FACTORS INFLUENCING THE EFFECTIVENESS OF EDUCATIONAL MANAGEMENT AT NANCHONG VOCATIONAL AND TECHNICAL COLLEGE

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ABSTRACT

This research examines the determinants affecting the efficacy of educational administration in vocational institutions, utilising Nanchong Vocational and Technical College as a case study. As China's educational institutions modernise, there is an increasing necessity to evaluate internal factors that influence the provision of high-quality education, institutional efficacy, and long-term outcomes. This study synthesises Herzberg's Two-Factor Theory, Equity Theory, and the Resource-Based View (RBV) as theoretical frameworks to examine the impact of leadership, resource allocation, teacher motivation, and institutional practices on administrative outcomes. A quantitative study design was utilised, with a structured questionnaire disseminated to 396 academic and administrative personnel across three affiliated institutions. The test assessed perceptions of workload equity, organisational framework, support mechanisms, and strategic resource allocation. The reliability analysis demonstrated robust internal consistency, as evidenced by Cronbach's alpha coefficients surpassing 0.90 for all questionnaire components. Data were examined through descriptive statistics and multiple regression to ascertain key predictors of management performance. The findings indicate that fair work allocation, robust institutional support, and avenues for professional advancement markedly improve organisational results. Moreover, aligning institutional resources with strategic educational objectives significantly enhanced administrative performance and stakeholder satisfaction. These findings provide actionable insights for educational managers aiming to enhance internal systems, bolster teacher effectiveness, and promote institutional advancement. This study enhances broader discussions regarding issues pertaining to quality assurance and crafting leadership strategies within China's vocational education sector by introducing a systematic internal evaluation model based on organisational theory, thus providing a basis for future institutional research, planning, and reform.

Keywords: Educational Management, Vocational Education, Administrative Effectiveness, Nanchong Vocational and Technical College

INTRODUCTION

The modern educational landscape is rapidly evolving due to globalization, digital innovation, and changing labor demands. As institutions face immense amounts of pressure to provide high-quality learning experiences, a critical factor in ensuring success for schools and adaptation is educational management. Instead of solely focusing on leadership, educational management encompasses the operational structures, administrative tactics, and institutional policies that enable goal achievement and long-term institutional performance (Shaikh, 2025; Connolly et al., 2017). Effective educational administration is crucial for ensuring that institutions meet academic requirements while adjusting to rapid sociological and technological change, both globally and nationally.

This is especially crucial across vocational and technical education, where institutions must tailor their training programs to align with current labor market demands. With the advent of skill-based economies, educational institutions are required to not just employ qualified instructors and develop flexible curricula, but they are also required to implement effective internal management structures to coordinate planning, staff development, and resource allocation (Nurchaya et al., 2024). Sallis (2014) underscores that comprehensive quality management in education entails perpetual internal evaluation and constant enhancement activities that synchronise institutional resources with long-term objectives. Vocational education in China has been prioritized due to government reforms aimed at enhancing access, quality, and industry alignment. However, many schools continue to suffer internal management issues that affect their performance with these issues being attributed to fragmented leadership models and limited infrastructure development to support students and teachers alike.

Nanchong Vocational & Technical College (NVTC) stands a strong case study in this context as it can highlight how such institutions contribute to China's strategy of skill development, and provides insights on how having operational inefficiencies can hinder performance. Prior research has investigated vocational education based on policies but have not focused on management issues that impede success. As such, this study addresses that gap by examining how leadership, personnel, resource allocation, administration, student assistance, and stakeholder involvement influence educational management outcomes at NVTC.

The primary objective of this study is to evaluate various internal and stakeholder factors that influence the success of educational management at Nanchong Vocational and Technical College, and to provide evidence-based insights to help with future planning and improvement.

LITERATURE REVIEWS

Relationship between School Administrators and the Effectiveness of Educational Management

School administrators play a crucial role in how educational institutions are monitored and capable of achieving their objectives with their role encompassing the ability to enforce policies effectively, plan for the institution, carry out supervision and foster an inclusive school culture that is performance-oriented. As noted by Leithwood and Sun (2018), the strategic allocation of leadership tasks for various administrators and stakeholders can affect institutional responsiveness by enhancing it and making an institution more adaptable. This study is also supported by Darling-Hammond (2020) who emphasizes the need for equity-oriented leadership, which is essential in fostering institutions with inclusive environments that provide favorable outcomes for students.

Administrative leadership in vocational colleges, like Nanchong Vocational and Technical College, must also align their instructions and goals with national development goals while also being responsive to industrial changes and the rising demand of technological adoption. Epstein (2011) has noted that to maintain collaborative and participatory classrooms,

administrators need to ensure that they are collaborating effectively with other instructors, students and stakeholders. This is considered to be a way to form networks that create a shared sense of responsibility which can have a positive correlation on improving institutional outcomes. Dufour and Dufour (2016) also emphasize the importance of Professional Learning Communities (PLCs), stating that administrative support for collaborative teacher development leads to more effective classroom instruction and higher student achievement.

