



Student Activities Management in Preschool Education Major of the Vocational School of Fine Arts of Haikou University of Economics

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Abstract

The objectives of this research were 1) to study the student activities management in the Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics 2) to compare the student activities management in the Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics. According to the status of respondents in the Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics, classified by gender, age, and status in preschool. The sample consisted of 30 teachers and 61 students under the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics, by stratified random sampling according to school size. The research instrument was a questionnaire with content validity, IOC values between 0.67-1.00 and a reliability value of 0.97. The data were analyzed by using frequency, percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD. The results of the research were as follows: 1) the student activities management in the Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics was at a high level in overall, and particular aspects, ranking from the highest to the lowest mean: Communication, Time Management, Problem-Solving, Teamwork and 2) the opinions of student activities management in Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics, classified by gender, Status in preschool were not different in overall. Age was not different except “Communication” was different at the .05 level significance.

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Introduction

China has the largest education system in the world. In June 2023, there were 12.91 million students taking the National Higher Education Entrance Examination in China (The National College Entrance Examination [NCEE], 2023). International students have enrolled in over 1,000 higher education institutions throughout the country. Investment in education accounts for about 4% of total GDP in China. In 1986, the Chinese government passed a compulsory education law, making nine years of education mandatory for all Chinese children. Today, the Ministry of Education estimates that above 99 percent of the school-age children have received a universal nine-year basic education. Now, the students are studying under China's education system, which account for about 20 percent of the population in the world, and the Chinese government attaches great importance to the development of education beyond other developments. Since 1986, the government has enacted a 9-year compulsory education law with an education budget allocated to Chinese, it is expected that approximately 93 percent of the population nationwide will complete this compulsory education. In addition, the government encourages agencies at all levels and the private sector to play a role in investment or education management. The Chinese education system is like that of the United States, France, Thailand and other countries; it is making it too convenient for international students to study in China. There are also several educational institutions to cater to international students. Especially in major cities in China, such as Beijing, Shanghai, Guangzhou, and Xiamen. Education in China is divided into three levels: basic education, higher education, and adult education. The higher education level is taught in universities and colleges (short-cycle universities). Chinese higher education has good quality in both teaching and science research. Most of the Chinese universities are state universities, only 1 in 3 is a private university. Entering a Chinese university requires students to pass the university's requirements. According to the definition, secondary vocational education in the Czech Republic is provided by secondary technical schools (SOŠ),



secondary vocational schools (SOU) and conservatories. Secondary vocational education provide young people with the experience, skills, and competencies they need to engage in an occupation or group of occupations or work activities in the labor market. At the same time, they develop the general knowledge, skills, and key competencies needed for private, civic, and working life, and for lifelong learning. The importance of preschool education is one of the majors in secondary vocational schools. National Digital Forum (NDF) (2016) stated that in preschool, children learn how to compromise, respect others, and solve problems. Preschool will provide your child with apace to gain a sense of self, explore, connect with peers, and build self-confidence. Preschoolers often find themselves capable and able to do things on their own, rather than always asking mom to step in. They' ll learn about miracles a task like pouring their own juice and helping set the snack table, to larger problems like deciding how to spend their free time. As stated by Long (2012), the classroom is not the sole province of student learning. Learning is interwoven throughout the students, college experience from the day they move into their first dormitory as freshmen until the day they hold a diploma in hand. They are shaped by their experiences the lessons in conflict management from sharing living spaces with other students, the leadership skills acquired in leading a student organization, the critical thinking honed by challenging academic work, and an emerging sense of identity as they make meaning out of their experiences and as stated by Chen (2022), mentioned the student affairs administration focuses on all aspects of personnel training. It aims to meet the development demands of students and places the recessive educational significance in the explicit, specific affairs. The mature and efficient student affairs administration system based on the development of students was not only the key index to determine a high-quality Vocational College, but also an important support and guarantee to promote the comprehensive development of students' learning ability and other abilities, which plays a vital role in the education and growth of students. However, the research on student affairs administration was still in its infancy. Li et al. (2008) is a famous Chinese businessman who funded the research by Stanford



