach's Alpha (α) Coefficient will generally increase when the correlations between the items increase. The results of the Cronbach's Alpha Coefficient which was assisted by the Statistical Package for Social Science (SPSS) program. As the Table shows, the Alpha values are greater than 0.600. Therefore, the designed questionnaire is both consistent and reliable.

Data Collection

In this study, the researcher mainly used quantitative research method to conduct the study. The study used questionnaire method to collect data from the respondents by distributing paper questionnaires offline in schools and sending electronic questionnaires in online forms such as phone calls and email mails. In order to make the sample of respondents representative of the particular population, the researcher used the sampling method. The survey method is a research technique that collects information from a sample by distributing paper and electronic questionnaires. This survey technique provides a quick, inexpensive, efficient and accurate method of assessing demographic information (Zikmund, 2004).

The quantitative research used in this paper mainly used a questionnaire study to collect data. The researcher used a self-administered questionnaire to collect primary data. Self-administered questionnaire is a technique used to collect the required data.

In this study, the research focuses on the current situation of the efficiency of educational administration in secondary vocational schools in Chongqing, to investigate the relevant factors affecting the quality of educational administration in secondary vocational schools in Chongqing, and to find out how to improve the efficiency of the quality of educational administration in secondary vocational schools in Chongqing. In this study, in order to obtain more information, the author conducted a survey through questionnaires to the headmasters and teachers of all secondary vocational schools in Chongqing.

In this study, paper and electronic questionnaires were distributed directly to headmasters and teachers who were willing to answer the questionnaires in 127 secondary vocational schools in Chongqing. Data were collected on one randomly selected day from 29 August to 5 September 2023, between 9:00 am and 14:00 pm.

Quota sampling technique is a non-probability sampling procedure that ensures that certain characteristics of a population sample will be represented to the exact extent that the investigator desires (Zikmund, 2003). In this research the 440 questionnaires were equally divided among the schools the management team (i.e., principals and general management), thus obtaining 2 samples allocated to each school. In order to avoid invalid questionnaires, 500 questionnaires were planned to be distributed to respondents.

The researcher selects the sample based on his/her judgement based on some appropriate characteristics of the sample members. The sample is selected to achieve a specific goal. In this study, the researcher will collect information from 93 secondary vocational schools of 93 secondary vocational school headmasters and teachers from more than 127 secondary vocational schools in Chongqing Municipality through the size, provincial and municipal priorities, qualified and attained status, representative and reference schools.

Data Analysis

When data are collected, the researchers will use SPSS software to analyze it before deciding whether other statistical tools would be required to use. In order to interpret data collected the researcher uses the Statistical Package for Social Science (SPSS). This program is utilized to summarize and interpret the data especially when time is limited and is used for descriptive analysis. All statistical manipulations of data follow commonly accepted research practices. The data presentation from these procedures would also be presented in an easily interpretable format using descriptive along with the tabular form. The detail and concepts of each statistical method used are shown as follows.

In questionnaire part 1, the demographic information will be showed to measure the basic information (gender, age, and income et al.) of teachers of vocational secondary school in Chongqing, China.

In questionnaire part 2 to answer question 2, I will use system theory to find out the factors which compound as follow: School classroom, school laboratories, Information, communication, technology, and teaching equipment also, executive office, and Schools have adequate laboratory equipment.

In questionnaire part 2 to answer question 2, I will use Human relations management theory to find out the factors which compound as follow: cultivate trust, financial sponsorship support, adequate government funding, people-oriented, respect and open communication. Also, I will use Organization theory to find out the factors which compound as follow: distribute and organize resource, and then improving the role of teachers, teacher recognition, resource allocation, teachers' workshops, team building, empathy and understanding, goal-oriented, status of teachers, organizational structure, leadership role. Also, to measure current level of quality of education as follow: willingness to learn, extracurricular activities, resources, facilities and environment and improvement in performance.

Then based on the comprehensive analyze of all part 1, part 2 and part 3, researcher can answer question 3, based on three theories as just as above informed that, the ways of improving administrative efficiency to enhance the quality of education is not a simple way, it is a comprehensive system, the improving system can improve administrative efficiency in education through improving school classrooms, school laboratories, information, communication, technology and teaching equipment, executive office, and adequate laboratory equipment can be a system which help improve administrative efficiency to enhance the quality of education, and the improving including a willingness to learn, extracurricular activities, resources, facilities and environment and improvement in performance.

The Human relations management theory help the managers to know the people better in the school which can help them improving administrative efficiency, then to enhance the quality of education. The Organization theory help the managers to know how to manage resource better in the school which can help them improving administrative efficiency, then to enhance the quality of education.

Descriptive Statistics

Descriptive statistics refers to the transformation of the raw data into a form that makes them easily comprehensible and interpreted with mean, Based on a percentage system median, and mode which draw conclusions from data that are subject to random variation.

CHAPTER 4

RESEARCH RESULTS

In this chapter, the researcher will present the statistical results of the questionnaire survey, data analysis and conclusions will be presented in the form of tables and graphs. The chapter will begin by analyzing the demographic and other variable information of the study and then answer the relevant research questions in detail.

Then, this researcher also tried to answer the following questions.

1. What is the current situation of quality of education in Chongqing's vocational secondary schools, Chongqing, China?
2. What is the factors impact quality of education in Chongqing's vocational secondary schools, Chongqing, China?
3. How to improve administrative efficiency to enhance the quality of education in Chongqing's Vocational Secondary Schools, Chongqing, China?

This chapter presents the findings from the analysis of the 440 valid questionnaires were eventually returned. thus answer the research questions.

The first part of the analysis, descriptive statistics, provides an overview of the demographic factors involved in the study.

Demographics

Table 1 Gender

No.	Gender	N	Percentage (100%)
1	Male	198	45%
2	Female	242	55%
	Total	440	100%

In terms of gender distribution, according to the data in Table 1, we can see that there are 440 female teachers (accounting for 55%) and 180 male teachers (accounting for 45%). Therefore, among the teachers participating in this survey, the number of women is significantly higher than that of men.

