



## Learning and Teaching Management of New Silk Road School of Fashion Design and Physical Education Haikou University of Economics

Guo Zhiweo<sup>1</sup>

Laddawan Petchroj<sup>2</sup>

### Abstract

The objective of this research were to: 1) To study Learning and Teaching Management of New Silk Road School of Fashion Design and Physical Education Haikou University of Economics according to the opinion of faculty.2)To compare learning and teaching management of according to the opinion of faculty classified by personal data . The sample were 43 Faculty of New Silk Road School of Fashion Design and Physical Education Haikou University of Economics.using simple randomization sampling.The instrument used in the research was questionnaire, statistics used to analyze,including frequency, percentage, mean, standard deviation, t-test, one-way ANOVA and LSD.

The research results found that as follows: 1) Learning and Teaching Management of New Silk Road school of Fashion Design and Physical Education Haikou University of Economics in over all was high. The highest average was aspect of, lower aspects were Organizing, Controlling. Leading and Planning, and 2) the comparison Learning and Teaching Management of New Silk Road School of Fashion Design and Physical Education Haikou University of Economics when classified by gender, age, education level and teaching experience of faculty.shown that male and female were statistical significant at level .05 in Organizing. While Planing,leading,controlling and total were not different.

**Keywords:** Learning and Teaching Management, Faculty, Fashion Design University

---

<sup>1</sup> Student, Master of Education in Educational Administration, Rajapruk University

<sup>2</sup> Advisor, Master of Education in Educational Administration, Rajapruk University



## Introduction

Art education is a form of education that is based on the needs of society. The content of art education is varied and encompasses multi-dimensional aspects such as music, sports, performance, and artistic skill development. Art students possess unique traits; therefore, it is crucial for educators to understand these characteristics when conducting art education. Effective management of art education is crucial to improving the quality of education and the students themselves. By considering the specific characteristics of art education and students, educators can effectively analyse and manage the art education process, leading to improved efficiency and student outcomes.

In recent years, art education has become a popular major among college undergraduates. However, despite its significance, there are still challenges faced in the implementation and assessment of this major, leading to low-quality student learning. Zhou (2018) analysed this issue in his article "Analysis and Countermeasures of the Current Situation of Geography Learning for Art Students in the College Entrance Examination" and identified insufficient motivation and interest among students as a major contributing factor. Upon entering university, art students may develop a misconception that professional courses are more important than cultural courses, which negatively affects their motivation and interest in learning.

Through the survey of various colleges and universities, especially New Silk Road School of Fashion Design and Physical Education at Haikou University of Economics, it can be seen that the problems caused by the learning and teaching of teaching staff are mainly the limited learning and teaching abilities of teachers and the single teaching content and mode. During the period of COVID-19, most colleges and universities regard basic teaching as the key point. Continue to carry out the same guidance and teaching to improve students' abilities, but ignore whether students can study hard. Many students cannot understand the practical actions and knowledge points, which is not conducive to their development. The learning and teaching shown by the teachers are far from the ideal level, and the limited teaching

experience has led most teachers to choose to learn from the teaching experience of dance and other majors but ignore the needs of fashion majors, and the quality of teaching will naturally deteriorate. The fashion major has more prominent features than other majors. Practical teaching has irreplaceable significance for the teaching of this major. How to combine theory with practice has naturally become the core issue to which teachers pay attention.

### Research objectives

1. To study the opinions of faculty staffs regarding Learning and Teaching Management of New Silk Road School of Fashion Design and Physical Education Haikou University of Economics.
2. To compare the opinions of faculty staff of New Silk Road school of Fashion design and physical education Haikou University of Economics.

### Research Hypothesis

The faculty and staff opinions regarding learning and teaching management aspects of the New Silk Road School of Fashion Design and Physical Education at Haikou University of Economics are different when classified by gender, age, educational level, and teaching experience.