Furthermore, as per Araujo et al. (2016), educational management and its success can be defined as quantitative outcomes that highlight the strategic achievement of objectives, measures stakeholder satisfaction levels and highlights the overall institutions performance. Administrators that are responsible for these strategies have a role in influencing their outcomes, especially where aspects of staff coordination, resource allocation, curriculum alignment and school culture are considered. When administrative leadership is both strategic and responsive, institutions are better able to preserve operational continuity while adjusting to external changes.

H1: School administrators influence educational management effectiveness.

Relationship between Teachers, Educational Personnel and the Effectiveness of Educational Management

Teachers and other educational employees play a crucial role in ensuring educational administration and management maintains a level of efficacy. This is because these individuals have the knowledge, motivation and are directly involved in impacting quality of instructions, student learning goals and the overall performance of an institution. According to Leithwood, Harris and Hopkins (2019), when instructors collaborate with one another in disseminating effective leadership modules and sharing responsibilities such as aligning teaching with goals, the institutions see better performances and more sustainability in achieving continuous improvements in the long-run. Araujo et al. (2016) emphasise that teacher quality is a significant determinant of student learning, especially in foundational and applied educational contexts.

Ryan and Deci (2017) argue that when psychological demands like autonomy, competence, and relatedness are met, teachers become more motivated and effective in their responsibilities. Dweck (2016) also observes that educators with a growth mindset create inclusive, supportive classroom environments, which contribute to better academic achievement. These methods are consistent with the goals of successful school management.

Furthermore, Ladson-Billings have noted that when teachers respond to an institution's culture and adapt instructions accordingly, they will see better performance as students find the teachings to be more relevant and aligned with current landscapes. Vescio, Ross and Adams (2018) also support this notion by stating that when there is continued collaboration between instructors and administrators, instructional methods see improvement and students obtain better outcomes. Beverborg et al. (2015) corroborate this, revealing that VET educators derive substantial advantages from contexts that foster international cooperation, transformative leadership, and collective efficacy.

H2: Teachers and educational personnel influence the effectiveness of educational management.

Relationship between Institutional Conditions and the Effectiveness of Educational Management

Institutional conditions such as infrastructure, resources, and internal systems all have an impact on how well an educational institution is run. According to Salas Velasco (2020), while additional resources can help achieve better results, the crucial factor is how those resources are allocated and used effectively to increase performance. This offers access to contemporary workshops, laboratories, and technology that meet industry standards and student demands. Bosse and Phillips (2018) contend that efficient institutional frameworks must promote

stakeholder-responsive innovation, particularly when addressing intricate operational difficulties in education.

Ball (2017) and Scott (2019) emphasize that schools are shaped by both internal and external influences, and their ability to respond is dependent on effective leadership and policy alignment. Meyer and Hannan (2018) further state that educational institutions frequently grow similar over time due to common social and political expectations, making it critical for each institution to stay adaptive while maintaining its primary objective.

H3: Institutional conditions influence the effectiveness of educational management.

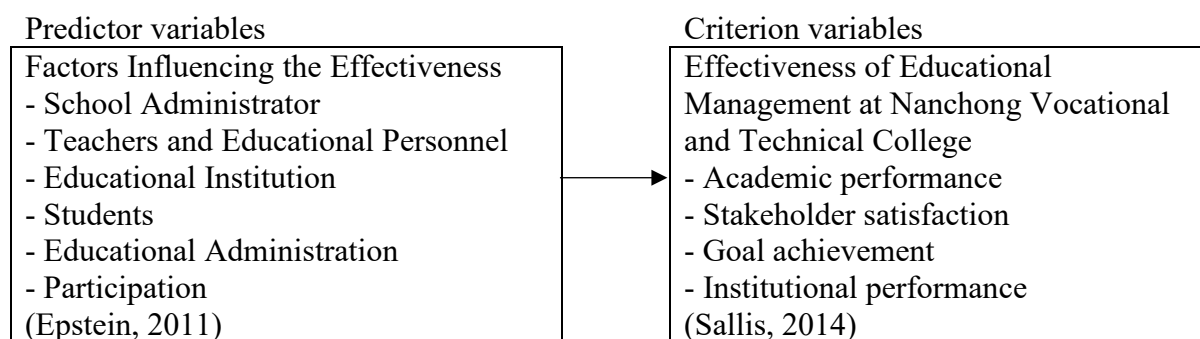**Relationship between Students and the Effectiveness of Educational Management**

