GUIDELINE FOR DEVELOPING THE LEADERSHIP OF ADMINISTRATORS IN COLLEGE IN GUANGXI

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Thesis Title   Guideline for Developing the Leadership of Administrators in College in Guangxi

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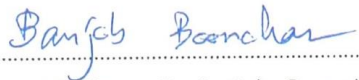
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ABSTRACT

The objectives of this study are: 1) In order to study the current situation of the leadership of administrators in college in Guangxi. 2) In order to present the guidelines for developing the leadership of administrators in college. 3) To assess the feasibility of the guidelines for developing the leadership of administrators in college. The sample group of this study is the faculty members of the second-level colleges of ordinary comprehensive universities in the Guangxi Zhuang Autonomous Region, with a planned sample size of 375. In order to ensure the sample size, the number of questionnaires distributed was slightly higher than the planned sampling figure, and 418 valid responses were actually recovered. They were drawn by systematic random sampling. The interview group was the administrators of second-level colleges of general comprehensive universities, totalling 10 persons. The research instruments included literature analysis, questionnaires, structured interviews and evaluation forms. The study analysed the data through percentage, mean and standard deviation.

The results of the study found that 1) the current state of leadership among college administrators is at a high level. In terms of mean scores, political leadership is at the highest level, followed by educational leadership and structural leadership is at the lowest level. 2) Guidelines for enhancing leadership of college leaders include, among others, enhancing the learning of social policies and school systems. Feeling keenly about the needs of the faculty and staff, caring and respecting them. Deal with problems through rational judgement based fully on facts. Clarify the

mission and philosophy of the college. Enhancing one's professionalism in educational work and taking a good leadership role. 3) By evaluating the feasibility of the guidelines for the leadership of the college administrators, it was found that the results of the feasibility evaluation were at a high level.

Keywords: Guideline, Leadership, Administrator

ชื่อเรื่อง:	แนวทางการพัฒนาภาวะผู้นำของผู้บริหารในวิทยาลัยในมณฑลกวางสี
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันของภาวะผู้นำของผู้บริหารใน
วิทยาลัยในมณฑลกวางสี 2) เพื่อเสนอแนวทางการพัฒนาภาวะผู้นำของผู้บริหารในวิทยาลัยในมณฑล
กวางสี และ 3) เพื่อประเมินความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำของผู้บริหารในวิทยาลัย
ในมณฑลกวางสี กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ทีมบุคลากรระดับคณะของมหาวิทยาลัยใน
มณฑลกวางสี จำนวน 375 คน โดยการสุ่มตัวอย่างแบบเป็นระบบ ผู้วิจัยแจกแบบสอบถามเกินจาก
ขนาดกลุ่มตัวอย่างเล็กน้อย เพื่อเพิ่มความเชื่อมั่นต่ออัตราการตอบกลับ และอัตราการตอบกลับ
แบบสอบถาม ได้แก่ 418 ฉบับ กลุ่มผู้ให้ข้อมูลสัมภาษณ์ ได้แก่ ผู้บริหารระดับคณะ รวมทั้งสิ้น 10 คน
เครื่องมือที่ใช้ในการวิจัย ได้แก่ การวิเคราะห์เอกสาร แบบสอบถาม แบบสัมภาษณ์แบบมีโครงสร้าง
และแบบประเมิน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบน
มาตรฐาน

ผลการวิจัยพบว่า 1) สภาพปัจจุบันของภาวะผู้นำของผู้บริหารในวิทยาลัยในมณฑลกวางสี
โดยภาพรวมอยู่ในระดับสูง เมื่อพิจารณาเป็นรายด้าน พบว่า ภาวะผู้นำด้านนโยบาย มีค่าเฉลี่ยสูงสุด
รองลงมาคือ ภาวะผู้นำทางการศึกษา ส่วนโครงสร้างภาวะผู้นำ มีค่าเฉลี่ยต่ำสุด 2) แนวทางการ
พัฒนาภาวะผู้นำของผู้บริหารในวิทยาลัยในมณฑลกวางสี ได้แก่ เสริมสร้างการเรียนรู้นโยบายสังคม
และระบบโรงเรียน กระตือรือร้นต่อความต้องการของคณาจารย์และเจ้าหน้าที่ เอาใจใส่ และเคารพ
บุคลากร จัดการปัญหาด้วยการตัดสินอย่างมีเหตุผลโดยอาศัยข้อเท็จจริงอย่างเต็มที่ ชี้แจงภาระงาน
และปรัชญาของวิทยาลัย เสริมสร้างความเป็นมืออาชีพในงานด้านการศึกษาและการมีความเป็นผู้นำที่
ดี 3) ผลการประเมินความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำของผู้บริหารในวิทยาลัย อยู่ใน
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Introduction

Rationale

Education has profound significance for both social development and the individual. It promotes the socialization of individuals, improves the quality of the population, contributes to economic development, disseminates science, regulates the relationship between man and nature and promotes the function of sustainable social development. The good realization of the functions of education depends to a large extent on the effectiveness of schools. The importance attached to education by all sectors of society is centrally manifested in the attention paid to schools. The 1990s, China's education reform carried out the merger and reorganization of colleges and universities, forming several new comprehensive and multidisciplinary universities. Comprehensive universities of a certain size formed in higher education generally adopt the college system of management. The college system requires the university to delegate some rights to the colleges, such as teaching management, discipline construction, scientific research management, as well as personnel, administrative and financial management, etc. The colleges have become important administrative centers of the university, shouldering the important functions of cultivating talents, researching and training knowledge, serving the society, and innovating, etc. The leadership of college managers is the most important function of the colleges. Leadership of college administrators is a key factor for colleges to exercise their responsibilities, which is related to the development of disciplines, quality of education, effectiveness of school running and other aspects. College administrator leadership enhancement helps to deepen the reform of subcellular organization structure within colleges and universities, establish and improve college system management, and improve the effectiveness of school education. In this chapter, the background and necessity of the research on leadership of college leaders will be further justified, and the significance of this research will be initially elaborated, as well as the core concepts, objectives, strengths, and framework of this research will also be presented.

1. Traditional leadership theory

First, leadership trait theory. Mainly prevalent in the 1940s, it believes that traits are the basic elements that make up personality, and focuses mainly on the quality differences between leaders and non-leaders and between effective and ineffective leaders. Representative theories of traits, there are Olport's theory of personality traits, Cattell's theory of personality traits and Eysenck's theory of personality traits. Secondly, the theory of leadership behavior. In 1960, scholars began to study leadership behavior, which focuses on the study of leader's style, emphasizes the leader's behavior towards subordinates, divides the leader's behavior into different types of leadership, analyzes the characteristics, strengths and weaknesses of various types of leadership and compares them with each other. The representative theories are Likert's management system and Blake's. (1999). management grid model. Thirdly, Fiedler's theory (1971, p.128-148, 1976, p.6-16) of leadership power change and Hersey and Kenneth Blanchard's theory of situational leadership. It focuses on the study of the interplay between the behavior and environment of the leader and the led. It argues that a specific leadership style does not work everywhere and that the leader's behavior, if effective, must change with the characteristics of the led and the environment. Representative of behavioral theories are also Robert House's path-goal theory, Hersey's. (2012, p.206). situational leadership theory, and Kerr's leadership substitution theory. It emphasizes that leaders choose a leadership model that takes into account the organization of the leader member relationships, task structure, positions done by the leader, internal and external contexts.

2. New leadership theory

First, the theory of transformational leadership. after the 1980s, exchange leadership and transformational leadership became an important part of leadership theory research. American political scientist James Mac Gregor Burns divided two types of leadership process in his book "Leadership" written in 1978: exchange leadership and transformational leadership. He argued that the former is characterized by an emphasis on exchange, while the latter is characterized by an emphasis on change. Bass. (1985, p.30). proposed a broader and more precise doctrine of exchange and transformational leadership, and Bass developed a multifactorial leadership questionnaire, which resulted in a full-scope model of

leadership. Bass et al. initially categorized transformational leadership into six dimensions, which were later summarized into three key factors, on the basis of which Avolio summarized the way of transformational leadership behavior into four dimensions, namely charismatic, inspirational, intellectually stimulating and personalized care. Secondly, the theory of Visionary Leadership. Nanus. (1995). formally introduced the term "visionary leadership" in his book "Visionary Leadership" and emphasized that among all leadership functions, a leader's influence on vision is the most profound. In his book "Visionary Leadership", Nanus. (1995, p.112). formally introduced the term "visionary leadership" and emphasized that of all leadership functions, the leader has the most profound influence on vision, and many studies on leadership have also found that effective leaders are often visionary leaders. Thirdly, charismatic leadership theory, Robert House proposed in 1977 that charismatic leaders have extraordinary own characteristics that lead to charisma, which can have far-reaching emotional impact on subordinates, making subordinates show their followers to the leader, and higher satisfaction and performance to the work and the organization. Charisma can not exist in the leader alone or in his personal character, it is the product of the joint action of the leader's characteristics, subordinate characteristics and environmental conditions.

3. Zheng's Five-dimensional model (2002, 2006)

Prof. Zheng of Hong Kong, China, has been proposing since 1993, on the basis of the Four Forces Framework proposed by Bormann et al. and the Five Forces Model of Sergiovanni (2002, 2004), that school and principal leadership is composed of structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership. Principal leadership consists of structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership. Structural leadership means that school leaders think through and come up with clear goals and policies for members of the organization to carry out, and provide technical support to plan, coordinate, and implement the relevant policies. Interpersonal leadership is when school leaders point out members, encourage participation, facilitate cooperation, promote a sense of responsibility and acquisition, and encourage positive interpersonal relationships. Political leadership means that school leaders are able to persuade teachers, students, and staff to work together in unity and cooperation, and can effectively

resolve conflicts and contradictions among members of the organization. Cultural leadership means that the principal is good at radicalizing members of the organization, has personal charisma, and is able to establish a sense of mission and value that affects the individual or team, and also regulates the organizational culture.

Zheng believes that the leadership of schools, especially principals, can be described and explained in terms of the five dimensions of this model, which have foundations in different theories of organizational leadership and take into account the nature of educational organizations. Using the assumptions of this model, Zheng designed a questionnaire and sampled the leadership status of principals in primary and secondary schools in Hong Kong, China. The reality of his study: the five dimensions of leadership: structural, interpersonal, political, cultural, and educational are strongly correlated.