### Conceptual framework

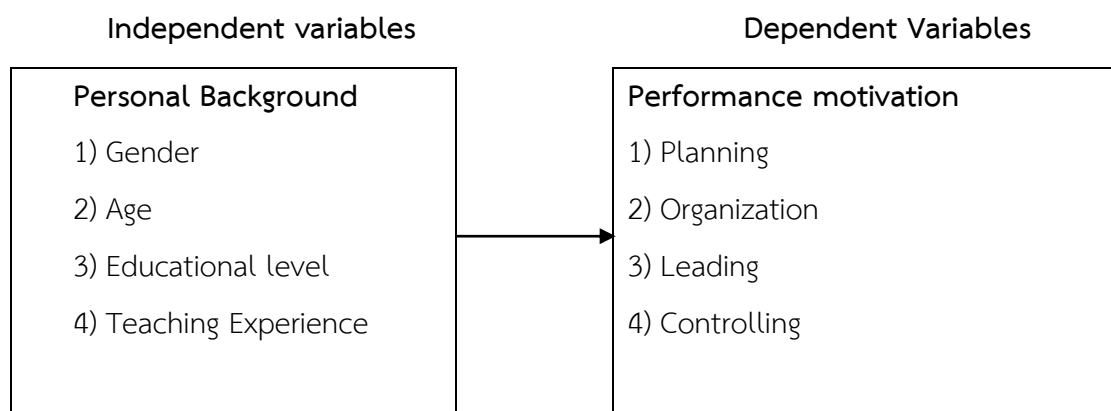


Figure 1 Conceptual framework



## Research Methodology

The faculty staff were categorised based on personal status, including gender, age, education level, and teaching experience. A sample group of 43 faculty staff was selected randomly. To assess questionnaire content validity, the researcher showed the questionnaire to three experts, whose scores ranged from .67 to 1.00. The reliability was also confirmed through a tryout using a modified questionnaire. It was determined using the alpha coefficient method with 30 sample individuals, resulting in a reliability score of .95. The data was then analysed using frequency distribution, percentage, standard deviation, and t-test.

## Research Results

**Table 1:** Mean and standard deviation of Learning and Teaching Management of Faculty staff of Fashion design and physical education Haikou University of Economics. Data Analysis Results.

Aspect	Learning and Teaching Management	$\bar{X}$	SD	Meaning	Rank
1	Planning	3.99	.68	High	4
2	Organization	4.05	.64	High	1
3	Leading	4.01	.77	High	3
4	Controlling	4.02	.35	High	2
<b>Total</b>		<b>4.02</b>	<b>.51</b>	<b>High</b>	

From Table 1, Learning and Teaching Management was high in overall ( $\bar{X}$ = 4.02, SD=.51), when considering in each aspects, ranking the highest to the lowest mean : Organizing ( $\bar{X}$ = 4.05 SD=.64), followed by Controlling, Leading, and Planning.



**Table 2:** The comparison of the opinions of faculty staff on Learning and Teaching Management were classified by gender.

No.	Learning and Teaching Management	Gender				t	P value
		Male		Female			
		$\bar{X}$	SD	$\bar{X}$	SD		
1	Planning	3.97	.60	4.02	.77	.25	.80
2	Organization	4.24	.45	3.85	.75	2.02*	.05
3	Leading	4.09	.63	3.90	.89	.82	.42
4	Controlling	4.00	.38	4.05	.31	.45	.66
<b>Total</b>		<b>4.07</b>	<b>.35</b>	<b>3.95</b>	<b>.64</b>	<b>.75</b>	<b>.46</b>

\*statistical significance at level of .05

From Table 2, it was shown that Male and Female respondents were not different except for the aspect of Organization with a statistically significant difference at .05 level

**Table 3:** The comparison of the opinions of faculty staff on Learning and Teaching Management were classified by Age.

Aspect	Learning and Teaching Management	Age				t	P value
		Under 30		≥30 years			
		$\bar{X}$	SD	$\bar{X}$	SD		
1	Planning	3.92	.82	4.05	.56	.65	.52
2	Organization	4.24	.70	3.90	.56	1.76	.09
3	Leading	4.14	.84	3.89	.70	1.06	.30
4	Controlling	3.99	.43	4.05	.27	.64	.53
<b>Total</b>		<b>4.07</b>	<b>.58</b>	<b>3.97</b>	<b>.46</b>	<b>.60</b>	<b>.55</b>

From Table 3, it was shown that Under 30 years old and 30-50 years old and More than 50 years old respondents were not different in overall and particular aspects



**Table 4:** The comparison of the opinions of faculty staff on Learning and Teaching Management were classified by Educational level.

Aspects.	Learning and Teaching Management	Educational level				t	P value
		Bachelor's degree		Master's degree and Doctoral			
		$\bar{X}$	SD	$\bar{X}$	SD		
1	Planning	3.95	.70	4.05	.66	.51	.62
2	Organization	3.95	.62	4.17	.67	1.10	.28
3	Leading	3.96	.77	4.05	.78	.37	.72
4	Controlling	3.99	.37	4.07	.31	.75	.46
<b>Total</b>		<b>3.96</b>	<b>.49</b>	<b>4.08</b>	<b>.54</b>	<b>.77</b>	<b>.45</b>

From Table 4, it was shown that Bachelor degree and Master's degree and Doctoral degree respondents were not different in overall and particular aspects.