Table 2 Age

No.	Age	N	Percentage (100%)
1	Less than 30 years old	90	20%
2	30-40 years old	140	32%
3	41-50 years old	150	34%
4	More than 50 years old	60	14%
Total		440	100%

According to following table 2 showed that, the main age level of respondents is come from 41-50 years old, they have 150 people with 34%. The second group is aged between 30-40 years old group, they have 140 people with 32%. The last group is aged More than 50 years old, they have 60 people, and 14% in total.

Table 3 Teaching Major

No.	Teaching Major	N	Percentage (100%)
1	Business	180	41%
2	Arts	140	32%
3	Communication Arts	80	18%
4	Others	40	9%
Total		440	100%

According to the data in Table 3, we can see that the main teaching majors of the participants are concentrated in business education in this category, there are 180 people, accounting for 41% of the total. This means that over a quarter of education practitioners come from business education majors.

Table 4 Teaching Years

No.	Teaching Years	N	Percentage (100%)
1	Within 1 years	120	27%
2	1-3 years	150	34%
3	3-5 year	110	25%
4	More than 5 year	60	14%
Total		440	100%

According to the data in Table 4, we can see that the main teaching years of the respondents are concentrated between 1-3 years. This group of people consists of 150 people, accounting for 34% of the overall population. That is to say, over a quarter of educators have experience in teaching positions between 1 and 3 years.

In short, developing different management policies for teachers of different genders can help improve the administrative efficiency of educational management in schools. We need to fully tap into the characteristics and advantages of male and female teachers, provide them with a good development platform, and jointly contribute to the education cause in our country.

Factors impact quality of education

This section can answer the first question, based on the 13 questions in the second part of the questionnaire about the current situation of the quality of education in secondary vocational schools in Chongqing.

Table 5 Classrooms in the school are adequate

No.	Classrooms in the school are adequate	N	Percentage (100%)
1	Strongly disagree	29	6.6
2	Disagree	13	3.0
3	Undecided	124	28.2
4	Agree	131	29.8
5	Strongly agree	143	32.5
Total		440	100%

According to above table 5, there are 29 people (6.6%) Strongly disagree that Classrooms in the school are adequate in Chongqing Vocational Secondary Schools, but most of the people 143 people with 32.5% are Strongly agree that Classrooms in the school are adequate in Chongqing Vocational Secondary Schools.

Table 6 The school laboratories are adequate.

No.	The school laboratories are adequate.	N	Percentage (100%)
1	Strongly disagree	51	11.6
2	Disagree	90	20.5
3	Undecided	177	40.2
4	Agree	90	20.5
5	Strongly agree	32	7.3
Total		440	100%

According to above table 6, there are 51 people (11.6%) Strongly disagree that the school laboratories are adequate in Chongqing Vocational Secondary Schools, but most of the people 177 people with 4.2% are Undecided that the school laboratories are adequate in Chongqing Vocational Secondary Schools. And only 32 people with 7.3% are Strongly agree that the school laboratories are adequate in Chongqing Vocational Secondary Schools.

Table 7 Staff houses are adequate

No.	Staff houses are adequate	N	Percentage (100%)
1	Strongly disagree	51	11.6
2	Disagree	90	20.5
3	Undecided	177	40.2
4	Agree	90	20.5
5	Strongly agree	32	7.3
Total		440	100%

According to above table 7, there are 51 people (11.6%) Strongly disagree that staff houses are adequate. in Chongqing Vocational Secondary Schools, but most of the people 177 people with 40.2% are Undecided that staff houses are adequate in Chongqing Vocational Secondary Schools. And only 32 people with 7.3% are Strongly agree that staff houses are adequate in Chongqing Vocational Secondary Schools.

In summary, there are certain differences in satisfaction with the facilities of classrooms, laboratories, and staff housing among students in Chongqing vocational education secondary schools. Among them, the satisfaction with classrooms and laboratories is relatively high, while the satisfaction with employee housing is low. This may reflect the needs and expectations of students in different aspects, and also provide a reference for schools to improve and optimize facilities in the later stage. In order to further improve student satisfaction, schools should not only

ensure that classroom and laboratory facilities are complete, but also increase efforts to improve employee housing conditions to meet the needs of teachers and students.

Table 8 The school has received adequate government grants

No.	The school has received adequate government grants	N	Percentage (100%)
1	Strongly disagree	73	16.6
2	Disagree	104	23.6
3	Undecided	180	40.9
4	Agree	59	13.4
5	Strongly agree	24	5.5
Total		440	100%

According to above table 8, there are 73 people (16.6%) Strongly disagree that the school has received adequate government grants in Chongqing Vocational Secondary Schools, but most of the people 180 people with 40.9% are Undecided that. The school has received adequate government grants in Chongqing Vocational Secondary Schools. The people 24 people with 5.5% are Undecided that strongly agree that the school has received adequate government grants in Chongqing Vocational Secondary Schools

Table 9 The school has generated sufficient funds from various income-generating activities

No.	The school has generated sufficient funds from various income-generating activities	N	Percentage (100%)
1	Strongly disagree	62	14.1
2	Disagree	124	28.2
3	Undecided	163	37.0
4	Agree	65	14.8
5	Strongly agree	26	5.9
Total		440	100%

According to above table 9, there are 62 people (14.1%) Strongly disagree that the school has generated sufficient funds from various income-generating activities in Chongqing Vocational Secondary Schools, but most of the people 163 people with 37% are Undecided or agree that the school has generated sufficient funds from various income-generating activities in Chongqing Vocational Secondary Schools. And only 26 people with 5.9% are Strongly agree that think The school has generated sufficient funds from various income-generating activities in Chongqing Vocational Secondary Schools.

Table 10 The school has received adequate budgetary support from alumni contributions

No.	The school has received adequate budgetary support from alumni contributions	N	Percentage (100%)
1	Strongly disagree	27	6.1
2	Disagree	36	8.2
3	Undecided	199	45.2
4	Agree	111	25.2
5	Strongly agree	67	15.2
Total		440	100%

According to above table 10, there are 27 people (6.1%) Strongly disagree that the school has received adequate budgetary support from alumni contributions in Chongqing Vocational Secondary Schools, but most of the people 199 people with 45.2% are Undecided or agree that the school has received adequate budgetary support from alumni contributions in Chongqing Vocational Secondary Schools. And only 67 people with 15.2% are Strongly agree that think The school has received adequate budgetary support from alumni contributions in Chongqing Vocational Secondary Schools.