Research Question

The theme of this study is how to improve the leadership of college administrators, aiming to provide developmental guidance for college management and address the following research questions:

1. What is the current situation of the leadership of administrators in college in Guangxi?

2. What are the guidelines for developing the leadership of administrators in college in Guangxi?

3. What is the feasibility of the guidelines for developing the leadership of administrators in college in Guangxi?

Objectives

1. In order to study the current situation of the leadership of administrators in college in Guangxi.

2. In order to present the guidelines for developing the leadership of administrators in college.

3. To assess the feasibility of the guidelines for developing the leadership of administrators in college.

Overall, empirical research, survey sampling, and focus groups were used to analyze from the findings what factors influence managerial leadership and thus organizational development. To provide guidelines for developing college administrator leadership for college development. It also provides theoretical and practical basis for other countries around the globe to develop higher education and enhance the leadership of college leaders.

Scope of the Research

Population and the Sample Group

Population

In the Guangxi Zhuang Autonomous Region of China, there are five comprehensive general undergraduate universities, namely, Guangxi University, Guangxi Normal University, Guilin University of Electronic Technology, Guilin University of Technology, and Guilin University, with 94 second-level colleges and a total of 13,300 facultis and staffs.

The Sample Group

A random sample of current faculty and staff was selected from the overall population to investigate faculty and staff ratings of leadership by college administrators, and after calculations using the Krejcie and Morgan Sampling Form, a sample of 375 was drawn.

The Variable

Structural Leadership, Interpersonal Leadership, Political Leadership, Cultural Leadership, Educational Leadership.

Contents

The population of this study, including within the Guangxi Zhuang Autonomous Region of China, comprehensive general undergraduate universities Guangxi University, Guangxi Normal University, Guilin University of Electronic Technology, Guilin University of Technology, and Guilin University, a total of five, with 94 secondary colleges. According to the management system of Chinese university colleges, college administrators are generally six persons who form the leadership team of the college-level organisation. The leadership team at the college level generally consists of the secretary of the Party committee, the dean, the deputy

secretary of the Party committee, and a number of deputy deans in charge. The total number of administrators is 564, and the total number of faculty and staff on campus is 13,300. For this study, 375 individuals were sampled from the 11,300 enrolled faculty and staff. The university sampling locations were mainly in universities in different cities in the Guangxi Zhuang Autonomous Region in western China, bordering Vietnam and across the sea from many countries in Southeast Asia, where the economy and education lag behind relative to the developed regions of China, and where there is a need to enhance economic and educational development.

Advantages

In terms of system and system, this study investigates and analyzes to standardize the guidelines for managers, to constrain and regulate the managerial behavior of leaders, to optimize the organizational management structure, and to form a better management system. The education market in China and internationally is gradually improving, and with the changes in the social environment, new demands are being made on the roles and responsibilities of college leaders, which also require college leaders to work with more consideration for the common interests of groups such as teachers and students, and to coordinate human, material, and financial resources in the capacity of a manager. The development of the college is closely related to the ability of the college leaders, who are responsible for multiple tasks of research and teaching and organization and management. Leaders to re-examine themselves to re-examine themselves to improve leadership, once the leadership methods, may not be suitable for the current social environment managers need to do a good job in the management of the faculty, but also to do a good job in the development of the college's goals, planning is also the implementation of educational policies and policies. Enhancing the leadership of college administrators is one of the most important ways to improve the level of college management, organizational dynamics. The research on evaluation policy and system of college administrators in China is not very perfect, and there is no completely independent research system, which brings many problems to both college development and theoretical research. This study on the leadership of college administrators can clarify the management role of college

administrators as the top and the bottom, and improve the leadership of college administrators.

The conduct of this study also has certain practical value. This study draws on and agrees with Prof. Zheng's "Five-Direction Model" of principal's leadership, structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership. The study produced questionnaires and interview forms, used various research methods to conduct in-depth investigations, obtained the latest information on the spot, and analyzed the basic status and problems of the leadership of Chinese university college administrators, which is of positive significance to the government, college administrators, and researchers. Although China has a special system in which the administrative system of public university colleges is a joint party-government meeting system, which is different from the actual situation in Thailand, Guangxi, the region chosen for the study, is closely linked to Southeast Asian countries. Guangxi is the only province in China that is connected to the Association of Southeast Asian Nations by land and sea, and the two sides are geographically close and humanistically connected. Guangxi and Thailand have maintained a good momentum of cooperation and development in the fields of trade, investment, education, culture and tourism. This study not only provides a comprehensive survey of college administrators' leadership in China and develops a research dimension for college administrators, but also has strong operationalization and applicability for educational administrators to use and improve. This study also supplements a short piece of leadership research on university college administrators, which has a leading value and promotes the future management of university colleges. In addition, this study is a guide for educational administrators to conduct school and college management.

Definition of Terms

1. College Administrator refers to members of the leadership team of second-level professional colleges within colleges and universities. Under the management of China's special joint party and government meeting system, members of the college leadership team are able to participate in the day-to-day management and decision-making of the college, so this study includes members of the college leadership team as the object of the study - the secretary of the party

committee of the college, the dean, the deputy secretary, and the vice dean of the college can be categorized as the college administrators who decide on the management decisions of the college. The three-level organizational structure management model of president, dean, and department chair is common in American and Chinese universities. College administrators are between the president and the department chair. Good communication, decision making, and problem solving skills of college administrators are important facilitators of higher levels of decision making at the faculty level. Academically, the college administrator has the authority to plan the direction of the college. By making trade-offs in development goals, the dean exerts a great deal of influence on the direction of the college. College administrators have the power to control information, accumulate and allocate resources, and evaluate faculty performance. College administrators act as academic facilitators between presidential decision-making, faculty management, and student needs. Structurally, the dean coordinates the builder, consultant, and facilitator roles. College administrators need to communicate and interact with college faculty, administrators, students, parents of students, alumni, members of the Academic Senate, university vice presidents, the university president, other college administrators at the university, or any other individual who is not directly connected to the academic staff.

2. Leadership to the ability to achieve the process of leadership or competent leadership behavior, the process by which a leader exerts influence on the led. Leaders are expected to have insight, control, learning, etc., but also include the ability to influence others. Leaders influence others can be power factors or non-power factors. Leadership is concerned with the means used and the abilities demonstrated by the leader in the process of achieving work objectives. It is the ability to make full use of human and objective conditions within the jurisdiction to do what is needed at the least cost and to improve the efficiency of the whole group. Leadership also depends on subordinates, culture, environment and other peripheral factors. Leadership is inextricably linked to organizational development and is an important factor affecting the organization and the results of its activities.

(1) Perspective of influence

Influence is given by the society to the individual position, status and power, etc. without becoming, with legal, mandatory and irresistible, it is obtained with the

acquisition of positions and power is synchronized. There may also be no formal regulations, no form of organizational granting, it is formed on the basis of the individual's character, talent, learning and other factors. A school arises out of the needs of society and exists because it is able to train people for society. The ultimate goal of college leaders, as leaders of an educational institution, is to produce more and better people. However, nurturing talent is not like producing any other product; people have subjectivity. Teachers' labor is predominantly performed in an individual, independent, and closed form, and external control and supervision are difficult to quantify for teachers. Therefore, the leadership behaviors of college administrators need to be stimulated and transformed into internal motivation of teachers in order for their influence on teachers to be effective. According to American scholars O'Neil and Chapman. (2012, p.87), the socalled leadership is the ability to influence others and to motivate them to achieve those challenging goals. This view emphasizes that leadership is the influence exerted by the leader on the led. Zhu. (2005, p.32-33). believes that leadership is the influence that leaders exert on the led. Leadership is influence, and leadership is influence, the art or process of influencing people to work willingly and enthusiastically towards the realization of group goals.

(2) Competency Perspective

Kouzes and Posner, the famous American scholars, revised Leadership, 4th edition. (2007, p.55), pointed out that: Leadership is the ability of a leader to motivate others to voluntarily make outstanding achievements in an organization. Leadership is developed through the interaction between the leader and subordinates. Leadership is not an inherent ability of the leader. The power source of leadership depends on the leader himself. He. (2008, p.62-66). points out that one group of people are considered leaders because of their formal position in the organization, while the other group of people are considered leaders because of the way the rest of the organization responds to them, with the former being designated leaders and the latter being spontaneous leaders.

(3) The perspective of synergy

There are some scholars who believe that leadership is the result of the interaction of various factors, and is a kind of synergy that includes competence and influence. Leadership is the unity of power, ability and influence. According to Koshu.

(2004, p.90), this synergy is defined in terms of the interaction between leaders and followers. Leadership is the leader or leadership group in the organization on the basis of insight into the internal and external situation of the organization, make full use of their own leadership resources and the organic combination of the specific situation to form a synergy that can inspire, educate and guide the leaders to follow them to achieve the common goals of the organization. Huang. (2006, p.40-41). believes that leadership refers to the combined force generated by the leadership function, leadership system and leadership quality and other factors. Some scholars believe that leadership is the synergy of the leader's attraction and influence and the leader's selective and reactive forces.

(4) Perspectives on Power

From a leadership perspective, a leader needs to have certain resources, or power, in order to have an impact on others and to get them to recognize and obey. French and Raven. (1959, p.150-167). identified five bases of power: the first one, statutory power, refers to the power that a leader acquires by virtue of his or her hierarchical position in the organization. When a person is appointed as a leader in an organization, he has statutory power granted by the organization or regulations. Statutory power allows the leader to direct his subordinates to achieve organizational goals, and it can be well exercised when the organization's employees believe that the leader will use his statutory power wisely and will be able to use this power to achieve the best interests of the organization's employees. The second, incentive power, refers to the power that a leader gains by imposing rewards on the organization's employees through his or her position. It depends on whether the type and form of rewards given by the leader to the sub are in line with the group and individual needs of the organization's employees. The types of rewards are generally of two types: material rewards and spiritual rewards, and the forms of rewards are salary increase, promotion, arranging a good job, giving sub-rungs, praise and so on. A subordinate obeys his superior's orders because he recognizes that such obedience will bring positive and favorable results, i.e., rewards and appreciation. The third, coercive power, refers to the power that a leader obtains by using threats and punishments to force the led to obey the leader and achieve the leader's goals. Coercive power stems from the leader's fear of the leader's power, i.e., the leader's belief that the power in the hands of the leader will cause some of his own desires

not to be fulfilled or bring about some kind of loss to himself. The fourth, expert power, refers to the power that a leader obtains by virtue of his or her special abilities, expertise and knowledge. The more knowledge the leader has, the more expert power he has, and the more he can gain the respect and love of the leader. Fifthly, referential power refers to the power generated by the leader's admiration and respect for the leader in the process of contact between the leader and the led. The referential power comes from the leader's own charisma and appeal, which attracts the followers of the leader. Statutory power, coercive power, and reward power are all related to the leader's position in the organizational structure and are collectively known as positional power. Expert power and referential power are position-independent and depend on the individual qualities of the leader, and are therefore non-positional power.