Students are crucial to the success of every educational institution. Their participation, motivation, and behavior have a direct impact on management outcomes. Furthermore, Arnstein (2018) contends that authentic participation exceeding just passive engagement, necessitates institutions to bestow students with substantial influence over various facets of school life, thereby cultivating a heightened sense of ownership and contribution. Furthermore, Arnstein (2018) contends that authentic participation exceeding just passive engagement, necessitates institutions to bestow students with substantial influence over various facets of school life, thereby cultivating a heightened sense of ownership and contribution. Ryan and Deci (2017) underline the significance of autonomy, competence, and relatedness in promoting motivation. When students feel capable and supported, they are more likely to succeed and contribute constructively to the learning environment.

Shernoff (2016) and Kozulin (2018) have noted that educational outcomes significantly improve when active learning and social engagement are seen. The findings imply that environments that encourage students to engage in academic and social growth should be encouraged and fostered across vocational institutions. According to Armstrong (2017), by creating courses and an environment in which students learn based on their individual strengths can lead to a culture of inclusion that also enhances motivation levels.

Smolyakova's (2021) study discusses how various strategies like the adoption of digital tools and support tools can help monitor student behavior which can also help enhance their outcomes. Furthermore, when students are given the freedom and encouragement to engage in various school activities, they will feel more motivation to contribute to the school culture, inherently boosting the accomplishment of the institution's goals.

H4: Students influence the effectiveness of educational management.

Figure 1.

Predictor variables

Factors Influencing the Effectiveness
- School Administrator
- Teachers and Educational Personnel
- Educational Institution
- Students
- Educational Administration
- Participation
(Epstein, 2011)

Criterion variables

Effectiveness of Educational Management at Nanchong Vocational and Technical College
- Academic performance
- Stakeholder satisfaction
- Goal achievement
- Institutional performance
(Sallis, 2014)

Figure 1 Conceptual Framework

RESEARCH METHODOLOGY

This study used a quantitative survey research approach to evaluate educational management efficacy through various factors that influence it at Nanchong Vocational and Technical College. A sample of 300 using Yamane's (1973) formula with a 95% confidence level and a 5 percent margin of error was used to determine a population of 716 people. Although the

formula concluded a sufficient population size of 257 participants, this was increased to 300 to assure comprehensive assessment, while also ensuring academic (instructors) and support (administrative) staff were fairly represented. This was also done using a stratified random sampling method.

To collect data, a systematic questionnaire was created with four sections. Part 1 gathered general demographic information such as gender, age, education level, income, and job experience. Part 2 examined six major influences on educational management: school administrators, teachers and educational personnel, institutional conditions, students, educational administration techniques, and participation. Part 3 examined the effectiveness of educational management in four areas: academic performance, stakeholder satisfaction, objective achievement, and institutional performance. Parts 2 and 3 utilized a five-point Likert scale ranging from 1 (lowest) to 5 (highest). Part 4 allowed respondents to provide further feedback or suggestions.

To validate the questionnaire, an expert evaluation was carried out using Item-Objective Congruence (IOC) which tested the tools validity along with distributing the questionnaire to 30 participants in a pilot test. Furthermore, to measure the tool's internal consistency and overall reliability, Cronbach's Alpha was used which determined reliability coefficients of more than 0.80.

To validate the instrument, the questionnaire was subjected to expert review, content validity testing using the Item-Objective Congruence (IOC) approach, and pilot testing with 30 participants. Cronbach's Alpha was used to measure the tool's internal consistency, and all subscales had reliability coefficients more than 0.80. The 40-item questionnaire had an overall reliability of 0.873, which confirmed its acceptability for use in this investigation.

Data was collected online via Google Forms. Descriptive statistics such as frequency, percentage, mean, and standard deviation were employed to summarize respondent characteristics. Inferential statistics, specifically multiple regression analysis, were used to determine if the six independent variables had a significant impact on the effectiveness of educational management at the institution at the 0.05 level of significance.

RESEARCH RESULTS

Stakeholder Participation and Educational Management Effectiveness

The findings demonstrate that respondents agreed strongly with comments about stakeholder engagement, showing that it is seen to be valuable in supporting educational management at Nanchong Vocational and Technical College. The overall stakeholder average score was 3.64, which falls into the "high" category. The highest scoring item among the sub-dimensions was community members arranging surroundings and learning materials to encourage access, with a mean score of 3.78. This was followed by the ability of parents and local communities to help pupils and provide feedback, which had a mean of 3.65. The lowest mean score for stakeholder support in educational budgeting and management decisions was 3.52. These findings indicate that, while overall engagement is high, there is need for increased stakeholder involvement in more technical and strategic areas such as budgeting and institutional planning.