Based on the above data, we can see that in Chongqing Vocational High School, most respondents have expressed certain doubts and uncertainties regarding government funding, income generating activities, and alumni donations. This may reflect the differences between the actual situation and expectations they face on these issues, and also imply that there is still room for improvement and effort in these areas for the school. On this basis, schools and relevant parties should further pay attention to these issues and actively seek solutions to improve the quality and satisfaction of education.

Table 11 The performance of the school in Chongqing has improved tremendously

No.	The performance of the school in Chongqing has improved tremendously	N	Percentage (100%)
1	Strongly disagree	57	13.0
2	Disagree	69	15.7
3	Undecided	174	39.5
4	Agree	85	19.3
5	Strongly agree	55	12.5
Total		440	100%

According to above table 11, there are 57 people (13%) Strongly disagree that the performance of the school in Chongqing has improved tremendously in Chongqing Vocational Secondary Schools, but most of the people 174 people with 39.5% are Undecided that. The performance of the school in Chongqing has improved tremendously in Chongqing Vocational Secondary Schools. And only 55 people with 12.5% are Strongly agree that the performance of the school in Chongqing has improved tremendously in Chongqing Vocational Secondary Schools.

Table 12 There has been a steady transition of students from one grade to the next

No.	There has been a steady transition of students from one grade to the next	N	Percentage (100%)
1	Strongly disagree	65	14.8
2	Disagree	114	25.9
3	Undecided	180	40.9
4	Agree	56	12.7
5	Strongly agree	25	5.7
Total		440	100%

According to above table 12, there are 65 people (14.8%) Strongly disagree that there has been a steady transition of students from one grade to the next in Chongqing Vocational Secondary Schools, but most of the people 180 people with 40.9% are Undecided that. There has been a steady transition of students from one grade to the next in Chongqing Vocational Secondary Schools. And only 25 people with 5.7% are Strongly agree that there has been a steady transition of students from one grade to the next in Chongqing Vocational Secondary Schools.

Table 13 The school has performed well in co-curricular activities

No.	The school has performed well in co-curricular activities	N	Percentage (100%)
1	Strongly disagree	50	11.4
2	Disagree	86	19.5
3	Undecided	193	43.9
4	Agree	74	16.8
5	Strongly agree	37	8.4
Total		440	100%

According to above table 13, there are 50 people (11.4%) Strongly disagree that the school has performed well in co-curricular activities in Chongqing Vocational Secondary Schools, but most of the people 193 people with 43.9% are Undecided that The school has performed well in co-curricular activities in Chongqing Vocational Secondary Schools. And only 37 people with 8.4% are Strongly agree that the school has performed well in co-curricular activities in Chongqing Vocational Secondary Schools.

Table 14 Analysing the current status of measuring the effectiveness of the quality of education management

Basic indicators				
NO.	name	Mean	standard deviation	Opinion
physical facility				
1	Staff houses are adequate.	2.91	1.69	
2	School laboratories are adequate.	2.91	1.69	
3	Classrooms in the school are adequate	3.79	2.72	
Total		3.20	2.04	Strongly Agree
Financial resources				
4	The school has received adequate budgetary support from alumni contributions	3.35	2.18	
5	The school has generated sufficient funds from various income-generating activities	2.70	1.46	
6	The school has received adequate government grants	2.68	1.63	
Total		2.91	1.75	Strongly Agree
Quality of education				
7	The school has performed well in co-curricular activities	2.91	1.79	
8	There has been a steady transition of students from one grade to the next	2.69	1.64	
9	The performance of the school in Chongqing has improved tremendously	3.03	1.62	
Total		2.88	1.68	Strongly Agree
Self-efficiency				
10	Compared to other our Education Administrative Efficiency is relatively strong	3.42	2.42	
11	I believe we have ability to solve problems of Education Administrative Efficiency	2.68	1.64	
12	I believe we have ability to achieve Education Administrative Efficiency	2.62	1.41	
Total		2.90	1.82	Strongly Agree

Table 14 (Cont.)

Basic indicators				
N0.	name	Mean	standard deviation	Opinion
Education Administrative Efficiency				
13	The Teaching and learning resources is good	2.84	1.87	
14	The Teacher motivation is good	3.16	2.23	
15	The Education Administrative Efficiency is good	2.84	1.73	
Total		2.95	1.94	Strongly Agree
Overview		2.97	1.85	Strongly Agree

From Table 14, it can be found that the information related to the current status and factors of education administration in secondary vocational schools in Chongqing, strongly agree with the overall expectations, the average overall feedback score is 2.97, and through the feedback on the physical facilities, financial resources, quality of education, self-efficacy, and the efficiency of education management in ascending order, the average feedback of 3.20, 2.91, 2.88, 2.90, and 2.95.

In summary, according to Tables 1-14, we can answer the first question: the current situation of education quality in secondary vocational schools in Chongqing, Ineffective education management. Insufficient teacher motivation and Inadequate teaching resources.

**Factors affecting the quality of education in secondary vocational schools
in Chongqing Municipality**

This part of the analysis allows for the answer of the second and third questions, which are based on the third part of the questionnaire, which contains 10 questions.

Table 15 I believe we have ability to achieve Education Administrative Efficiency

No.	I believe we have ability to achieve Education Administrative Efficiency	N	Percentage (100%)
1	Strongly disagree	76	17.3
2	Disagree	122	27.7
3	Undecided	162	36.8
4	Agree	53	12.0
5	Strongly agree	27	6.1
Total		440	100%

According to above table 15, there are 76 people (17.3%) Strongly disagree that I believe I believe we have ability to solve problems of Education Administrative Efficiency in Chongqing Vocational Secondary Schools, but most of the people 162 people with 36.8% are Undecided that I believe I believe we have ability to solve problems of Education Administrative Efficiency in Chongqing Vocational Secondary Schools. And only 27 people with 6.1% are Strongly agree that I believe I believe we have ability to solve problems of Education Administrative Efficiency in Chongqing Vocational Secondary Schools.