University. He views analytical skills as an important skill in business and believes that Chinese society is a strong and dynamic entrepreneurial society, as can be seen from the fact that Chinese people think, look for opportunities and build businesses well because Chinese compulsory education can practice analytical thinking quite well. The next problem is how a university education can improve children's critical thinking skills further including how to make children creative because of high critical thinking skills and creativity. This is considered the heart that will help raise the level of innovation and technology of businesses in the country. The research results: The weakness of the Chinese education system is not the harsh teaching and learning system during high school, but in a weak teaching system at the university level. Because Chinese universities will devote resources to research by encouraging professors to publish their work in world-class journals for Chinese universities to climb into the rankings of world universities and reputation, salary and prestige of the teachers show from the research results and published works, it does not look at the quality of teaching in the classroom and development of students.

From the study about students in Haikou University of Economics Vocational School of Fine Arts in the preschool education major, it was found that: student have poor self-management 1) They like to play on mobile while the teachers are teaching, 2) Some students are lazy with their homework, and 3) The students miss classes are not being on time for their studies. Taking care of students to solve this problem. Because the formulated class rules, the teacher has a class reward when the student is doing well and has a punishment system when the student makes a mistake, and uses the system to restrict student behavior, cultivate students' habits, and improve students' self-management abilities. These research results are conducive to cultivating students' good living habits and guiding students to establish a correct outlook on life and values. Helpful for us to understand the current situation of the management level student affairs management in Haikou University of Economics, Vocational School of Fine Arts, in the preschool education major. Will also promote

the school to establish a better student affairs management system and maintain the teaching rank of the school.

Research Objectives

1. To study the student activities management in the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics.
2. To compare the student activities management in the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics. According with the status of respondents by gender, age, and status in preschool.

Research Hypothesis

The student activities management in the preschool education major of Haikou University of Economics, Vocational School of Fine Arts, according to the status of respondents, are difference.

Conceptual Framework

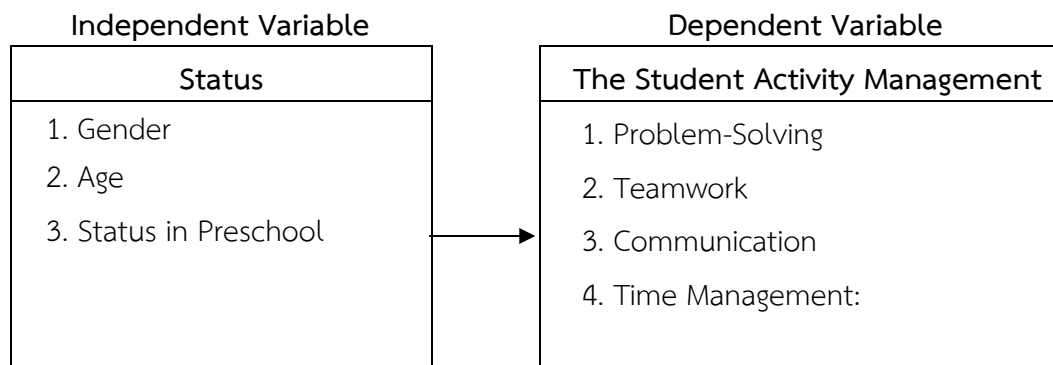


Figure 1 Conceptual Framework



Research Methodology

Population and Sample

The population are 40 teachers and 80 students in the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics.

The sample is 30 teachers and 61 students, by the Open Krejcie and Morgan (1970) table, and simple random sampling shown in table 1.