Table 1 Show mean, standard deviation questionnaire on the effectiveness of educational management at Nanchong Vocational and Technical College Goal achievement.

Goal achievement	$\bar{x}$	S.D.	mean
1) The institution successfully meets its short-term and long-term educational objectives.	3.83	1.16	High
2) Programs and activities are implemented in accordance with the institution's vision and mission.	3.83	1.09	High
3) Administrators and staff work collaboratively to achieve institutional goals.	3.82	1.21	High
4) Regular evaluations are conducted to monitor the progress toward achieving institutional goals.	3.92	1.12	High
Total	**3.85**	**0.95**	**High**

Note: Table 1 summarizes respondents' assessments of stakeholder participation in five critical areas. Scores were given on a 5-point Likert scale. All questions received a "high" rating, indicating a continuous pattern of agreement with the necessity of collaborative stakeholder roles in strengthening educational management. This supports the model's claim that participation promotes institutional performance.

School Administrator Competency and Management Effectiveness
The findings indicate that teachers and educational personnel have a statistically significant influence on the effectiveness of educational administration at Nanchong Vocational and Technical College. As shown in Table 2, the standardized coefficient for this variable was 0.160, with a significance level of 0.001, demonstrating the strength of the association. The average opinion level for this category was likewise high, as seen in Table 4.13, where respondents had a strong assessment of staff competency and teaching approaches. This shows that teaching personnel's capacity to design active learning, engage students, and effectively fulfill professional obligations is critical to achieving institutional goals. Furthermore, this component emphasizes the importance of ongoing professional development programs focused on harmonizing instructional practices with administrative aims. Teachers in colleges function not only as knowledge transmitters but also as facilitators of strategic planning and quality assurance, which are both crucial to the institution's long-term performance and stakeholder satisfaction.

Table 2 Results of Multiple Regression Analysis the factors including school administrators, teachers and educational personnel, educational institution conditions, students, educational administration practices, and stakeholder participation have a statistically significant influence on the effectiveness of educational management at Nanchong Vocational and Technical College.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.703	0.207		3.401	0.001
School Administrator	0.094	0.040	0.117	2.320	0.021
Teachers and Educational Personnel	0.119	0.036	0.160	3.307	0.001
Educational Institution	0.162	0.040	0.203	4.066	0.000
Students	0.193	0.037	0.275	5.223	0.000
Educational Administration	0.123	0.040	0.165	3.092	0.002
Participation	0.112	0.037	0.153	3.034	0.003

DISCUSSION & CONCLUSION

This study sought to determine how internal and external institutional factors influence the efficacy of educational management at Nanchong Vocational and Technical College. The findings confirm that each of the six variables examined, namely school administrators, teachers and educational personnel, institutional conditions, students, educational administration practices, and stakeholder participation, had a statistically significant impact on educational management effectiveness. Among these, school administrators' roles and institutional conditions obtained the highest average marks, indicating that effective leadership and a well-maintained learning environment are critical to the college's operational performance. These findings support the idea that effective management necessitates a mix of strategic leadership, enabling infrastructure, and well-aligned teaching and learning systems. Goal achievement and stakeholder satisfaction were the most highly rated markers of effectiveness. This suggests that personnel are positive about the institution's capacity to fulfill planned objectives and sustain meaningful interaction with its community. The statistics support the framework for this study, which is based on Epstein's model of institutional collaboration and Sallis' criteria for school effectiveness. Setia and Nasrudin, and Salas-Velasco, found that institutional planning, infrastructural quality, and responsible budgeting all had a direct impact on improved educational performance. The NVTC findings follow similar trends, stressing how administrative preparation and a defined operational framework influence both teaching quality and student assistance systems.

The findings have practical implications for vocational colleges. School leaders and politicians should prioritize teacher support, better resource allocation, and increased participation mechanisms for both staff and community members. These methods can assist institutions better align with labor market demands while also ensuring that internal processes are transparent and goal-oriented. On a theoretical level, the study adds to the academic conversation by demonstrating how internal administrative dynamics combine with larger educational goals to shape institutional success.

There are also limitations to consider. The study only used quantitative methodologies, which failed to represent individuals' personal viewpoints. Future research should consider conducting interviews or including focus groups to add more context and depth to the data. Since this study was limited to a single college, expanding it to include other vocational institutions from various locations could assist in the identification of patterns and distinct problems. Additional variables, such as digital transformation preparedness or workplace psychological safety may provide additional insights into the success of instructional management.

In conclusion, the study reveals that institutional success is closely related to internal leadership, teacher collaboration, resource planning, and inclusive administration. Nanchong Vocational and Technical College is an essential case study for learning how collaborative efforts across many roles and departments may generate educational development in the vocational sector.

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