Table 16 I believe we have ability to solve problems of Education Administrative Efficiency

No.	I believe we have ability to solve problems of Education Administrative Efficiency	N	Percentage (100%)
1	Strongly disagree	65	14.8
2	Disagree	117	26.6
3	Undecided	181	41.1
4	Agree	50	11.4
5	Strongly agree	27	6.1
Total		440	100%

According to above table 16, there are 65 people (14.8%) Strongly disagree that I believe I believe we have ability to solve problems of Education Administrative Efficiency in Chongqing Vocational Secondary Schools, but most of the people 181 people with 41.1% are Undecided that I believe I believe we have ability to solve problems of Education Administrative Efficiency in Chongqing Vocational Secondary Schools. And only 27 people with 6.1% are Strongly agree that I believe I believe we have ability to solve problems of Education Administrative Efficiency in Chongqing Vocational Secondary Schools.

Table 17 Compared to other our Education Administrative Efficiency is relatively strong

No.	Compared to other our Education Administrative Efficiency is relatively strong	N	Percentage (100%)
1	Strongly disagree	28	6.4
2	Disagree	42	9.5
3	Undecided	235	53.4
4	Agree	91	20.7
5	Strongly agree	44	10.0
Total		440	100%

According to above table 17, there are 28 people (6.4%) Strongly disagree that Compared to other our Education Administrative Efficiency is relatively strong in Chongqing Vocational Secondary Schools, but most of the people 235 people with 53.4% are Undecided that Compared to other our Education Administrative Efficiency is relatively strong in Chongqing Vocational Secondary Schools. And only 44 people with 10% are Strongly agree that Compared to other our Education Administrative Efficiency is relatively strong in our school in Chongqing Vocational Secondary Schools.

In summary, in addressing the issue of educational administrative efficiency in Chongqing vocational education secondary schools, we need to have both confidence and face reality, improve our own abilities through practical actions, and strive for more people's recognition. At the same time, we need to strengthen communication and cooperation with other schools, improve our educational administrative efficiency, and give it an advantage in comparison. In this way, we can achieve better results in the issue of educational administrative efficiency..

Table 18 The Education Administrative Efficiency is good

No.	The Education Administrative Efficiency is good	N	Percentage (100%)
1	Strongly disagree	0	0
2	Disagree	186	42.3
3	Undecided	163	37.0
4	Agree	65	14.8
5	Strongly agree	26	5.9
Total		440	100%

According to above table 18, there are 186 people (42.3%) disagree that The Education Administrative Efficiency is good in Chongqing Vocational Secondary Schools, but some of the people 26 people with 5.9% are Strongly agree that The Education Administrative Efficiency is good in Chongqing Vocational Secondary Schools.

Table 19 The Teacher motivation is good

No.	The Teacher motivation is good	N	Percentage (100%)
1	Strongly disagree	0	0
2	Disagree	95	21.6
3	Undecided	208	47.3
4	Agree	109	24.8
5	Strongly agree	28	6.4
Total		440	100%

According to above table 19, there are 95 people (21.6%) disagree that The Teacher motivation is good in Chongqing Vocational Secondary Schools, but most of the people 208 people with 47.3% are Undecided that The Teacher motivation is good in Chongqing Vocational Secondary Schools, and only 28 people with 6.4% are Strongly agree that The Teacher motivation is good in Chongqing Vocational Secondary Schools.

Table 20 The Teaching and learning resources is good

No.	The Teaching and learning resources is good	N	Percentage (100%)
1	Strongly disagree	0	0
2	Disagree	177	40.2
3	Undecided	180	40.9
4	Agree	59	13.4
5	Strongly agree	24	5.5
Total		440	100%

According to above table 20, there are 177 people (40.2%) Strongly disagree that The Teaching and learning resources is good in Chongqing Vocational Secondary Schools, but most of the people 180 people with 40.9% are Undecided that The Teaching and learning resources is good in Chongqing Vocational Secondary Schools,. The people 24 people with 5.5% are Strongly agree that The Teaching and learning resources is good in Chongqing Vocational Secondary Schools.

Table 21 Need to improve School physical facilities

No.	Need to improve School physical facilities	N	Percentage (100%)
1	Strongly disagree	0	0
2	Disagree	95	21.6
3	Undecided	208	47.3
4	Agree	109	24.8
5	Strongly agree	28	6.4
Total		440	100%

According to above table 21, there are 95 people (21.6%) disagree that Need to improve School physical facilities in Chongqing Vocational Secondary Schools, but most of the people 208 people with 47.3% are Undecided that Need to improve School physical facilities. And only 109 people with 24.8% are agree that Need to improve School physical facilities in Chongqing Vocational Secondary Schools.

Table 22 Need to improve School Financial resources

No.	Need to improve School Financial resources	N	Percentage (100%)
1	Strongly disagree	0	0
2	Disagree	30	6.8
3	Undecided	240	54.5
4	Agree	117	26.6
5	Strongly agree	53	12.0
Total		440	100%

According to above table 22, there are 30 people (6.8%) disagree that Need to improve School Financial resources in Chongqing Vocational Secondary Schools, but most of the people 240 people with 54.5% are Undecided that Need to improve School Financial resources. And only 117 people with 26.6% are agree that Need to improve School Financial resources in Chongqing Vocational Secondary Schools.

Table 23 Need to improve Quality of Education

No.	Need to improve Quality of Education	N	Percentage (100%)
1	Strongly disagree	0	0
2	Disagree	91	20.7
3	Undecided	202	45.9
4	Agree	120	27.3
5	Strongly agree	27	6.1
Total		440	100%

According to above table 23, there are 91 people (20.7%) disagree that Need to improve Quality of Education in Chongqing Vocational Secondary Schools, but most of the people 202 people with 45.9% are Undecided that Need to improve Quality of Education. And only 120 people with 27.3% are agree that need to improve Quality of Education in Chongqing Vocational Secondary Schools.

Table 24 Need to improve Self-efficiency

No.	Need to improve Self-efficiency	N	Percentage (100%)
1	Strongly disagree	0	0
2	Disagree	96	21.8
3	Undecided	203	46.1
4	Agree	114	25.9
5	Strongly agree	27	6.1
Total		440	100%

According to above table 24, there are 96 people (21.8%) Strongly disagree taht Need to improve Self-efficiency in Chongqing Vocational Secondary Schools, but most of the people 203 people with 46.1% are Undecided taht Need to improve Self-efficiency. And only 114 people with 25.9% are agree that Need to improve Self-efficiency in Chongqing Vocational Secondary Schools.