Table 1 Population and Sample

School Personnel	Population	Sample
Techers in School	40	30
Students	98	73
Total	138	103

Research Instrument

The research instrument was a questionnaire with content validity, IOC values between 0.67-1.00 and a reliability value of 0.98

Data analysis and Statistics for research

1. Analysis status of respondents with frequency and percentage statistic.
2. Analyze the student activities management in Preschool Education Major of the Vocational School of Fine Arts of Haikou University of Economics with mean, standard deviation, and compare classify by gender, age, and status in preschool with t-test, One-way ANOVA, and LSD (Petchroj et al., 2019).

Results

1. Results of analysis of student activities management in Preschool Education Major of the Vocational School of Fine Arts of Haikou University of Economics, overall for answer 1st objective as show in table 2.

Table 2 Mean and standard deviation of the dependent variable of student activities management in the Preschool Education major Vocational School of Fine Arts of Haikou University of Economics

(n=91)

Aspect	Student Activities Management	\bar{X}	SD	Level	Rank
1	Problem-Solving	4.23	.46	High	3
2	Teamwork	4.20	.49	High	4
3	Communication	4.30	.48	High	1
4	Time Management	4.24	.44	High	2
Total		4.24	.40	High	

From table 2 the opinion of respondents to the student activities management in Preschool Education Major of the Vocational School of Fine Arts of Haikou University of Economics was overall at a high level ($\bar{x}=4.24$, $SD=.40$). When classified University of Economics was overall at a high level ($\bar{x}=4.24$, $SD=.40$). When classified by aspect, they were at a high level, which could be arranged from high to low the communication, time management, problem-solving, and teamwork, respectively.

2. Compare the student activities management in the Preschool Education Major, Vocational School of Fine Arts of Haikou University of Economics, classified by gender, age, and Status in preschool .For answer 2nd objective as show in table 3.

Table 3 Results of comparing the mean and standard deviation of student activities management in the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics overall by gender

(n=91)

Aspect	Student Activities Management	Male		Female		t	Sig.
		\bar{X}	SD	\bar{X}	SD		
1	Problem-Solving	4.31	.29	4.23	.26	1.34	.95
2	Teamwork	4.18	.34	4.28	.33	1.39	.45

Table 3 (Con.)

Aspect	Student Activities Management	Male		Female		t	Sig.
		\bar{X}	SD	\bar{X}	SD		
3	Communication	4.34	.32	4.32	.29	.17	.28
4	Time Management	4.22	.25	4.34	.24	2.26	.35
Total		4.26	.18	4.29	.15	.88	.39

From Table 3 the respondents of different genders have different opinions on student activities management in the Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics .The opinions of male and female were not different.

Table 4 Results of comparing the mean and standard deviation of student activities management in the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics overall by age

(n=91)

Aspect	Student Activities Management	16-25 years		26-35 years and more than		t	Sig.
		\bar{X}	SD	\bar{X}	SD		
1	Problem-Solving	4.27	.29	4.27	.25	0.43	.37
2	Teamwork	4.25	.34	4.16	.31	1.04	.43
3	Communication	4.33	.29	4.35	.36	.027*	.05
4	Time Management	4.31	.24	4.13	.23	2.74	.30
Total		4.29	.17	4.23	.13	1.42	.16

From table 4 teachers and students of different ages have different opinions on student activities management in the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics .Male and female had different opinions except that the communication was significant at .05.

Table 5 Results of comparing mean and standard deviation of student activities management in the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics, overall by status in preschool

(n=91)

Aspect	student Activities Management	Teacher		Student 2 nd year		Student 3 rd year	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
1	Problem-Solving	4.27	.31	4.23	.32	4.31	.21
2	Teamwork	4.17	.36	4.29	.32	4.21	.33
3	Communication	4.23	.28	4.38	.31	4.37	.30
4	Time Management	4.30	.27	4.30	.26	4.24	.23
Total		4.24	0.19	4.30	0.17	4.28	0.14

From table 5 The respondents has opinions on student activities management in the Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics, that Teacher (\bar{x} =4.24, SD=0.19), Student 2nd year (\bar{x} =4.30, SD=0.17), Student 3rd year (\bar{x} =4.28, SD=0.14). The results of the one-way ANOVA test are shown in table 6.