Power is the main condition for the leadership process to work properly and is an important means of leadership manifestation. The power of the college leader is equipped by the position with statutory, mandatory and incentive power, but also due to individual differences, non-positional power of professional knowledge, management skills, moral integrity and charisma and other aspects of the organization's members have a different impact.

(5) Characteristics of Leadership for College Administrators

Leadership from college administrators is educational in nature. A school is a place where people are trained, and its main goal is not to obtain financial gain, but to train people for society. In essence, school leadership is educational leadership. According to the Soviet scholar Sukhomlinsky. (2022, p.38), the principal leads the school, first in terms of educational ideology, and second in terms of administration. College administrators have a different approach. In order to enable students and faculty to develop the knowledge, skills, and virtues needed for the times, in the process of conducting college leadership, college administrators are always, consciously or unconsciously, disciplining, enlightening, and guiding students and faculty in one way or another. In his speeches or classes, he will both convey and announce the policies and regulations of the college to the students and faculty, and also disseminate, or even infiltrate, certain ideas and opinions to the students and faculty. Both his words and actions play an important educational role for students and faculty.

The leadership of the college administrator is broad-based. The complex systemic nature of the college dictates that the responsibilities of the college administrator are also complex and extensive. As educational leaders, through their daily work, they have influence on the college's decision-making and implementation, curriculum and instruction, administration and teaching support, general and financial affairs, evaluation and assessment, and external personnel relations. In terms of the paradigm it encompasses, leadership is not confined to one area of the school, but is manifested in all aspects of the school. Leadership is embedded in the daily behaviors of college administrators, all of which have the significance of leadership, and all of which can represent the image of the leader and play the function of leadership. Thus, the daily behaviors of college administrators all demonstrate and exercise leadership, thus reflecting its wide-ranging nature.

The leadership of college administrators is integrative. College administrators are not only administrative leaders, but also a kind of integrated leadership that combines structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership. Therefore, to lead the college, college leaders need to rely on their overall qualities, such as values, school philosophy, thinking ability, knowledge, emotion, personality and so on, in order to have a positive impact on the members of the organization. Therefore, leadership of college administrators is characterized by convergence.

3. Structural Leadership refers to leadership in an organization that is responsible for planning and designing the overall organizational structure. Overall, structural leaders are responsible for ensuring that the organization's goals are aligned with its strategy and internal structure, and for creating the appropriate structure, assignment of responsibilities, communication channels, and work processes based on the organization's needs and goals. Their primary responsibility is to keep the organization aligned and functioning efficiently so that the organization is better able to meet its challenges and achieve its vision. Bolman & Deal (2013) suggest that of the four frameworks for human resources, the Structural Frame is derived from sociology and management and emphasizes goals, specified roles, and formal relationships, with the organization structured in a way that is compatible with the organizational environment and technology. Organizational responsibilities are assigned to participants in the organization, creating hierarchies, rules, and

procedures that coordinate the organization in its activities. As the environment changes, the organizational structure may not be adapted to the current situation and requires some degree of timely restructuring. Structural leadership as summarized by Zheng. (2002, 2006). means that school leaders think through and come up with clear goals and policies for the organization members to carry out and provide technical support to plan, coordinate, and implement the relevant policies.

4. Interpersonal Leadership refers to the ability that a leader demonstrates in managing and influencing relationships with others. It emphasizes on communication, communication and mutual management between the leader and team members. Bolman & Deal's. (2013). Human Resource Frame, which is largely derived from psychology, views the organization as a family containing a number of people with needs, emotions, biases, and abilities to learn, and also with old-fashioned attitudes. The key to this framework is to make the organization fit for the people, so that people have a job and feel good about what they are doing. Sergiovanni. (2002, 2004). summarizes Human Leadership as being derived from the use of the interpersonal potential of the school community, which is derived from human resources of the school. It is derived from the human resources of the school. It involves the human aspect of the leader. The principal, in demonstrating this leadership, assumes a role similar to that of a "human engineer". This role emphasizes interpersonal relationships, communication skills, and instrumental motivational techniques. As a human shaping engineer, the principal provides support, encouragement, and growth opportunities for students and teachers in the school. Zheng. (2002, 2006). summarizes interpersonal leadership as a school leader who points out members, encourages participation, facilitates cooperation, enhances members' sense of responsibility and accessibility, and encourages positive interpersonal relationships.

5. Political Leadership refers to leadership in resolving conflicts and contradictions among members of an organization. The Political Frame proposed by Bolman & Deal. (2013). is derived from political science, which views organizations as playing fields, where interest groups compete with each other for power and resources. Conflicts are inevitable as different people and groups have different needs and perceptions. Negotiation, compromise, and coercion around interests by members of the organization are part of the job. In this framework, serious problems

can occur when the distribution of power is wrong. Zheng. (2002, 2006). summarizes political leadership as the ability of school leaders to persuade teachers and students to organize members to work together in unity and cooperation, and the ability to effectively resolve conflicts and contradictions among members of the organization.

6. Cultural Leadership refers to the ability of a leader to demonstrate competence in an organization or team as it relates to culture and values. It emphasizes the leader's role in promoting and shaping the culture of the organization, as well as in adapting and passing on organizational values. It involves the leader's understanding of the organization's culture, facilitating the development and change of the culture, as well as influencing the behaviors and attitudes of the employees through his or her own example. The Symbolic Frame as proposed by Bolman & Deal. (2013). has its roots in sociology and anthropology, and it views organizations as temples and cultures. Instead of relying on rules, policies, and management, organizational activities rely more on rituals, tropes, and legends to drive them. The Symbolic Frame, which is part of the Five Forces Model of Leadership for Educational Organizations proposed by Sergiovanni. (2002, 2004), is the one that makes it possible for the school to have the most effective leadership in the world. Leadership, which is the power of leadership to focus the attention of other members of the school organization on what is important to the school. In expressing this leadership, the principal takes on the role of "chief. Emphasis is placed on selective attention or modeling of important goals and behaviors, and signaling to others what is important and valuable in the school. In symbolic leadership, it is the principal's actions, words, and beliefs communicated to others that are important. Zheng. (2002, 2006). further summarizes cultural leadership as the principal's ability to galvanize members of the organization, to be charismatic, and to build a sense of mission and value that affects the individual or the team, as well as to regulate the culture of the organization.

7. Educational Leadership refers to the leadership ability to manage and direct educational activities, learning processes, and teams of teachers in an educational institution or school. The main goal of educational leadership is to promote school development and improve student learning outcomes while supporting teachers Professional educational leaders may include school principals,
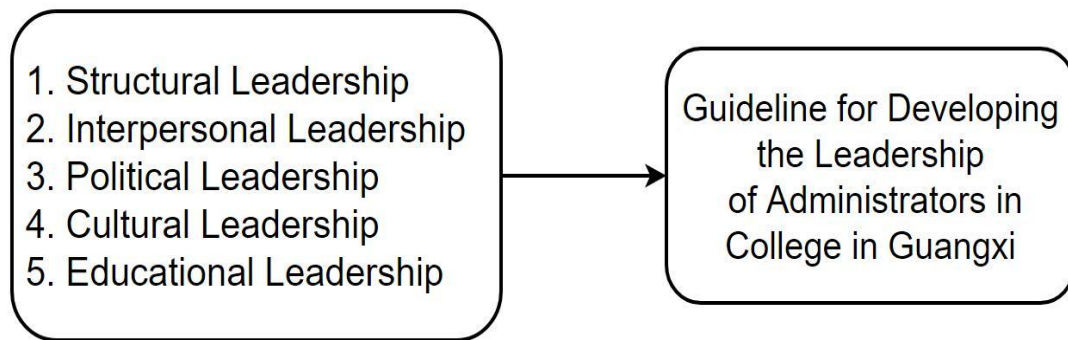
directors of educational institutions, heads of education departments, etc. They play a key role in a school or educational institution by formulating educational policies, managing school resources, promoting school culture and vitality, and coordinating the work of a team of teachers to ensure the smooth functioning of the school and the improvement of the quality of education. Technological Leadership as proposed by Sergiovanni. This is the first type of force that can be utilized by principals, and is the result of the application of sound management techniques. It is the power of leadership that results from the application of sound management techniques. When principals demonstrate technological leadership, their role is similar to that of a "management engineer. This role is based on concepts such as planning and time management, contingent leadership theory, and organizational structure. As a management engineer, the principal plans, organizes, coordinates, and controls situations. As well as Educatioinal Leadership. this leadership is the power to lead derived from specialized knowledge of education. This leadership is associated with the disciplinary expertise of the leader. In the performance of Educatioinal Leadership, the principal assumes the role of "chief teacher," bringing and applying professional expertise to instructional guidance, educational program development, and supervision. The principal needs to be able to diagnose the educational process, provide subject matter advice to teachers, develop systems for evaluating teachers, and develop curriculum. Principals need to have the ability to act as leaders in the discipline and in education. Zheng. (2002, 2006). summarizes educational leadership on the basis of the two as a school leader who emphasizes and encourages professional development and pedagogical improvement, determines problems that arise in the educational process, and gives professional advice and enhancement on educational matters in the school.

8. Guideline refers to a guideline that provides specific steps and recommendations for a particular area or development goal. it is often used to guide organizations or individuals in the development of an area or project, helping them to develop appropriate plans, goals, and action plans. a guideline can cover a variety of topics, and is intended to help people plan and implement development strategies more effectively to achieve desired goals and outcomes. Guidelines can cover a variety of topics and are designed to help people plan and implement development strategies more effectively to achieve desired goals and outcomes.