Overall, in these survey projects, the "uncertain" group always accounts for a large propotion. This may indicate that on the one hand, most people have certain doubts and a wait-and-see attitude towards the improvement needs of school facilities, financial resources, educational quality, and self-efficacy; On the other hand, this also reflects that vocational education in China still needs improvement in various aspects to better meet the needs of teachers and students. Therefore, relevant departments should fully attach importance to these opinions and actively improve them, in order to create better conditions for the development of vocational education in China. At the same time, it is also necessary to strengthen communication and guidance with teachers and students, improve their recognition and participation in school improvement work, and jointly contribute to improving the quality of vocational education in China.

Table 25 A Descriptive Analysis of Factors Affecting the Effectiveness of Educational Administration

Basic indicators				
N0.	name	mean	standard deviation	Opinion
1	Need to improve Self-efficiency	3.16	1.93	Strongly Agree
2	Need to improve Quality of Education	3.19	1.98	Strongly Agree
3	Need to improve School Financial resources	3.44	2.44	Strongly Agree
4	Need to improve School physical facilities	3.16	1.95	Strongly Agree
Total		3.24	2.08	Strongly Agree

From Table 25, it can be found that the feedback information on the factors of the need to improve administrative effectiveness, strongly agree with the overall expectations, with an overall average of all 3.24, by ranking the relevant factors it can be found that the highest score of 3.44 for improving the financial resources of the school, the expectation of improvement of self-efficacy, physical facilities, the quality of education, and financial resources, with an average of the feedback scores of 3.16, 3.19, and 3.44.

Tables 14-25 in this section answer the second and third questions.

The second question on the factors affecting the quality of education in secondary vocational schools in Chongqing is as follows:

Through the analysis of the questionnaire, it is found that the factors affecting the quality of education mainly include: school physical facilities, quality of education, self-efficacy, school financial resources, teacher motivation.

The third question it can be concluded that Improving administrative efficiency in secondary vocational schools in Chongqing:

By improving self-efficacy, teachers can better cope with challenges in educational management, stimulate students' learning enthusiasm, and enhance their sense of cooperation. Therefore, the education department should pay attention to the cultivation of teachers' self-efficacy, enhance their self-efficacy through various means, and thus improve the efficiency of educational management.

The increasing Of School Physical Facilities Can increase Education Administrative Efficiency. The government and schools should continue to increase investment to create a better educational environment for teachers and students, and improve the level of education management in China.

By properly allocating and utilizing financial resources, we can create a better teaching environment and learning conditions for teachers and students, and promote the sustainable development of China's education industry;

The improvement of educational quality helps to optimize the allocation of educational resources. High quality education requires the education department to allocate educational resources reasonably, ensuring that all types of schools and educational institutions receive sufficient support. By optimizing the allocation of

educational resources, the efficiency of educational administrative management can be improved, thereby enhancing the overall efficiency of educational administration.

What suggestions do you have for improving the efficiency of education administration in secondary vocational schools in Chongqing?

A total of 200 valid suggestions were collected in the open-ended questions, which are described below:

In the questionnaire the improvement of school hardware facilities provides teachers with a better teaching and learning environment, and sufficient financial resources can be used to train and improve the professional competence of teachers, which helps to improve the efficiency of educational management. By improving self-efficacy, teachers can better cope with the challenges in educational management, motivate students to learn, enhance their sense of co-operation and improve the quality of education.



Conclusions

Through this study, the research on the effectiveness of educational administration in secondary vocational schools in Chongqing is summarized as follows:

Ineffective education management, Insufficient teacher motivation and Inadequate teaching resources.

Through the analysis of the questionnaire, it is found that the factors affecting the quality of education mainly include: school physical facilities, quality of education, self-efficacy, school financial resources, teacher motivation, and educational administrative efficiency.

To conclude, there are some ways of improving Education Administrative Efficiency through improving School Physical Facilities, School Financial Resources, Self-efficiency and Quality of Education, and most of them think and agree that the best ways are improving School Financial resources compare with other factors.



CHAPTER 5

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

This study selects the headmaster teacher of secondary vocational school in Chongqing as the research object, Chongqing, also known as "Chongqing", "mountain city", "river city", is a municipality directly under the Central Government of the People's Republic of China, a national central city, a mega-city, one of the important central cities of the country approved by the State Council, the economic centre of the upper reaches of the Yangtze River, the core city of Chengdu-Chongqing Twin Cities Economic Circle, the nationally important advanced manufacturing centre, and a financial centre of the western region, International comprehensive transport hub and international gateway hub in the western region. It has 38 districts and counties under its jurisdiction. With a total area of 82,400 square kilometers, the city will have a resident population of 32.134 million by the end of 2022 (Chongqing Education Commission, 2021).

This chapter will present the conclusions drawn from this study, discuss the findings, and make some relevant recommendations in response to the findings and discussion.

Conclusion

This paper evaluates and researches the satisfaction with the quality of the effectiveness of educational administrative management in secondary vocational schools in Chongqing Municipality through literature review combined with quantitative methods. In this study, headmasters and teachers of secondary vocational schools in Chongqing Municipality were taken as the respondents and the study was conducted through questionnaires, 440 questionnaires were collected and these questionnaires were analyzed and evaluated d descriptive. Based on the results of this study, the following conclusions were drawn:

Through this study, the research on the effectiveness of educational administration in secondary vocational schools in Chongqing is summarized as follows:

The survey on the current status of educational administrative effectiveness of secondary vocational schools in Chongqing shows that the proportion of respondents choosing "disagree" and "agree" in the four aspects of good educational administrative effectiveness, high teacher motivation, and good teaching resources are 34.1 per cent and 17 per cent, respectively. This indicates that the status quo of educational administrative effectiveness in secondary vocational schools in Chongqing is unsatisfactory.

Through the analysis of the questionnaire, more than 50 percent of the respondents, from the perspectives of "very dissatisfied" and "dissatisfied", believe that the factors affecting the effectiveness of the educational administration mainly include: school sports facilities, quality of education, self-efficacy, and school financial resources.