Table 6 Compare the student activities management in Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics, overall and all aspects, by Status in preschool

(n=91)

Aspect	Student Activities Management	Sources of Variance	SS	df	MS	F	Sig.
1	Problem-Solving	Between Groups	.11	2	.06	.69	.51
		Within Groups	7.00	88	.08		
		Total	7.10	90			
2	Teamwork	Between Groups	.23	2	.11	1.02	.36
		Within Groups	9.99	88	.11		
		Total	10.05	90			
3	Communication	Between Groups	.41	2	.20	2.29	.11
		Within Groups	7.84	88	.09		
		Total	8.25	90			
4	Time Management	Between Groups	.08	2	.04	.60	.55
		Within Groups	5.57	88	.06		
		Total	5.65	90			

From table 6 the respondents were teachers and students in the Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics, was different statuses in preschool .They had the same opinion.

Discussion

1. The student activities management in the Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics. The opinion of the respondent was overall and aspects at a high level, this may be because this research had factors related to decision making, the opinions of the respondent. From the university's operational activities, this time includes: 1) Problem-Solving 2) Teamwork

3) Communication and 4) Time Management. Because every element is a system of student activities management in the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics. Problem-solving was an activity organized for learners through learning and training to encourage learners to develop skills. In solving their own problems, both problems in studying and problems in daily life, which can use problem-solving skills, helps provide guidelines for solving problems for friends and those involved. Teamwork is an activity that encourages students to work together in groups, both small and large groups, determining the roles and responsibilities of leaders and followers, and being able to behave appropriately to the roles given to them and being able to manage oneself and manage a team effectively. By having order, discipline and accepting each other, to make working successful together. Communication was an organization of student development activities. Encourage learners to know how to socialize living together with others in society using teaching activities, activities to supplement the lesson by supporting the use of information media in studying, working and in daily life, ability to organize themselves and social learning, environment and learn together with others with order, discipline, morality and ethics, which are important factors in living together in society and Time Management was an activity that aims to encourage students to know, how to manage their time. Both in studying and livelihood, being to take care of oneself, self-management, be a disciplined person, having academic potential, being a good person, being a smart person, being happy, being able to live happily and safely with others, and being able to take care of others according to one's potential. All this field may be because in the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics hopes that students can reasonably allocate study time at school, so that students can combine work and rest, take reasonable rest even if they are not playful, and grow up healthier and happier.

2. Compare the student activities management in Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics, classified by gender, age, and, status in preschool. The research found that: The genders of respondents were not different, Age was not different except "Communication" was different at the .05 level significance.

2.1 The status in preschool of teachers and students of difference gender did not difference; this may be because the teacher of gender, "male and female", can teach in the classroom, and the same student group make they have the same opinion,

and they have a duty to teach everyone. And the university supports and cares for everyone equally so there are not different opinions.

2.2 The status in preschool of teachers and students had difference age was not difference except “Communication” was difference at the .05 level significant, which may be because the teachers in the 16-25 age group have higher opinions than those in the 25-35 age group and above, and the teachers in the 25-35 age group and above are experienced, and their communication is better than other groups, so their opinions are less than other groups. But the 16-25 age group, they are students and new teachers, so they have no experience, and they attach great importance to communication because they have no experience, or are students or new teachers.

2.3 The status in preschool of teachers and students had different. The status in preschool was not different, it may be because teachers and students have participated in activities in student activities management together in every activity, both teachers and students. Their roles in cooperation are no different, including thinking, planning, executing, and performing all activities together. So there are no different opinions.

Recommendations

1. Research the perceptions of all students and teachers regarding student activity management.
2. Use the results of this study to develop plans to enhance comprehensive capabilities in student activity management.

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