Research Framework

On the one hand, this study identifies with Bolman's organizational leadership research, Sergiovanni's "Five Forces Model" of educational organizational leadership, and Zheng's "Five Directions Model" in terms of the dimensions of structural, interpersonal, political, cultural, and educational leadership, and on the other hand, the author personalizes the dimensions. On the other hand, the author has personalized the dimensions of structural leadership, interpersonal leadership, political leadership, cultural leadership and educational leadership. This is for college administrators special party and government joint meeting management form in China.

Figure 1.1 Framework for the Leadership Development Guide for

College Administrators

Chapter 2
Literature Review

Leadership as a research category has developed as a discipline over a long period of time, resulting in numerous concepts and a large body of theory and literature. For these literatures, most scholars introduce or review the representative theoretical schools of thought in each historical period from the time dimension, but some scholars focus on too many different perspectives and their causality, so as to construct a theoretical framework, and then introduce the main theoretical insights of each school of thought separately. In order to better grasp the progress of leadership theory research, this chapter selects and categorizes the important theories related to leadership theory, and then categorizes and reviews the research on leadership and faculty administrator leadership in Western countries and China. It is mainly divided into the following parts.

1. Concept of Leadership
2. Related Research

Concept of Leadership

1. Leadership Trait Theory

Trait theory was one of the first theories to study leadership. It emphasizes qualities such as character, motivation, values, and skills of a leader. This theory is based on the assumption that people who are interested in endowing certain traits that others do not possess are natural leaders. Theoretical research began at the beginning of the 20th century, focusing mainly on the characteristics and qualities of leaders, dedicated to digging out and exploring the personality traits of successful leaders, and summarizing and generalizing them as reference conditions for selecting leaders. Early leadership theories attributed successful management to extraordinary abilities, such as exuberant energy, keen perception, far-reaching ideas, and emotional persuasion. Trait theory research has focused on the differences in qualities between leaders and non-leaders and between effective and ineffective leaders. Some studies have categorized traits as physical traits, background traits, intellectual traits, personality traits, work traits, and social traits.

In the 1940s, researchers conducted hundreds of trait studies but failed to develop universally applicable leadership traits. Leadership sources are some specific qualities that leaders possess either innately or acquired. Factors such as behavior and environment play a key role in the leadership process, but it has only been able to explore the impact of individual traits on leadership effectiveness in a one-sided way. At that time, it was difficult to achieve consensus in the research, and no model of leader traits could be recognized, i.e., leaders embodied very few common factors in their personality traits, so the research on personality traits gradually faded out of people's view. The main research approach was to look for interrelationships between individual leader traits and criteria for leadership success, but not to study the process. So the researchers' study of the relationship between leader traits and effectiveness gradually focused on the leader's behavior.

2. Leadership Behavior Theory

Leadership behavior theory focuses on the study of the leader's style, emphasizes the leader's behavior towards the subordinates, divides the leader's behavior into different types of leadership, analyzes the characteristics, strengths and weaknesses of each type of leadership and compares them with each other. Representative theories include Lewin's three leadership styles theory, Likert's four management styles theory and Blake's. (1999). management grid model.

Lewin. (1939). of the University of Iowa proposed authoritarian leadership style and democratic leadership style, pioneering the theory of leadership behavior. Leadership behavior is divided into authoritarian or dictatorial (Authoritarian leadership), democratic and centralized (Democratic leadership), and laissez-faire leadership. Likert's theory. (1961). of four management styles is the result of a comparative study of production-centered leadership and people-centered leadership. The theory suggests that supportive relationships are two-way. The leader takes into account the situation, thoughts and hopes of the subordinate workers and helps them to strive to achieve their goals so that they recognize their value and importance in this. This support from the leader to the workers can motivate the subordinate workers to adopt a cooperative and trusting attitude towards the leader and to support the leader's work. Likert' classifies leadership styles into four types of systems: exploitative centralized leadership, benevolent centralized leadership, negotiated democratic leadership, and participatory democratic leadership. This stage

focuses on how managers use their time, manage work typical activities, responsibilities and their functions. Leadership realization depends on how managers resolve conflicts, respond to needs, identify opportunities, and so on. Blake, an American behavioral scientist, proposed the Management grid model. he published his book "The Management Grid" in 1964, in which he proposed the grid theory. He designed a graph consisting of 81 squares, which vertically indicates the degree of concern of the leader for people and horizontally indicates the degree of concern of the leader for production. In the management square diagram, square 1.1 represents poor management, which cares little about production and people, while square 9.9 represents ideal management, which cares about both people and production, and which optimally combines organizational goals and individual needs, with many other combinations in between to reflect the different types of management.

In this stage, leadership is a one-way implementation of leadership behavior by the leader to the followers. Leadership behavior theory emphasizes leadership behavior as the source of leadership. Leadership is conveyed by genuine behaviors, and behaviors can distinguish effective leadership from ineffective leadership. The theory of leadership behavior uses factor analysis to summarize a variety of leadership behaviors into two dimensions: employee-oriented behaviors and task-oriented behaviors. at that stage, strict management is emphasized, plans are made for the work, and work schedules are set out, and autocratic leadership is often adopted in the process of management, which can lead to discontent and resistance. In that stage, strict management was emphasized, work schedules were planned, and authoritarian leadership was often adopted in the management process, which made subordinates dissatisfied and thus rebellious and affected productivity. Research lacks consideration of the interaction between leadership and situational and environmental factors, and seldom explains the mechanisms by which these behaviors affect subordinates' behaviors or attitudes.

3. Contingency Theory of Leadership

The theory of leadership change suggests that a leader's personal attributes, leadership behaviors and styles are not necessarily the single determinant of leadership effectiveness, but are also influenced by factors such as the environment in which the leadership process takes place and the characteristics of the person being led. There is no one-size-fits-all, universally applicable leadership behavior or style in leaders.

In 1970s, American psychologist Fiedler. (1971, p.128-148, 1976, p.6-16). in his book "Contingency Model - A New Direction in Leadership Effectiveness" organically combined the study of leaders' traits with the study of leadership behavior, and linked it with the classification of context to study the effect of leadership. Fiedler's theory. (1971, p.128-148, 1976, p.6-16). of contingency is the earliest attempt to reconcile the inconsistency with the previous studies of traits and behavior. Fiedler proposed that leadership effectiveness depends on three situational factors. First, the relationship between the leader and the led. It reflects the degree to which the leader is acceptable to the led. Second, task structure, which refers to the clarity of tasks and the degree to which subordinates are held accountable for those tasks. Third, positional authority, which refers to the formal authority associated with the leader's position and the degree of support from all parties. When all three factors are present, it is the most favorable environment; if none of them are present, it is the most unfavorable situation. Based on these three factors, Fiedler categorizes eight types of environments for leaders from most favorable to least favorable. In Fiedler's model, to improve the effectiveness of leadership, one can either change the leader's leadership style or change the environment in which the leader lives.

Situational leadership theory was proposed by Hersey. (2012, p.206). and Kenneth Blanchard. They believe that the leader's leadership style should be compatible with the maturity level of subordinate employees, and that when subordinate employees become more mature, the leader should choose the appropriate leadership style based on the maturity level of subordinates to achieve success. It sets the maturity level of subordinates from low to high as four stages: M1 to M4. M1: these people are neither capable nor willing to perform a certain task, they are neither competent nor trustworthy; M2: these people lack the ability but are willing to engage in the necessary work tasks; M3: these people have the ability but are not willing to do the work that the leader wants them to do; M4: these people have the ability and willingness to do the work that they want them to do. them to do the work. In this model, leadership is also divided into four modes: directive, coaching, supportive, and empowering. Unlike the traditional trait theory of leadership, which does not only focus on the cultivation of the leader's behavioral ability, situational leadership especially emphasizes that leadership should be different from person to person and tailored to the needs of the individual.

This stage of the researchers' attention, the leader and the context of the two elements, followers will be concerned, but not included in the main factors. The essence of the leadership process is that the leader chooses appropriate leadership behaviors that followers are willing to accept according to the specific situation.

4. Transformational Leadership Theory

Transformational leadership behavior is a process by which leaders instill ideological and moral values in their employees in order to motivate them. Burns proposed two basic types of leadership in his book Leadership in 1978: transactional leadership and transformational leadership. It is believed that transactional leadership means that the leader exchanges material and non-material benefits in his own hands for the labor of his subordinates, and that there is a relationship of short-term interest behavior between the leader and the led; transformational leadership is the behavior of leadership and management through the motivation of subordinates in order to stimulate the subordinate's high-level needs and motivation. In this process, the leader in addition to guiding the subordinates to complete the work, but also often with the leader's personal charisma, through the subordinates of the incentive, stimulation, care to change the staff's work attitude, beliefs and values, so that employees are willing to let the interests of the organization beyond their own interests, and more committed to work. This leadership model can create a greater sense of belonging among employees, satisfy subordinates' high-level needs, and achieve high productivity and low turnover rates. The premise of transformational leadership behavior is that the leader must be clear about the organization's vision and goals, and that subordinates have a sense of trust in the leader. Bass, based on Burns's research, proposed a richer and more precise doctrine of transformational leadership, emphasizing idealized influence, motivational drive, intellectual stimulation, and personalized care. Bass further defines transformational leadership as the ability to motivate subordinates to perform tasks of greater significance than their own, and to inspire them to do more than their own interests. Bass further defines transformational leadership as achieving more than what is expected by making subordinates aware of the significance of the task they are undertaking, stimulating their higher-level needs, and building a climate of mutual trust that motivates subordinates to sacrifice their own interests for the good of the organization. Avolio builds on this foundation by outlining the ways in which a

transformational leader behaves in four ways, namely, charismatic, inspirational, intellectually stimulating, and individually caring.

Scholars focus more on organizational members by motivating them to encourage them to compromise their self-interests for the group's goals. Lead organizational members to take more responsibility not only for the development of the organization but also for their own development. Helping individuals to realize both work and life values. Setting long-term goals, emphasizing a developmental perspective on work, and aligning organizational systems to create a positive climate for achieving desired goals. Change may be impeded because it creates changes in people's situations, including direction, and anxiety from uncertainty.

5. Vision Leadership Theory

According to Nanus. (1995, p.112). the so-called visionary leadership refers to the reliable and real future of the organization, which represents the direction of all the goals to work towards, and can make the organization more successful. A vision includes the organization's long-term plans and future development scenarios, and for leaders, it provides goals for action that go beyond the current situation to organizational improvement and growth. Hoyle. (1995). suggests that there are three basic elements to achieving a vision: a vision statement, a mission statement, and a statement of purpose. Visionary leadership greatly motivates the powerful pursuit of pulling power in the organization through lofty aspirational goals that keep managers at all levels along full of ambition. It is based on a philosophical basic assumption: human life is short and limited, professionals should integrate their personal development into the development of the enterprise in order to jointly realize the value of society, human potential is unlimited and should be stimulated by unattainable goals to stimulate such potential.