**Table 5:** The comparison of the opinions of faculty staff on Learning and Teaching Management were classified by Teaching experience.

Aspect.	Learning and Teaching Management	Teaching experience				t	P value
		Less than 5 years		From 5 to more than 5			
		$\bar{X}$	SD	$\bar{X}$	SD		
1	Planning	3.97	.79	4.02	.55	.25	.80
2	Organization	4.24	.68	3.85	.54	2.10*	.04
3	Leading	4.10	.84	3.88	.68	.94	.35
4	Controlling	4.01	.41	4.03	.27	.20	.84
<b>Total</b>		<b>4.08</b>	<b>.57</b>	<b>3.95</b>	<b>.45</b>	<b>.86</b>	<b>.40</b>



From Table 5, it was shown that Less than 5 years and more than 5 years of respondents were not different except for the aspect of Organization with a statistically significant difference at .05 level

## Discussion

Learning and Teaching Management of New Silk Road School of Fashion Design and Physical Education Haikou University of Economics of Economics : 1) Planning 2) Organization 3) Leading 4) Controlling. It will improve the learning and teaching ability of teaching staff. This is in line with Malikhah I. An Effect of Planning, Organizing, Staffing, Leading and Controlling of Operational Leadership[J]. Budapest International Research and Critics Institute-Journal (BIRCI-Journal), 2021, 4(3): 4643-4652. The research agrees, "Based on the results of research and data analysis shows that the planning, organizing, staffing, leading, and controlling variables have a positive effect on operational leadership, meaning that if the independent variable increases, the dependent variable also increases, and If the independent variable decreases, the dependent variable also decreases."

When sorting side by side, it is found that Learning and Teaching Management of New Silk Road School of Fashion Design and Physical Education Haikou University of Economics are sorted from more to less as follows:

Organization: Learning and Teaching Management of New Silk Road School of Fashion Design and Physical Education Haikou University of Economics at high level. When considering each item, all items were found to be at a high level. The one with the highest average is creating an atmosphere conducive to studying the performing arts.

Because of the particularity of the courses of the New Silk Road School of Fashion Design and Physical Education Haikou University of Economics, different from other colleges which mainly focus on theoretical lectures, the teaching of the fashion college is mostly based on practical courses, which requires face-to-face teaching by faculty and staff, and requires a large teaching venue and environment in order to



give full play to the full potential. Good learning and teaching. Therefore, it was not suitable for online teaching. Under the influence of the covid-19, faculty staff hope to create an atmosphere conducive to learning performing arts. This is also one of the reasons Organizing was the highest.

Therefore, so the regression model could be said to have a positive and significant impact on faculty learning and teaching in this study. This was in line with Malikhah I. An Effect of Planning, Organizing, Staffing, Leading and Controlling of Operational Leadership[J]. Budapest International Research and Critics Institute- Journal (BIRCI-Journal), 2021, 4(3): 4643-4652." Indicates that the organization had a partial influence on operational leadership." Research agrees.

In learning and teaching, the status of faculty staff in the organization is not static, but dynamically adjusted within the organization through gender, age, education level, teaching experience and other matters.

Controlling: Learning and Teaching Management of New Silk Road School of Fashion Design and Physical Education Haikou University of Economics at high level. When considering each item, all items were found to be at a high level. At the highest level administrators require teachers to work within a legal, moral and moral framework. The bottom line is for administrators to reflect the monitoring results to each teacher to improve the teaching process and create innovative media. Therefore, the construction of the work framework should be strengthened in terms of the learning and teaching management control of the teaching staff. This is in line with Malikhah I. An Effect of Planning, Organizing, Staffing, Leading and Controlling of Operational Leadership[J]. Budapest International Research and Critics Institute- Journal (BIRCI-Journal), 2021, 4(3): 4643-4652." Explain that control has a partial impact on operational leadership." Research agrees.

Leading: Learning and Teaching Management of New Silk Road School of Fashion Design and Physical Education Haikou University of Economics at high level. At the highest level are administrators who encourage teachers to develop themselves through the Internet. The lowest level is the promotional information



system to help students develop into professional fashion models. Therefore, in terms of the teaching staff's learning and teaching management leading, the continuous learning ability of the leading staff should be strengthened. This is consistent with Johnson, D. The four contemporary functions of management are planning, organizing, leading, and controlling. "Leadership tasks include creating vision, focus, and direction for the organization, encouraging employees to work at a high level, and ensuring that their activities be coordinated to achieve maximum results for the organization." Research agrees.

