ART SCHOOL HEAD'S COMPETENCY FOR THE UNIVERSITY
IN SHENYANG, LIAONINGT PROVINCE

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ABSTRACT

The purposes of this research were to 1) analyze the components for art school heads' competency in Shenyang, Liaoning province 2) create a competency development model and 3) verify a model that developed. The procedures of this research were divided into three phases; first the competency component for art school heads were analyzed by studying documents and interviewing with seven experts. The data were also collected by using a semi-structured interview and questionnaire reliability of 0.85. There were 350 respondents; including administrative staffs and art teachers, by using stratified random sampling. The data were analyzed through content analysis, frequency, percentage, mean, standard deviation and exploratory factor analysis.

The research findings were as follows: 1. The competency component for art school head consisted of six elements which were 1) strategic management,   2) knowledge, 3) personality traits, 4) team development, 5) change management and 6) personnel management. 2. The developed model for enhancing art school heads in terms of correctness, appropriateness, possibility and usefulness was rated as agreement.

Keywords: Model, Competency for art school head, University in Shenyang

1. Introduction

The increasing changes in and demands made on higher education institutions in the 21st century have had a considerable impact on the roles and responsibilities of heads of department (HODs), and have led to increasing emphasis on the development of core HOD management competencies (Ingrid Potgieter, Johan Basson and Melinde Coetzee, 2011). The degree of competency required of HODs at tertiary institutions faces ever more challenges as the global work environment becomes more complex and the pressure on academic leaders' increases on all levels. The core functions of a university are teaching, learning, research, community development, admin and management, and while academic leadership remains/is very much a core focus, it is not a core function. What complicates the situation for the development of academic leaders is that tertiary institutions have unique challenges not typical of managers and leaders in other industries (Gmelch, 2004).

2. Research Objectives

The research objectives were as follows:

1. To determine a competency variables frame that affect the success of the administration of HODs in higher art school level.

2. To examine the important and attainment competencies level that affect the success of the administration of HODs in higher art school in Shenyang New District, Liaoning province.

3. To investigate the administration competency that the HODs in higher art school in Shenyang New District, Liaoning province should be improved.

4. To study the guidelines for improving the administration competency of HODs in higher art school in Shenyang New District, Liaoning province.

3. Research Methodology

This research on title "Art School Head's Competency for the University in Shenyang, Liaoning Province". Mixed method, both qualitative and quantitative research were employed to operate in this study. The research aims to study the competency variables that important for the head of higher art schools, and then to find out the components and indicators that suitable for the head of higher art schools in Shenyang, Liaoning province. The researcher has defined the research method into 3 steps according to the objectives as follows:

Step 1: Competency analysis for higher art school heads

Step 2: Creating a competency model for higher art schools' heads in Shenyang, Liaoning province

Step 3: Verify the competency model for the head of higher art schools' heads in Shenyang, Liaoning province.

4. Data Analysis

This research on title "Art School Head's Competency for the University in Shenyang, Liaoning Province". Mixed method, both qualitative and quantitative research were employed to operate in this study. The research aims to study the competency variables that important for the head of higher art schools, and then to find out the components and indicators that suitable for the head of higher art schools in Shenyang, Liaoning province. In this research study, the main population used were 564 administrative staffs and art teachers, and using 234 samples in the study calculated by Taro Yamane' error at 5 percent, the researchers increased the sample to 250 respondents in order to fit the research methodology using EFA. statistics.

Researcher, therefore, was analyzed the data that obtained and presented the findings into three parts as follows:

Part 1 The results of the analysis of the competency components for art school head.

Part 2 The results of creating a competency model for art school head in Shenyang, Liaoning province.

Part 3 The results of the verify of the competency model for art school head in Shenyang, Liaoning province.