6. Charismatic Leadership Theory

House. Li. (2022, p.41-71). proposed in his 1976 book Management Process and Organizational Behavior that charismatic leaders have charisma caused by their extraordinary own characteristics, which can have far-reaching emotional impact on their subordinates, causing them to show their adherence to the leader and higher satisfaction and performance of their work and organization. Subsequently, R. House proposed a theory on charismatic leadership, identifying three personal characteristics of charismatic leaders, namely high self-confidence, a tendency to dominate others,

and an unwavering commitment to one's own beliefs. According to House, a charismatic leader is more likely to influence the behavior of his subordinates than an uncharismatic leader. The theory argues for followers' self-sacrificing behaviors and their identification with the vision, as well as the collective, illustrating that charismatic leadership transforms the followers' notion of the self that, linking the followers' identification with the collective identity of the organization.

The research was conducted primarily through empirical and complexity theory paradigms, focusing on emotional meaning within organizations. Leadership is the process by which leaders effectively influence the emotions and values of their followers through their personal charisma and actions in order to achieve a shared vision or goal.

7. Bolman & Deal four frameworks (2013)

In their co-authored book Reframing Organizations: Artistry, Choice, and Leadership, Bolman & Deal propose four frameworks for human resources.

(1) Structural Frame. This framework, derived from sociology and management, emphasizes goals, specified roles, and formal relationships, with an organizational structure that is appropriate to the organizational environment and technology. Organizational responsibilities are assigned to participants in the organization, creating hierarchies, rules, and procedures that coordinate the organization in its activities. As the environment changes, the organizational structure may not be adapted to the current situation and requires some degree of timely restructuring.

(2) Human Resource Frame. This frame is largely derived from psychology and views the organization as a family containing a number of people with needs, emotions, biases, and abilities, who have the ability to learn as well as conformist attitudes. The key to this framework is to make the organization fit the people, so that the people have a job and feel good about what they are doing at the same time.

(3) The Political Frame. Derived from political science, this frame views the organization as a playing field in which interest groups compete with each other for power and resources. Different people and groups have different needs and perceptions, and conflict is inevitable. Negotiation, compromise, and coercion around interests by members of the organization are part of the job. In this frame, serious problems can occur when the distribution of power is misdirected.

(4) Symbolic Frame. This frame has its roots in sociology and anthropology and it views organizations as temples and cultures. Instead of relying on rules, policies, and management, organizational activities rely more on rituals, tropes, and legends to drive them. When members of the organization do not perform well, downtown symbolism, larger problems can occur.

8. Sergiovanni's "Five Forces Model" of educational Organization Leadership (2002, 2004).

Sergiovanni, in his 1984 dissertation entitled Leadership and Excellence in Schooling and his 1987 monograph The Prinicipalship: a reflective practice perspective, proposed five models of leadership to explain how principal leadership is related to school performance excellence. Five models of leadership are proposed to explain how principal leadership is associated with excellence in school performance.

(1) Technological Leadership: This is the first type of leadership power available to principals, and it is the leadership power that results from the application of sound management techniques. When principals demonstrate technical leadership, their role is similar to that of a "management engineer. This role is based on concepts such as planning and time management, transformational leadership theory, and organizational structure. As a management engineer, the principal plans, organizes, coordinates, and controls situations.

(2) Human Leadership This type of leadership is derived from utilizing the interpersonal potential of the school community, which is derived from the human resources of the school. It involves the human aspect of the leader. The principal, in the performance of this type of leadership, assumes a role similar to that of a "human engineer". This role emphasizes interpersonal relationships, communication skills, and instrumental motivational techniques. As a human engineer, the principal provides support, encouragement, and growth opportunities for students and teachers in the school.

(3) Educatioinal Leadership, which is leadership authority derived from educational expertise. This type of leadership is related to the subject matter expertise of the leader. In the performance of Educatioinal Leadership, the principal assumes the role of "chief teacher," bringing in and applying professional expertise to instructional guidance, educational program development, and supervision. Principals

need to be able to diagnose the educational process, provide subject matter advice to teachers, develop systems for evaluating teachers, and develop curriculum. Principals need to be able to act as leaders in their subjects and in education.

(4) Symbolic Leadership, which is the power of leadership to focus the attention of other members of the school organization on what is important to the school. In expressing this leadership, the principal takes on the role of "chief. Emphasis is placed on selective attention or modeling of important goals and behaviors, and signaling to others what is important and valuable in the school. In symbolic leadership, it is the principal's actions, words, and beliefs communicated to others that are important.

(5) Cultural Leadership, which is the power of leadership derived from building a unique school culture, involves the cultural aspects of leadership. In expressing this cultural power, the principal serves as the "high priest". It defines and reinforces values and beliefs and influences the cultural climate of the school. The process of cultural leadership can transform the individual leader into a moral and cultural community.

9. Zheng's Five-way model. (2002, 2006).

Prof. Cheng Yin-cheung of Hong Kong, China, has been proposing since 1993, on the basis of the Four Forces Framework proposed by Bormann et al. (1984). and the Five Forces Model of Sergiovanni. (2002, 2004), that school and principal leadership is composed of structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership. Based on the "Four Forces Framework" and Sergiovanni's.   (2002, 2004). "Five Forces Model", it is proposed that school and principal leadership consists of structural leadership, interpersonal leadership, political leadership, cultural leadership and educational leadership. Zheng points out that structural leadership, interpersonal leadership, political leadership, and cultural leadership are mainly defined according to Bolman & Deal's "Four Forces Framework" (2013), while educational leadership is defined according to Sergiovanni's concept.

Structural leadership means that school leaders think through and come up with clear goals and policies to be implemented by members of the organization and provide technical support to plan, coordinate, and implement the policies. Interpersonal leadership means that school leaders point out members, encourage

participation, facilitate cooperation, increase members' sense of responsibility and acquisition, and encourage positive interpersonal relationships. Political leadership means that school leaders are able to persuade members of the teacher-student organization to work together in unity and cooperation, and are able to effectively resolve conflicts and contradictions among members of the organization. Cultural leadership means that the principal is good at radicalizing organizational members, has personal charisma, and can establish a sense of mission and value that affects individuals or teams, and also regulates the organizational culture. Educational leadership means that school leaders emphasize and encourage professional development and instructional improvement, judge problems that arise in the educational process, and give professional advice and enhancement on educational matters in the school.

According to Zheng, the five dimensions of the model can be used to describe and understand school leadership in general and principal leadership in particular, as they are well grounded in different organizational theories and are specific to educational organizations. Using the assumptions of this model, Mr. Zheng has designed a questionnaire to investigate the leadership of principals in a sample of primary and secondary schools in Hong Kong. The study showed that the five dimensions of leadership, namely, structural, interpersonal, political, educational, and cultural, are strongly correlated and can be used in combination as a measure of the leadership strength of principals.

10. Reference and development

Bolman's. (2013). research on organizational leadership, Sergiovanni's "Five Forces Model" (2002, 2004). of leadership in educational organizations, and Zheng's "Five Directions Model" all have corresponding empirical findings in educational organizations. On the one hand, this study agrees with the dimensions of structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership of the three studies, and on the other hand, the above studies mainly focus on organizational managers or principals and leaders of educational institutions. In the special environment of Chinese public college administration system, the joint party and government meeting system, the study of college administrators should personalize the dimensions.

College administrators are located in the middle of the college hierarchy, between principals and faculty. It is important to emphasize here that college administrators have two identities, one as academic leaders and the other as college administrators. Two groups of college administrators mentioned in this study are the deans and vice presidents, whose main responsibilities are to coordinate the development and implementation of the college's vision and goals; to lead the college in achieving the university's goals; to lead and coordinate the college's strategic planning and curriculum development; to promote scholarship and innovation and to carry out on-campus services; to lead and coordinate the college's governance; to lead the selection process for college administrators, to oversee faculty and staff selection and retention; coordinating the professional development of college administrators and staff; evaluating college administrators and staff; evaluating departmental teaching, research, and service responsibilities; advising on the development of policies and procedures, particularly in the area of academics; administering the non-faculty members of the college; and developing, leading, and encouraging fundraising in support of the goals of the college, departments, and professional programs, and advancing off-campus outreach and public service efforts. Another group that is a special part of the College is the Party Secretary and Deputy Party Secretary. They participate in joint college party meetings and also have decision-making authority over college regulations and administrative matters, but unlike college presidents and vice presidents, their perspective is that of the management of the educational organization's staff, although colleges and universities also require college party secretaries and vice secretaries to exercise educational leadership for the professional development of their colleges and for instructional improvements that will lead to the improvement of the college's educational outcomes. The college organization does not require much educational leadership from them, and their daily work is mainly to exercise structural leadership, interpersonal leadership, political leadership, and cultural leadership, and their duties are administrative management of the college. The main responsibilities of the party secretary of the second-level college include: to be responsible for the party construction work of the college and the ideological and political work of teachers, students and staff, to manage the organization, ideology, style, system and integrity construction of the party of the college, as well as the construction of the party and

governmental leadership team and cadre, and to promote unity in the leadership team. Cooperate with the dean to do a good job in the college reform, development, enrollment, employment, stability and security and other work. Responsible for the overall work of the General Party Branch of the college, guiding the daily work of the college party organization. Responsible for the division of work and adjustment of the members of the General Party Branch team, playing the role of the political core of the General Party Branch, and carrying out the responsibility system for the construction of a clean and honest party. Participate in the decision-making of teaching, scientific research, faculty building and other major work of the college, and be responsible for the implementation of the decisions and resolutions of the Party Committee and the administration of the university, and promote the development of the college. Do a good job of "party-controlled cadres" and "party-controlled talents". Convene the democratic life meeting of the party and government leadership team, the meeting of the general branch of the party, the joint meeting of the party and government, and the general meeting of the faculty and staff of the college. Organize the general election and team adjustment work of the affiliated party branches, and grasp the development of party members, the cultivation of party activists as well as the management of the branch party school. It is possible that there will be some degree of difference in the survey results between the college party leaders and the college administrative leaders.