In summary, the questionnaire data show that the percentage of improvement from "agree" and "strongly agree" are: school sports facilities (31.2 per cent), quality of education (33.4 per cent), self-efficacy (32 per cent), and financial resources of schools (38.6 per cent). 38.6%). Improving the efficiency of educational management by improving school sports facilities, school financial resources, self-efficacy and quality of education. The majority felt that improvements and enhancements are needed and the best way to do this is to improve school financial resources compared to other factors.

Discussion

In China, education management administration has always been committed to creating an efficient, fair, and humane educational environment in order to further improve the administrative efficiency of education management in schools. The results of the discussion were analysed from the point of view of improving the physical facilities of the schools, the financial resources of the schools, the efficiency of the schools themselves and the quality of education, as well as improving the administrative efficiency of education, in view of a series of problems such as the inefficiency of the administrative efficiency of education, the lack of motivation of the teachers, and the under-salutation of teaching and learning resources.

Systems theory is also an important framework for understanding and improving educational management in Chinese secondary vocational schools. The theory is applicable to the study of schools. Applying systems to the educational management of secondary vocational schools in China requires examining the relationships between students, teachers, curricula, policies, resources, and the broader social and cultural context (UNESCO, 2015). For example, systems theory emphasises the importance of adapting curricula and teaching strategies to meet the diverse needs of students, ensuring that resources are allocated effectively, and creating a supportive and inclusive learning environment (Kuuskorpi et al., 2011). So I think, Systems theory is a multi-factor co-participation of subjects, which fits with the need for effectiveness of educational administration in secondary vocational schools, the combination of school physical facilities, school financial resources, self-efficacy, and quality of education.

According to the author, the researcher also agrees that systems theory is applicable to improving administrative effectiveness and thus the quality of education in the same way. Therefore, the researcher's view is consistent with previous studies.

Xie et al. (2018) highlight the importance of understanding and addressing the needs, motivations and relationships of individuals within organisations to increase productivity and overall satisfaction. They noted that relationship management

becomes particularly important in the context of educational management as it focuses on building positive relationships between educators, administrators, students and parents. Their findings suggest that by adopting an interpersonal approach, educational administrators in China can improve communication channels, foster a sense of belonging among students, promote collaboration among staff, and create an environment conducive to learning.

Their findings suggest that by adopting an interpersonal approach, educational administrators in China can improve communication channels, foster a sense of belonging among students, promote co-operation among staff, and create an environment conducive to learning. Therefore, the researcher's view is consistent with previous studies.

According to the author, the researcher also agrees Theories of Human Relationship Management (Theory X and Theory Y) is applicable to improving administrative effectiveness and thus the quality of education in the same way. Therefore, the researcher's view is consistent with previous studies.

Deng et al. (2020) state that effective organisational structures and systems are essential to ensure the smooth functioning of vocational education institutions in China and to promote positive outcomes in terms of quality of education. They noted that schools with well-developed administrative processes are more likely to achieve efficient resource allocation, clear communication channels and effective decision-making processes. This leads to improved teacher-student interactions, better implementation of the curriculum and enhancement of the overall educational experience for students (Muninde, 2016). For example, organisations that follow the rational principles of organisational theory can implement a classroom scheduling system that optimises the use of available rooms, thereby increasing productivity and streamlining operations.

Therefore, I believe that organisational theory is applicable to this study and that when aiming to improve administrative effectiveness, schools can identify and provide the necessary resources to optimise the learning experience for both teachers and students. The researcher agrees with this view.

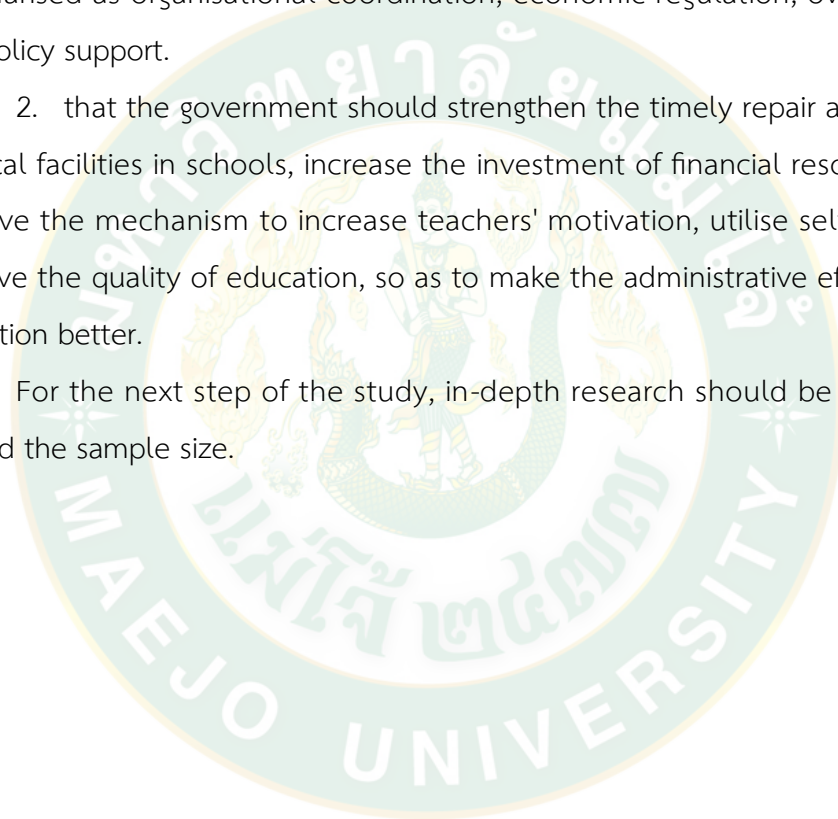
Suggestions

Based on the findings of systems theory, organisational theory, and human relations management theory, this paper makes the following recommendations to help improve the problem of low administrative effectiveness in secondary vocational school education:

1. The functions of local governments in vocational schools can be summarised as organisational coordination, economic regulation, overall planning and policy support.

2. that the government should strengthen the timely repair and renewal of physical facilities in schools, increase the investment of financial resources, further improve the mechanism to increase teachers' motivation, utilise self-efficacy, and improve the quality of education, so as to make the administrative effectiveness of education better.

For the next step of the study, in-depth research should be conducted to expand the sample size.