5. Summary

The research title Art School Head's Competency for the University in Shenyang, Liaoning Province". Mixed method, both qualitative and quantitative research were employed to operate in this study. The research aims to study the competency variables that important for the head of higher art schools, and then to find out the components and indicators that suitable for the head of higher art schools in Shenyang, Liaoning province included verify the competency model., and summarizes the research methodology consisting of 3 steps as follows:

Step1: was to analyze the competency components of art school head in Shenyang.

1. The researcher defines the research conceptual framework. by studying documents, concepts, theories and research related.

2. The conclusions obtained from the document analysis were used as a framework for constructing the interview form. Semi-structured and interviewed 7 experts.

3. The researcher used data from document analysis and from interviews with experts and the experts came to summarize the variables studied and used those variables to create a questionnaire that looked like the 5-level estimation scale was used by 5 experts to determine the content validity of the questionnaire. The IOC was between 0.60-1.00.

Step 2: Creating a Competency Development Model for School Administrators in the Era Thailand 4.0.

1. The researcher proceeded to create a model for the development of art school heads' competency in the Shenyang, Liaoning province.

2. Take a draft of the art school heads competency development model by check the suitability of the model.

Step 3: Assessment of competency model development by 7 experts.

6. Conclusion

The research results on the development model of school administrators' competency in the era of Thailand 4.0, the researcher can summarize the research results according to the research objectives as follows:

1. Overall, the variables studied about the competency components for art school heads, it was at a high level with an average of 3.74 and a standard deviation of 0.89.

2. The results of the analysis of the competency components, consisted of 6 components as follows:

2.2.1 Component 1 Strategic management competencies consisted of 20 important variables with variable weights in the components between 523 - 967. Eigenvalues = 15.660, the percentage of the total variance explained by the 1st component = 18.210 components can explain the variance of 18.210% and when compared to the eigenvalues with other components This component is number 1 in importance.

2.2.2 Component 2 Knowledge Competency Consisting of 15 important variables, the weight of the variables in the component is between 572 - 972, Eigenvalues = 12.616, the percentage of the total variance that can be explained by the second component = 14.669, the component that can explain the variance is 14.669% and Eigenvalues are compared to other elements. This component is of second importance.

2.2.3 Component 3 personality competencies consisted of 13 important variables with variable weights in the component between 564 - 986 with Eigenvalues = 11.315. The percentage of the total variance explained by Component 3 = 13.157. This component could explain the variance was 13.157% and compared to the Eigenvalues with other components, this component was the third most important.

2.2.4 Component 4 Team Development Competencies Consists of 12 important variables with variable weights in the components between 531 - 922 with Eigen values = 7.893, the percentage of the total variance that can be explained by the 4th component = 9.178. This component can explain the variance of 9.178%. and compared to the Eigenvalues with other elements This component is of 4th importance.

2.2.5 The 5th component, the change management competency, consists of 8 important variables. The weight of the variables in the component is between 658 - 970 with Eigenvalues = 7.367. The percentage of the total variance that can be explained by the 5th component = 8.567 components. can account for 8,567% of the variance and when comparing the Eigenvalues with other components This component is of 5th importance.

2.2.6 Component 6 Personnel Management Competencies It consisted of 6 important variables with variable weights in the components between 624 - 833, Eigenvalues - 5.110, the percentage of the total variance that could be explained by the 6th component = 5,942 components, which could explain the variance at 5.942% and compared with Eigen values and other elements This component is the 6th most important.

**3. The results of creating a competency model for art school head in Shenyang.**

The content of model consists of

3.1) Strategic Management Competencies.

3.2) Knowledge Competency.

3.3) Personality Competencies.

3.4) Team Development Competencies.

3.5) Change Management Competency.

3.6) Personnel Management Competencies.