It is customary for studies in some Western countries to classify deans and department chairs as groups at the same level. Chinese university department chairs are less involved regarding college administrative affairs, and their main rights are in academic leadership. Under the joint party and government meeting system, department chairs do not have the right to participate in the joint party and government meeting of the college, and cannot participate in deciding the daily administrative affairs of the college, so they are clearly distinguished in this study, and are not involved in the study of department chairs.

As far as the external environment is concerned, ethnic minorities in Guangxi have a long history and have formed their own unique cultural characteristics. Guangxi people are simple and bold, and there are many ethnic minorities, with a mixture of cultural practices from various ethnic groups. In the study of educational organization, the characteristics of the educational organization environment are a point worth noting.

In addition, considering the large number of questions in the original scale, when the actual survey was carried out, the questions involving each of the five dimensions were compressed to less than five, with four questions involving political leadership, taking into account the researcher's actual scope of the study and the respondents' concentration.

Related Research

Faculties and departments are the most important components in the organizational structure of universities. As the basic unit of teaching, research and social service activities, the operation effect of its organizational activities is directly related to the accomplishment of the organizational goals and tasks of the university, and directly affects the operational efficiency and viability of the university. It is the college administrators who play a leading role in the management of faculties and departments. There are quite a few studies on colleges and universities and on organizational leadership, but research based on the leadership of college deans and administrators in colleges and universities is very limited. In order to understand the research results of college administrator leadership in colleges and universities, so as to carry out the follow-up work, we mainly combed the English literature and the relevant research on college administrator leadership in colleges and universities in China. In view of the fact that college administrator leadership studies may have biased results due to language and terminology differences in data collection, college dean leadership studies are included below.

1. Review of Leadership Research in English Literature

(1) Research on the essence and connotation of leadership of English college managers

The study of college administrators began earlier in the U.S. In 1933, American scholar McGinnis published the first paper on the subject of deans in The Journal of Higher Education, entitled: The Dean and His Duties. Arthur Dibden. (1968, p.86). and others edited The Dean in American Universities and Colleges. Deans in American Universities and Colleges. The book explored five aspects of the dean's responsibilities, the dean's role, the dean's network, the dean's image, and the dean's wisdom. as the first book on the subject of the dean, the book received much attention in the year of its publication. according to Feltner. (1972, p.692-701), the

role of the dean is difficult to define, as the dean is neither a teacher nor an administrator but performs the functions of service, advice, and counseling, as well as the role of the dean. The role of the dean is difficult to define, as he or she is neither a teacher nor an administrator, but performs the three functions of service, advising, and communicating to the three constituencies of university leaders, faculty, and students. Since the 1980's, there has been a proliferation of research on college administrators as a result of the dramatic changes that have taken place in developed countries in the field of higher education in terms of the relationship between government, universities, and society, as well as in the internal governance of the university. According to Tucker & Bryan. (1988, p.108). that, as the primary leader of the college, the dean must make decisions on many issues, including resource allocation, faculty evaluation and promotion, and allocation of office supplies. Decision making is a statutory responsibility and a power of the dean. Because of the unique nature of academic organizations, it is also impossible for the dean to make decisions alone. Both faculty and students should be involved in decision making, and the degree of involvement is an issue that the dean must deal with. 1990 s, some representative studies of college administrators include Van. Morris's The Dean: Middle Management in the University, Tucker's The Dean: Doves of Peace, Dragons, and Diplomats, co-authored by Tucker. (1992, p.1390-1396). argue that deans are temporary positions with administrative or managerial functions that bridge the gap between faculty and administrators. Gmelch. (1999, p.717-740). and others argue that the dean is the most understudied and misunderstood of the major university positions. Although many scholars have written extensively about the organization and governance of higher education, little is known about the deans who lead and support the colleges. 2010s, V.L. Meek et al. conducted a multinational comparative study of deans as middle managers in universities in collaboration with scholars from the U.S., Canada, France, the U.K., and Australia, and wrote Middle Management in Changing Higher Education. 2004, Richard D. H. Meek et al. conducted a multinational comparative study of deans in higher education. In 2004, Richard D. Hawks first used "The Impact of Deans' Leadership Styles on Department Chair Burnout" as the research topic for his doctoral dissertation. Gmelch. (2022). and others at the Center for the Study of Academic Leadership at Washington State University define academic leadership as "the action of building a

community of scholars, setting direction, and achieving common goals by empowering faculty and staff." Johnson. (1976, p.178-206). suggests four dean leadership styles: commanding; selling; engaging; and empowering. Research by Kouzes. (1987, p.152-167). and others confirms the common characteristics of successful deans and department chairs, i.e., sharing a vision, inspiring others, challenging the status quo, and getting people to do things. Empirical studies of leadership behaviors related to leadership performance in the United Kingdom, the United States, and Australia have identified key leadership behaviors related to leadership performance at the departmental level, and Mercer. (1997, p.31-50). found that academic middle leaders are the driving force of the university organization and are the key to improving the quality of teaching and learning. As academic leaders, they have the authority to plan the direction of the college. Lincoln. (1990, p.67-87). used a rooted theory approach to identify conceptual categories of leadership competencies from systematically obtained and analyzed interview data. Sergiovanni's (2002, 2004). study of sources of authority for leadership practice strategies compares and contrasts sectional leadership, professional leadership, etc., as applied in the field of education with The study of Sergiovanni. (2002, 2004). on the sources of authority in leadership practice strategies, comparing five types of leadership applied in the field of education, such as disciplinary leadership, professional leadership, and proposing the original theory of "ethical leadership" in the field of educational management, which is a representative theory of the theory and practice of professional leadership. changes such as individual sharing of costs, social accountability, and emphasis on organizational performance have formed the context for organizational change in universities. In this environment, the role of the dean has changed essentially from one of marginalization to that of an active administrator. Sarros et al. (1999, p.165-185). point out that the dean has to navigate between groups belonging to different subcultures with different interests, and has to satisfy the needs of different stakeholders, which are sometimes in conflict with each other. Richards. (2008, p.131-144). argues that in the given higher education environment, leadership is extraordinarily complex and multifaceted. Boer & Goedegebuure. (2009, p.347-364). stated that a key component of the dean's role is balancing the different but interrelated roles of being an academic leader and an executive manager, especially among peers. This balance is at the heart of the dean's

role. This study by Seale. (2015, PhD Thesis). reveals a world in which the dean, as a traditional academic leader, must now navigate and negotiate the demands of executive management, which some find particularly challenging. Northouse. (2013, p.67). Institutions can be led and transformed by the actions and behaviors of one person. Nadeem. (2020, p.133-151). used Interpretative Phenomenological Analysis (IPA), drawing on adult learning theories and research data, to identify some of the key themes in the findings of deans' learning styles. He argued that the role of the dean is complex and not necessarily equipped to deal with complexity. Dean training provides a personalized form of leadership development that is contextual, potentially applicable, and relevant.

(2) Research on the influencing factors of leadership of English college managers

Some scholars have examined the correlation between a dean's leadership style and the disciplinary characteristics of the college or the dean as an individual. Cyphert et al. (1974). attempted to identify the factors that college deans need to consider when making leadership decisions. Bolton. (1973, p.352-369). and others conducted a study at the University of Cincinnati and found that reliable avenues of facilitating departmental organization and Bolton and Boyer. (1973). conducted a study at the University of Cincinnati and found that faculty-level leaders played a dual role in teaching and management. Senior leaders at Cincinnati University have recognized the importance of faculty organization and have indicated that good communication, decision making, and problem solving skills are important contributors to the level of decision making at the faculty level. Cyphert and Ingersoll. (1974, p.357-359). attempted to determine the factors that faculty deans need to take into account when making leadership decisions. Seventy-five colleges participated in this study. The results of the study indicated that overall faculty quality, innovative organizational structures, basic research functions, financial support, and adjustments in management and administrative structures were critical factors in leadership decisions made by the deans of top-tier colleges and universities, while deans of lower-tier colleges and universities considered these factors to be irrelevant in their management. successful deans, there are five common leadership practices: leading by example, sharing a vision, inspiring others, challenging the status quo, and making the crowd walk. They also concluded that

the majority of faculty respect deans of integrity, competence, foresight, and inspiration. The responsibilities and roles of deans vary from university to university, depending on the size of the university, the history of the deanship, and the management style of the president. According to Wheatley. (1992, p: 38), an American scholar who studied leadership, power in an organization is based on the ability to manage relationships, and deans lose the basis of power when they lack contact and communication with faculty members. Alsuood and other scholars. (2018, p.57). interviewed deans of 15 universities in Saudi Arabia, and through a qualitative study and explanatory thematic analysis, the deans' responses indicated dissatisfaction with the broader societal culture around them and the negative impact of this culture on leadership practices. Alsuood identified clear tensions between traditional values and the influence of change and family and tribal backgrounds. Five organizational culture themes were identified as factors affecting dean's leadership - centralized environment, strict rules and regulations, authority of top management, selection and promotion issues, and reputational factors. The results of this study contribute to the understanding of leadership perceptions and practices in a specific cultural context. Alban. (2021, p.50). and others, by examining the perceptions of deans of higher education and faculty directors on transformational leadership practices in Colombian institutions of higher education, found that administrators can improve their leadership commitment, shared vision, idealized influence, motivational incentives, intellectual stimulation, organizational performance, and future direction to enhance leadership, improve educational quality, and enhance group effectiveness. Bertrand's. (2019, p.110-112). study indicated that executive training is an effective way for college presidents to improve their leadership skills and develop into more well-rounded individuals. It can be used as a leadership development tool to help deans achieve their goals more effectively.

(3) Review of management leadership research in English colleges

The importance of the role of college administrators and the conflicting and ambiguous nature of the role make them in need of relevant competency training and career guidance. In fact, there are relatively few studies targeting the leadership enhancement of college administrators. Existing studies have paid little attention to the internal growth mechanism of college administrators and have not

paid enough attention to their performance evaluation, lacking systematic, fair and accurate evaluation standards and practices. Research on college department chairs started earlier in foreign countries, especially in the U.S. Before the 1980s, deans and university administrators were the main subjects of research. In recent years, researchers from management, psychology, education and other disciplines have also paid more and more attention to this field. The research methodology is more often realized by relying on measurement techniques such as questionnaires, statistical scales, and long-term follow-up surveys, mainly to accomplish qualitative and quantitative research. The research on issues surrounding college administrators has gradually increased, the scope of the research is expanding, and the research methodology is expanding multidisciplinary and integrated perspectives and methods. Due to different national conditions and cultures, stages of higher education development, and university governance models, there are some differences in the positioning of authority and responsibility, and competence requirements of college administrators in Chinese and foreign universities, so not all research findings can strongly explain the problems of Chinese universities. The English literature focuses on analyzing the effects of individual traits and school type, size, and other factors on faculty leaders' leadership behaviors, leadership styles, leadership styles, and leadership performance. Overall, research on the role of the dean focusing on the static level such as macro, conceptualization, and modeling is dominant, with insufficient attention paid to the leadership of the leadership team of the faculty administrators as a whole, and less consideration given to the process, interaction, and complexity of leadership.