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APPENDIXS



Appendix A

Questionnaire

This research project involves "A study of the relationship between schoolhouse facilities, school financial resources, self-efficacy, educational quality and educational management efficiency in secondary vocational schools in Chongqing". Your comments will be very helpful to the researchers. The researchers assure you that the survey data will be used for academic research purposes only. If you are willing to help the researcher to complete this study, please read the following questions carefully and tick as many as you think are correct and appropriate. Thank you for your co-operation.

Part I: Demographic Profile

Background Information

1. Gender

- Male
- Female

2. Age

- Less than 30 years old
- 30-40 years old
- 41-50 years old
- More than 50 years old

3. Teaching Major

- Business
- Arts
- Communication Arts
- Others

4. Teaching Years

- Within 1 years
- 1-3 years
- 3-5 year
- More than 5 year

Part II: What is the factors impact quality of education in Chongqing's vocational secondary schools, Chongqing, China?

Part III: Solution measures to improving the efficiency of education administration in secondary vocational schools in Chongqing

In surveys or questionnaires, typical Likert scale items are usually formatted as follows: 1: Strongly Disagree; 2: Disagree; 3: Neither Agree nor Disagree; 4: Agree; 5: Strongly Agree. This section tests the independent variables: school physical facilities and school financial resources, self-efficacy, efficiency of educational management, and quality of education. The questionnaire will be constructed and answered in the order of "1=Strongly Disagree to 5=Strongly Agree".

No	Question	Strongly disagree (5)	Disagree (4)	Neither Agree nor disagree (3)	Agree (2)	Strongly agree (1)
	School physical facilities					
1	Classrooms in the school are adequate.					
2	The school laboratories are adequate.					
3	Staff houses are adequate.					
	School Financial resources					
4	The school has received adequate government grants.					
5	The school has generated sufficient funds from various income-generating activities.					

No	Question	Strongly disagree (5)	Disagree (4)	Neither Agree nor disagree (3)	Agree (2)	Strongly agree (1)
6	The school has received adequate budgetary support from alumni contributions.					
	Quality of Education					
7	The performance of the school in Chongqing has improved tremendously.					
8	There has been a steady transition of students from one grade to the next.					
9	The school has performed well in co-curricular activities.					
	Self-efficiency					
10	I believe we have ability to achieve Education Administrative Efficiency					
11	I believe I believe we have ability to solve problems of Education Administrative Efficiencys.					
12	Compared to other our Education Administrative Efficiency is relatively strong.					

No	Question	Strongly disagree (5)	Disagree (4)	Neither Agree nor disagree (3)	Agree (2)	Strongly agree (1)
	Education Administrative Efficiency					
13	The Education Administrative Efficiency is good					
14	The Teacher motivation is good					
15	The Teaching and learning resources is good					
16	Need to improve School physical facilities					
17	Need to improve School Financial resources					
18	Need to improve Quality of Education					
19	Need to improve Self-efficiency					

Part IV What suggestions do you have for improving the efficiency of education administration in secondary vocational schools in Chongqing?

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THANK YOU SO MUCH

调查问卷

本研究项目涉及 " 重庆市中等职业学校物理设施、学校财力、自我效能感、教育质量与教育管理效率的关系研究"。您的意见将对研究人员很有帮助。研究人员向您保证，调查数据仅用于学术研究目的。如果您愿意帮助研究人员完成本研究，请仔细阅读以下问题，并在您认为正确和恰当的问题上打"√"。感谢您的合作。

第一部分：人口概况 背景信息

1. 性别

男

女

2. 年龄

年龄不到30岁

30-40岁

41-50岁

50岁以上

3. 教学专业

业务

艺术

传播艺术

其他

4. 教学年限

1年以内

1-3年

3-5年

5年以上

第二部分：影响重庆市中等职业学校教育质量的因素有哪些？

第三部分：提高重庆中等职业学校教育管理效率的解决措施？

在调查或问卷中，典型的李克特量表项目通常格式如下：1：非常不同意；2：不同意；3：既不同意也不不同意；4：同意；5：非常同意。本部分测试自变量：学校物质设施和学校财政资源、自我效能感、教育管理效率和教育质量。问卷将按照“1=非常不同意到5=非常同意”的顺序来设计和回答。

序号	问题	非常不同意 (5)	不同意 (4)	既不同意也不反对 (3)	同意 (2)	非常同意 (1)
	学校物质设施					
1	学校教室充足。					
2	学校实验室充足。					
3	员工宿舍充足。					
	学校财政资源					
4	学校获得了充足的政府拨款。					
5	学校从各种创收活动中获得了充足的资金					
6	校友捐款为学校提供了充足的预算支持。					
	教育质量					
7	重庆学校的成绩有了很大提高。					
8	学生从一个年级到下一个年级的过渡一直很稳定。					
9	学校在课外活动方面表现出色。					

序号	问题	非常不同意 (5)	不同意 (4)	既不同意 也不反对 (3)	同意 (2)	非常同意 (1)
	自给自足					
10	我相信我们有能力提高教育行政效率					
11	我相信我相信我们有能力解决教育行政效率问题					
12	与其他国家相比，我们的教育行政效率相对较高。					
	教育行政效率					
13	教育行政效率良好					
14	教师积极性高					
15	教学资源良好					
16	需要改善学校的物质设施					
17	需要改善学校财政资源					
18	需要提高教育质量					
19	需要提高自给自足能力					