7. Results of Competency model verify

4.1 The competency model for art school head in Shenyang, Liaoning provide in summary like as this Figure below
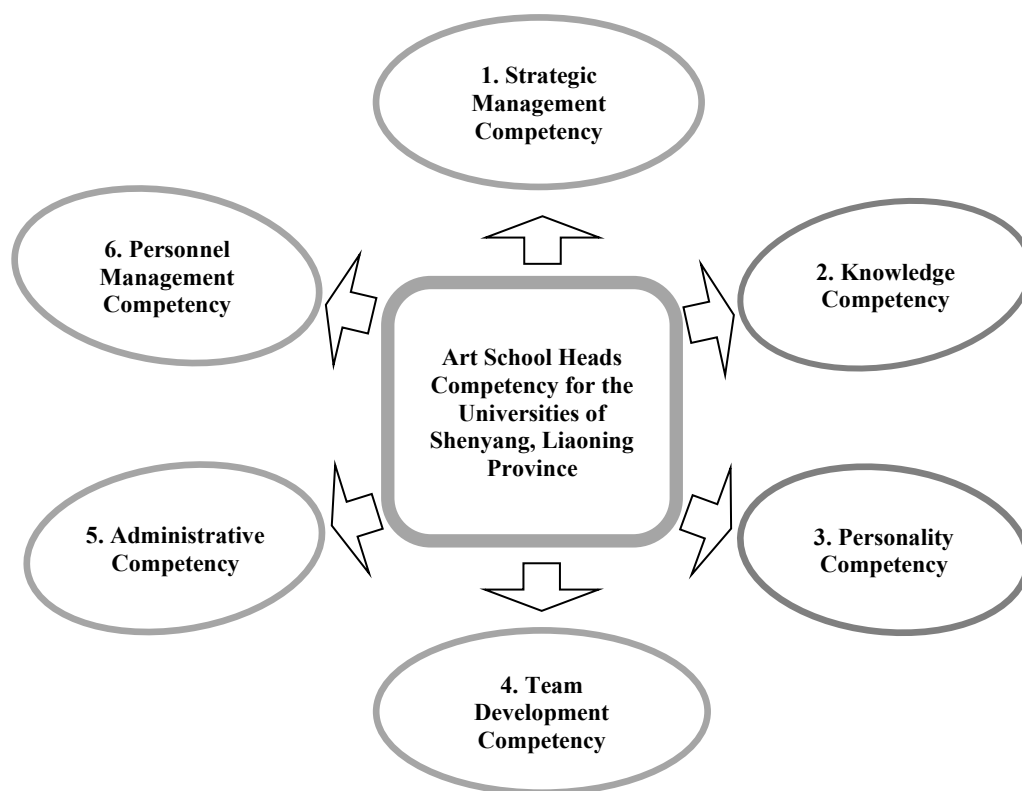
4.2 Overall experts believed that this competency model for art school heads have a utility, feasibility, propriety and accuracy, this can be adapted for further use.

7. Discussion

In the research on title Art School Head's Competency for the University in Shenyang, Liaoning Province". The research was divided into 3 steps, consistent with the objectives of the research.

The construction of competency development model found that it was appropriate. It is because in creating the development model for school administrators' competency, the researcher has studied relevant documents, concepts, theories and research. Expert interviews and Qualified people with knowledge and experience in educational institution administrator

competencies. collect information from inquiring relevant people and analyzing the components of competency of school administrators which the components consulted with thesis advisors were used to draft the model. The competency for school administrators by using expert-based discussion, improving the model according to the recommendations and recommendations of experts and the advisors until achieving the competency model is appropriate. which is similar with the research of many scholar.

8. Recommendation

Applying the model for the development for art school heads, the researcher has the following suggestions:

1. General recommendations

Implementation of the competency model for art school head or school administrators. School administrators should study the details of the model in order to gain a thorough understanding of all issues of content and details before applying it in real situations.

2. Recommendation for further research

2.1 There should be research and development in order to apply the model to develop the competencies of school administrators appropriately in academic institutions. education at all levels.

2.2 There should be a research study to find a model of competency development. especially competency that are highly demanding and necessary to define development activities with specific details for each competency.

2.3 There should be a causal relationship study on administrator's competency development.

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