2. Review of Chinese Leadership Research

Leadership research began in the field of business management in the West, and then gradually expanded to scientific and technological and educational organizations, but the research results of leadership research in specific industries are not mature, and the leadership research on college and university administrators is even more rare. Domestic literature on the interaction between the members of the leadership team of faculties and departments has been involved, such as the study of faculty leadership system and mechanism, and the study of the relationship between the party and government leadership of faculties and departments in the context of China's national conditions, etc., but the university organization has the

characteristics of "loose association" and "academic community", one of which is the "loose association" and "academic community". However, university organization has the characteristics of "loose association" and "academic community", one of which is the traditional hierarchical structure of management, and the other is the structure in which teachers make decisions on school-related affairs within the scope of their authority. Chinese scholars have not conducted many independent studies on the leadership of college administrators or deans, and most of them are based on studies of leadership in organizational or educational processes.

(1) Research on the essence and connotation of leadership of Chinese college managers

In the past decade, Chinese scholars' research on leadership has focused mainly on principal leadership at the basic education level and teacher curriculum leadership in colleges and universities, and the relevant research is relatively abundant, but not many studies are based on the leadership of college administrators.

Some Chinese scholars have provided their own insights on the nature and connotation of leadership. Shao. (2018, p.72-76). believes that teacher leadership is the rediscovery of the role of the main body of school teacher education under the concept of governance, which manifests itself as a kind of interstitial influence, a kind of flexible influencing ability, and mainly consists of curricular leadership, educational leadership, scientific research leadership and social leadership. Tong. (2015, p.75-82). and other scholars in the study of deans from the perspective of the higher education system found that researchers usually regarded deans as middle managers of universities, and the central issue of concern was the impact of changes in the higher education system or university governance on the dean's status, power, responsibilities, and the nature of the position. University deans in many countries are no longer viewed as academics, but rather as administrative specialists. Zhang & Hu. (2018, p.15-24). argued that research on principal leadership in China has been conducted more in terms of educational leadership, transformational leadership, distributed leadership, etc., and lacks a more comprehensive assessment; and most of the measurements of principal leadership are based on teacher evaluations, and most of the correlation analyses between principal leadership and teacher development outcomes are conducted at the

teacher level directly, or teacher evaluations within the school are directly averaged to the school level for analysis, and the results are not analyzed at the school level. averaged to the school level for analysis, and the rationality of such practices is less assessed. Zhang. (2014, p.93-98). argued that principals should become a unity of the three roles of educator, leader, and manager. Dong. (2020, p.77-83). argues that leadership stems from a leader's character, disposition, and values, and is a collection of practical abilities to manage, control, or influence the behavior of a group in order to achieve collective goals.

(2) Research on the influencing factors of Chinese College Managers' leadership

Regarding the influencing factors of leadership, Chinese scholars have put forward some ideas. Li & Xiang. (2018, p.44-50). found that professional development status and learning-oriented leadership characteristics influence the leadership development of school principals through various data analysis methods such as descriptive statistics, chi-square test, correlation analysis, and regression analysis. Zhang. (2018, p.45-50,57). showed that an effective way to improve the leadership of school principals is "reflection".

There is not much literature focusing on the research direction of leadership of college administrators in higher education. Jin et al. (2014, p.3-8). studied the calling power of college presidents, and he believed that calling power is an intrinsic attraction composed of personal beliefs, knowledge, wisdom, talent, cultivation, etc., and it is a core factor for leaders to realize successful leadership. The study constructed a model of college dean's appeal in combination with the organizational characteristics of college of higher education, and proposed to use virtue, talent, reason, emotion, and strategy to enhance the college dean's appeal. According to Wang. (2015, p.1-6), in China, there are many studies on student management, learning and teaching, teachers and principals, but there are few comprehensive and profound studies on deans and their work. The core skill of a dean is communication. The dean creates a climate of dialogue and solidifies the environment for communication by building systems and organizational structures that make decision-making through communication a culture and tradition of the college. The dean is expected to show the utmost respect for the faculty and a sincere interest in their interests. Through communication, the dean can motivate the faculty. The dean

should listen especially to those faculty members who are on the fringes of the college, even those who are often dissenting, and in communication the dean should focus on the positive aspects of these faculty members, thus creating a more congenial environment and a more positive attitude.

(3) Review of research on leadership of Chinese Institute managers

Compared with foreign studies, Chinese college administrators' leadership research is mostly empirical or a simple combination of leadership theories and dean's role, and the research on college administrators is still very limited, with fewer related results and a lack of in-depth studies directly pointing to the leadership of college administrators. Both Chinese and English studies focus on empirical research, but Chinese studies focus too much on quantitative research methods in empirical research, and relatively little qualitative research on leadership. With the deepening reform of the two-tier system in Chinese universities, most universities have proposed the reform of two-tier management and expanding the management power of colleges. However, the reforms have not touched college administrators, which is highly inconsistent with the reality of the changes in the status, power and responsibilities of college administrators, as well as the development and changes in their relational networks. Changes in the internal and external environments require scholars to re-examine and redefine the leadership of faculty leaders from the perspective of leadership process research, in the context of conflict, coordination and interaction in educational organizations, to seek the contradictions, difficulties and problems in the process of management and leadership in colleges and to seek countermeasures to resolve the contradictions, difficulties and problems.

Chapter 3
Research Methodology

The literature review shows that it is difficult to judge the actual status of the current leadership level of college administrators based on the results of existing studies, and this study will be devoted to three issues: first, the current status of leadership among Chinese college administrators and analyze its problems. Secondly, analyzing the influencing factors of college administrators' leadership Thirdly, seeking improvement strategies and proposing guidelines for developing college administrators' leadership. The researcher has the following procedures:

1. The Population
2. Research Instrument
3. Data Collection
4. Data Analysis

The Population / Sample Group

The Population

Sampled within the Guangxi Zhuang Autonomous Region of China, the comprehensive general undergraduate universities Guangxi University, Guangxi Normal University, Guilin University of Electronic Technology, Guilin University of Technology, Guilin University of Electronic Technology, Guilin University of Technology, Guilin University of Technology, Guilin University of Technology, Guilin University of Technology, Guilin University of Technology, Guilin University of Technology, Guilin University of Technology, Guilin University of Technology, Guilin University of Technology, Guilin University of Technology, and so on. In this study, "college" refers to the second-level professional colleges within the university, and college administrators refer to the members of the leadership team of the second-level professional colleges. The survey on the leadership of college administrators was obtained through the composite results of the perception of the staff of the second-level colleges. A sample of 375 staff members was randomly selected from the total population to investigate staff members' evaluation of the leadership of college administrators, which was calculated using the Krejcie and Morgan sampling

table. In order to ensure the sample size of the sampling group, the number of questionnaires distributed was slightly higher than the planned sampling figure of 375 people. Sampling took into account the size and type of school distribution. The university sampling locations were mainly in universities in different cities of Guangxi Zhuang Autonomous Region in western China, bordering Vietnam, Guangxi has a land area of 237,600 square kilometres and a sea area of about 40,000 square kilometres. The administrative region of Guangxi Zhuang Autonomous Region is under the jurisdiction of 14 district cities and 10 county-level cities. In 2021, the gross regional product (GRP) was 2,474,086,000,000 Yuan. Guangxi is located on China's southern border, between 104°28′ and 112°04′ east longitude and 20°54′ and 26°24′ north latitude, with the Tropic of Cancer crossing the centre. The Guangxi Zhuang Autonomous Region is separated from many countries in South-East Asia by the sea, requiring greater economic and educational development.

The Sample Group

The study was divided into sampling and in-depth interview groups.

A sample of 375 was drawn from the overall population by randomly selecting current faculty and staff and investigating faculty and staff ratings of college administrators' leadership, after calculations using the Krejcie and Morgan sampling form.

In-depth interview group: a random sample of 10 college administrators was selected for in-depth interviews.

Research Instruments

1. Theoretical Literature

In addition to finding the corresponding books in the library, we also use the Internet to find the literature in search libraries such as SCIE, SSCI, EBSCO, CNKI, Scopus, etc., to sort out and analyze the research results through the literature analysis method. To find the theoretical basis for this paper, to establish the research framework and the basic research viewpoints of this paper.

2. Questionnaire

College administrators' leadership is embodied in practice, and is also formed and improved in practice. The current leadership level of Chinese university college administrators, what problems exist, and what are the ways to improve their leadership

as college administrators need to find answers from practice. This study draws on and agrees with Prof. Cheng Yin-cheung's "Five-Direction Model" of leadership of principals in Hong Kong, namely, structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership. Structural, interpersonal, political, and cultural leadership are adapted from Bolman & Deal's questionnaire, and educational leadership is based on Sergiovanni's leadership. University college administrators, as special educational organizational leaders, have some degree of commonality with school principals. Based on the literature research, this study modifies the scale and conducts an empirical investigation, taking into account the actual national conditions and the special situation of higher education in mainland China.

The questionnaire is divided into two parts:

Part I: Survey respondents' administrators' basic information, including gender, age, education, and length of leadership tenure.

Part II: A survey of the current state of leadership among administrators at Guangxi College.5 questions on structural leadership, 5 questions on interpersonal leadership, 4 questions on political leadership, 5 questions on cultural leadership, and 5 questions on educational leadership, totaling 24 questions. The criteria for data interpretation based on five- point Likert's scale, as follows:

5 indicates a very high level of leadership among college administrators

4 indicates a high level of leadership among college administrators.

3 indicates a moderate level of leadership among college administrators.

2 indicates a low level of leadership among college administrators.

1 indicates a very low level of leadership among college administrators.