第四部分你对提高重庆中学职业学校的教育管理效率有什么建议？

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Appendix B

Codebook

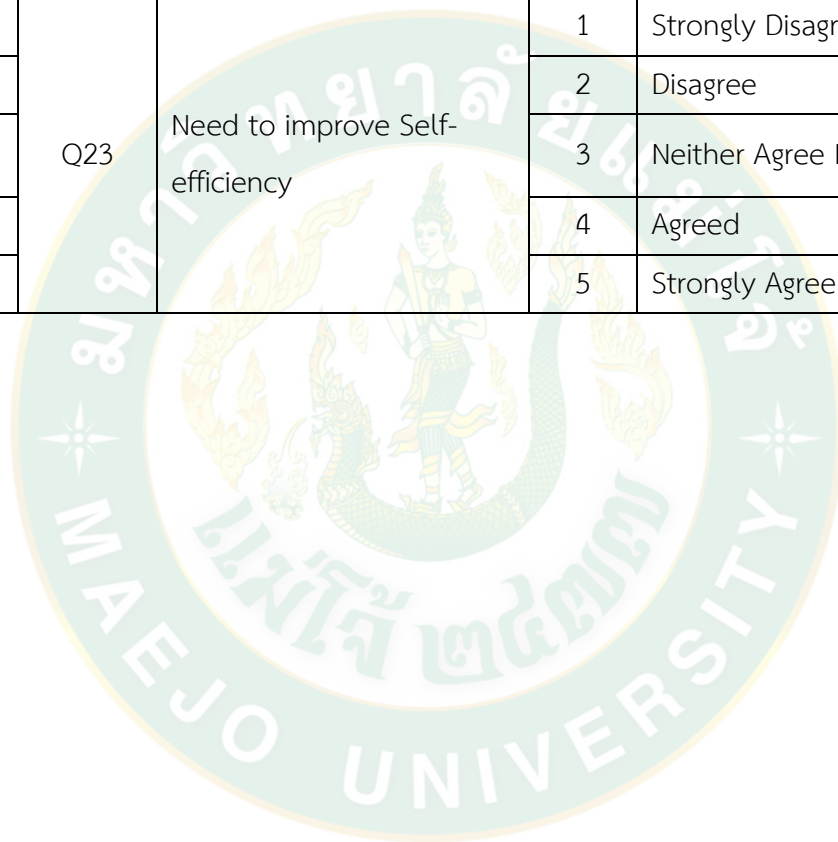
No.	Variable Name	Variable	Value	Value Label
1	Q1	Gender	1	Male
2			2	Female
3	Q2	Age	1	Less than 30 years old
4			2	30-40 years old
5			3	41-50 years old
6			4	More than 50 years old
7	Q3	Teaching Major	1	Business
8			2	Arts
9			3	Communication Arts
10			4	Others
11	Q4	Teaching Years	1	Within 1 years
12			2	1-3 years
13			3	3-5 year
14			4	More than 5 year
15		School physical facilities		
16	Q5	Classrooms in the school are adequate.	1	Strongly Disagree
17			2	Disagree
18			3	Neither Agree Nor Disagree
19			4	Agreed
20			5	Strongly Agree
21	Q6	The school laboratories are adequate.	1	Strongly Disagree
22			2	Disagree
23			3	Neither Agree Nor Disagree
24			4	Agreed
25			5	Strongly Agree

No.	Variable Name	Variable	Value	Value Label
26	Q7	Staff houses are adequate.	1	Strongly Disagree
27			2	Disagree
28			3	Neither Agree Nor Disagree
29			4	Agreed
30			5	Strongly Agree
31		School Financial resources		
32	Q8	The school has received adequate government grants.	1	Strongly Disagree
33			2	Disagree
34			3	Neither Agree Nor Disagree
35			4	Agreed
36			5	Strongly Agree
37	Q9	The school has generated sufficient funds from various income-generating activities.	1	Strongly Disagree
38			2	Disagree
39			3	Neither Agree Nor Disagree
40			4	Agreed
41			5	Strongly Agree
42	Q10	The school has received adequate budgetary support from alumni contributions.	1	Strongly Disagree
43			2	Disagree
44			3	Neither Agree Nor Disagree
45			4	Agreed
46			5	Strongly Agree
47		Quality of Education		
48	Q10	The performance of the school in Chongqing has improved tremendously.	1	Strongly Disagree
49			2	Disagree
50			3	Neither Agree Nor Disagree
51			4	Agreed
52			5	Strongly Agree

No.	Variable Name	Variable	Value	Value Label
53	Q12	There has been a steady transition of students from one grade to the next.	1	Strongly Disagree
54			2	Disagree
55			3	Neither Agree Nor Disagree
56			4	Agreed
57			5	Strongly Agree
58	Q13	The school has performed well in co-curricular activities.	1	Strongly Disagree
59			2	Disagree
60			3	Neither Agree Nor Disagree
61			4	Agreed
62			5	Strongly Agree
63		Self-efficiency		
64	Q14	I believe we have ability to achieve Education Administrative Efficiency	1	Strongly Disagree
65			2	Disagree
66			3	Neither Agree Nor Disagree
67			4	Agreed
68			5	Strongly Agree
69	Q15	I believe I believe we have ability to solve problems of Education Administrative Efficiency.	1	Strongly Disagree
70			2	Disagree
71			3	Neither Agree Nor Disagree
72			4	Agreed
73			5	Strongly Agree
74	Q16	Compared to other our Education Administrative Efficiency is relatively strong.	1	Strongly Disagree
75			2	Disagree
76			3	Neither Agree Nor Disagree
77			4	Agreed
78			5	Strongly Agree

No.	Variable Name	Variable	Value	Value Label
79		Education Administrative Efficiency		
80	Q17	The Education Administrative Efficiency is good	1	Strongly Disagree
81			2	Disagree
82			3	Neither Agree Nor Disagree
83			4	Agreed
84			5	Strongly Agree
85	Q18	The Teacher motivation is good	1	Strongly Disagree
86			2	Disagree
87			3	Neither Agree Nor Disagree
88			4	Agreed
89			4	Strongly Agree
90	Q19	The Teaching and learning resources is good	1	Strongly Disagree
91			2	Disagree
92			3	Neither Agree Nor Disagree
93			4	Agreed
94			5	Strongly Agree
95	Q20	Need to improve School physical facilities	1	Strongly Disagree
96			2	Disagree
97			3	Neither Agree Nor Disagree
98			4	Agreed
99			5	Strongly Agree
100	Q21	Need to improve School Financial resources	1	Strongly Disagree
101			2	Disagree
102			3	Neither Agree Nor Disagree
103			4	Agreed
104			5	Strongly Agree

No.	Variable Name	Variable	Value	Value Label
105	Q22	Need to improve Quality of Education	1	Strongly Disagree
106			2	Disagree
107			3	Neither Agree Nor Disagree
108			4	Agreed
109			5	Strongly Agree
110	Q23	Need to improve Self-efficiency	1	Strongly Disagree
111			2	Disagree
112			3	Neither Agree Nor Disagree
113			4	Agreed
114			5	Strongly Agree



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