Planning: Learning and Teaching Management of New Silk Road School of Fashion Design and Physical Education Haikou University of Economics at high level. At the highest level is to encourage teachers to properly manage online learning. At the lowest level is the University's policy of providing facilities for learning management. Therefore, the staff's learning and teaching management plan should strengthen the teacher's plan for a new teaching model. This is similar to Johnson D. The four contemporary functions of management are planning, organizing, leading, and controlling[J]. "These are the types of question management must ask under the banner of planning. Using all of the intelligence gathered from data analyzes the function of management is to create a 'road' map' to success for the organization." Research agrees.

### **Suggestions**

School administrators should also foster a culture of collaboration and cooperation among staff, students, and the community. They should create opportunities for staff and students to engage in team building activities, such as problem-solving, brainstorming, and team-based projects, which can help build relationships and foster a sense of connectedness. Administrators should emphasize the importance of positive communication and provide training and support for staff and students to improve their communication and collaboration skills. School administrators should also use technology to facilitate collaboration among staff,



students, and the community. This could include online collaboration tools, such as video conferencing, and online discussion boards.

1. More research on the quality of learning and teaching management among university administrators.

2. More research on the vision of university administrators to improve learning and teaching management

3. More research on the collaboration between universities and communities

### References

- Ao, Y. F. & Yang, H. (2011). **The Change of Classroom Teaching Mode under the Background of New Curriculum Standards**
- Boehmer, Q. & Wood, W. C. (2017). Student vs. faculty perspectives on quality instruction: Gender bias, “hotness,” and “easiness” in evaluating teaching. **Journal of Education for Business**, 92(4), 173–178.
- Caires, Almeida, L., & Vieira, D. (2012). Becoming a teacher: student teachers’ experiences and perceptions about teaching practice. **European Journal of Teacher Education**, 35(2), 163–178.
- Dong, G. N. (2013). Talking about the characteristics of German higher art design education. **Journal of Hubei University of Economics: Humanities and Social Sciences Edition**, 10(4), 3.
- Gupta, Garg, D., & Kumar, P. (2018). Analysis of Students’ Ratings of Teaching Quality to Understand the Role of Gender and Socio-Economic Diversity in Higher Education. **IEEE Transactions on Education**, 61(4), 319–327.
- Guo, X. (2020). Can art education be an independent discipline? [J]. *Art Education*, (9): 2
- Geeraerts, Vanhoof, J., & Van Den Bossche, P. (2021). Flemish Teachers’ Age-related Stereotypes: Investigating Generational Differences. **Journal of Intergenerational Relationships**, 19(2), 179–195.



- Hochweber, A & Vieluf, S. (2018). Gender differences in reading achievement and enjoyment of reading: The role of perceived teaching quality. **The Journal of Educational Research (Washington, D.C.)**, 111(3), 268–283.
- Jiang, Y.(2009). Gender differences in modern organizational behavior in China. *Human Resource Management*, (10), 31-32.
- Li, L.& Liu, Y. Q.(2010)On the Modeling of "Learning and Teaching" Mode. **Modern Educational Technology**,20(10):5-11.
- Malikhah, I. (2021). An Effect of Planning, Organization, Staffing, Leading and Controlling of Operational Leadership. **Budapest International Research and Critics Institute-Journal (BIRCI-Journal)**, 4(3), 4643-4652.
- Simons, Baeten, M., & Vanhees, C. (2020). Team Teaching During Field Experiences in Teacher Education: Investigating Student Teachers' Experiences With Parallel and Sequential Teaching. **Journal of Teacher Education**, 71(1), 24–40.
- Torff, C. & Kimmons, K. (2021). Learning to Be a Responsive, Authoritative Teacher: Effects of Experience and Age on Teachers' Interactional Styles. **The Educational Forum (West Lafayette, Ind.)**, 85(1), 77–88.
- Wang, H.O. (2004). Cold Thinking in the Art Education Enthusiasm. *Shandong Education*, (19): 2
- Zhang, X. L. and Huang, S. (2005). An Overview of Contemporary Art Education in Japan——Joining the Sino-Japanese Art Education Research Conference. **Chinese Art Education**, (1), 41-45.
- Zhou, X. Y.(2018).**Analysis and Countermeasures of the Current Situation of Geography Learning for Art Students in the College Entrance Examination**.<http://wenku.baidu.com>
- Zhang, Y. X.(2022). **The Transformation of Classroom Teaching and Learning Modes under the Background of New Curriculum Standards**,<https://www.sohu.com/>