3. Statistical Software

To demonstrate the relationship and degree of influence of the components of leadership among college administrators. Statistical analysis methods such as mean and standard check were mainly used. SPSS was used to process all the data.

4. Interview Table

A sample of 10 college administrators were interviewed in-depth to gain a comprehensive understanding of their leadership self-assessment, as well as the various aspects of difficulties encountered in the management process and areas in urgent need of improvement. The conclusions were analyzed together with the results of the sampled questionnaires.

5. Evaluation Form

Interpretation of mean data based on Likert's. (1932). assessment of the feasibility of the guidelines for developing the leadership of administrators in college. The data interpretation are as follows:

4.50 – 5.00 express highest level

3.50 – 4.49 express high level

2.50 – 3.49 express medium level

1.50 – 2.49 express low level

1.00 – 1.49 express lowest level

6. Research Methods and Procedures

6.1 Research Methods

(1) Literature Search and Analysis Methods

Through database search and reading of books and journals, we summarize and analyze a large amount of literature to collect literature on leadership, leadership model, leadership enhancement, college management mode, etc., to understand the development and research conclusions of domestic and foreign educational leadership, to understand the impact and requirements of the real environment and situation development on college managers, and to further clarify the important place and role of the college in the development strategy of the country. The role of educational leadership in the national development strategy will be further clarified. Provide the basis for the selection of topics and perspectives of malefactors, and explore the innovative points of the research.

(2) Case Study Method

The study of leadership enhancement of college administrators is a synthesis of theory and application, and the study of successful cases of growth and development of college administrators provides empirical materials for the study of the ways of leadership enhancement of college administrators, and also provides references for future empirical research on the relevant malefactors.

(3) Research and Analysis Method

Through the scale research, the college administrators and organizational members multi-perspective study provides detailed realistic information for the study of college administrators' leadership and reveals the realistic problems and contradictions faced by college administrators. Information

was obtained by conducting interviews with deans to collect and organize the rules and regulations governing the management of secondary colleges in the study area. Based on the comparison of information collected from college administrators and members of the organization by the survey, the understanding of issues related to leadership of college administrators and the summary of college administrators themselves in the management of colleges were compiled to objectively find out the innovations, and to further summarize and distill the influencing factors of leadership as well as countermeasures of leadership enhancement.

6.2 Research procedure

Step 1: Review of Literature and Analysis. Review and analyze the literature, concepts, theories, and research related to leadership for college administrators.

Step 2: Preparing the questionnaire. Modify and prepare a questionnaire on the current status of college managers' leadership in Guangxi Zhuang Autonomous Region based on existing previous studies.

Step 3: Determine the research idea and sampling range.

Considering from the most ideal design idea, to study the current situation of college administrators' leadership, a sampling survey should be launched globally, taking into account the issues of geography, ethnicity, culture, population, and so on, sampling purposefully, and investigating and researching with comprehensive questionnaires, interviews, and other forms of investigation and research, respectively, to obtain relevant information from the college's from the administrators, teachers, college administrators, superiors and other levels, in order to be comprehensive, systematic and objective understanding of the leadership status of college administrators in the current educational management system. However, due to the limitations of time, energy, resources and other factors, this study mainly selects college administrators and faculty members of some representative universities in Guangxi Zhuang Autonomous Region of China to conduct the survey. The outline of the questionnaire was sent to the dissertation advisor for review, and the questionnaire content was modified according to the suggestions.

Step 4: Five experts were invited to test the objective consistency index (IOC) of the questionnaire and modify the questionnaire according to the experts' opinions.

Step 5: A pilot test was administered to the second-level colleges of a comprehensive general undergraduate university. The number of administrative staff who were tested was 57 and 57 valid questionnaires were collected. The analysis results showed that the Cronbach α reliability coefficients of the subscales of structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership were 0.969, 0.949, 0.943, 0.971, and 0.952, respectively, which indicated that the scale had a high reliability.

Step 6: Data collection. Questionnaires were formally distributed to the five planned universities to implement the research on leadership of college administrators, and the questionnaires were collected. Achievement of the research objectives (1) In order to study the current situation of leadership among college administrators in Guangxi Zhuang Autonomous Region.

Step 7: Synthesis Analysis. The basic situation of college administrators' leadership in China's Guangxi Zhuang Autonomous Region universities was analysed by implementing a sample questionnaire survey of faculty members. Based on the results of the survey, the problems of the current situation of college administrators' leadership in China's Guangxi Zhuang Autonomous Region are comprehensively analysed, and the negative impacts and root causes of the problems are analysed.

Step 8: In-depth interviews. Ten representative college managers were selected to conduct in-depth interviews. The purpose is to analyze the leadership situation from the perspective of the managers and to obtain reasonable opinions on leadership from senior college managers.

Step 9: Propose countermeasures. Based on the results of the interviews, guidelines for improving the leadership of college administrators were summarized and refined. Achievement of the research objectives (2) In order to present the guidelines of leadership for leaders in the academy of Guangxi Zhuang Autonomous Region.

Step 10: Evaluate the responses. Invite experts to evaluate the guidelines and obtain suggestions and modifications to the guidelines for improving the leadership of college administrators. To achieve the objectives of the study (3) In order to assess the feasibility of the guidelines for the leadership of college administrators.

Data Collection

1. Questionnaire

(1) The researcher distributed questionnaires on the current state of leadership among college administrators and personally collected the questionnaires.

(2) The completion of the questionnaires was checked and the questionnaires were subjected to further data analysis.

2. Interview

(1) Sample 10 of the college administrators to be interviewed.

(2) Conducted in-depth interviews with the interviewees and organized the interview data according to the interview outline.

Data Analysis

1. Questionnaire

Firstly, the questionnaire was checked for completeness and correctness for data analysis in the study, and in case of development of incomplete or conflicting data, the researcher will ask the respondents for complete information. Secondly, the researcher creates the data file for the variables used in the software processing. Thirdly, the researcher performs the preliminary analysis which is the basic statistics of the dependent variable and also includes the descriptive analysis of mean and standard deviation.

2. Interview

The purpose was to analyze the state of leadership from the administrators' perspective and to obtain sound opinions on leadership from senior college administrators. Based on the results of the interviews, guidelines for improving leadership among college administrators were summarized and refined.

3. Statistics

The statistics used for data analysis in this study were primarily descriptive statistics. Including:

(1) Frequency distributions and percentages, which were used to analyze the base information of the leaders and to analyze the information of the respondents who were part of the sample.

(2) Ranks of factors influencing the dependent variable of leadership of college administrators were analyzed.

Chapter 4
Results of Data Analysis

The purpose of this study was to examine (1) the current state of leadership among college administrators, (2) propose guidelines for improving leadership, and (3) evaluate the guidelines. The results of the data analysis are presented below:

1. Symbols and Abbreviations
2. Results of Data Analysis

Symbol and Abbreviations

N   Represents the Number of Respondents, Sample Size.

$\bar{x}$ Stands for Mean.

S.D.   Represents Standard Deviation.

Results of Data Analysis

Part 1 Questionnaire

According to the objective (1) in order to study the current status of managerial leadership in Guangxi College. This study used a questionnaire to survey 418 people in the sample group.

Table 4.1 College Staff Member's Organization Manager Information College Staff Member's Organization Manager Information

N=418

	Personal Information	Frequency N	Percentage
Gender	male	274	65.6%
	Female	144	34.4%
Age	Less than 40 years old	77	18.4%
	40-45 years old	235	56.2%
	Over 50 years old	106	25.4%
Education Attainment	Master's degree	92	22.0%
	Doctor's degree	326	78.0%
Length of Service	Less than 2 years	16	3.8%
	2-5 years	68	16.3%
	6-9 years	79	18.9%
	More than 9 years	255	61.0%
Total		418	100%

Table 4.1 shows that 480 questionnaires were sent out and 418 questionnaires were returned, a return rate of 87.1 per cent. There were 118 male secondary school staff and 300 female secondary school staff. There were 274 male and 144 female secondary school managers. 77 were under 40 years old, 235 were between 40-45 years old and 106 were over 50 years old. There are 92 masters and 326 PhDs. The number of years of service is less than 2 years 16 people, 2-5 years 68 people, 6-9 years 79 people, more than 9 years 255 people.

As this study draws on and agrees with Hong Kong scholar Professor Cheng Yin-cheung's Five-Direction Model of Principal Leadership, the questionnaire for this survey is based on the Principal Leadership Strengths Scale developed by Professor Cheng Yin-san, which was adapted from the Structural, Interpersonal, Political, and Cultural Leadership Scale developed by Sergiovanni and Bolman. Bolman's questionnaire, and the educational leadership section was developed based on the leadership strengths proposed by Sergiovanni. In order to better adapt the scale to the habits and traditions of college administrators and faculty, the author has appropriately adapted specific statements and expressions of the scale.

Table 4.2 Cronbach α Test Reliability Coefficients

Cronbach α Reliability Coefficient	Structural 5	Interpersonal 5	Political 4	Cultural 5	Educational 5
Test Group	0.969	0.949	0.943	0.971	0.952
Group	0.960	0.954	0.950	0.954	0.950

As shown in Table 4.2, in order to understand the reliability status of the revised Leadership Strength Scale, the author selected a second-level college of a comprehensive general undergraduate university to implement the pilot test. The number of administrative staff who were tested was 57, and 57 valid questionnaires were recovered. The analysis results show that the Cronbach α reliability coefficients of each subscale in structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership are 0.969, 0.949, 0.943, 0.971, and 0.952 respectively, indicating that the scale has a high reliability. The

analysis of the results after the formal administration of the survey shows that the Cronbach α reliability coefficients of the subscales of structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership are 0.960, 0.954, 0.950, 0.954, 0.950, respectively, and the reliability coefficients are higher than 0.8. The reliability of the present survey is higher, which fully indicates that this scale has a higher degree of reliability.

The validity was verified using exploratory factor analysis, and the KMO (Kaiser-Meyer-Olkin) was higher than 0.8 except for one item with a value of 0.780, which was judged to be appropriate overall. The overall validity of this survey was high, indicating the high degree of suitability that the scale possesses.

In addition, five experts were invited to assess the validity of the research instrument on the options of the revised Leadership Scale. Among them, the factors "Ability to set clear goals and make faculty and staff aware of their respective responsibilities.", "Sensitive to the needs of faculty and staff and highly caring.", "Handles relationships and eases tensions quickly and skilfully.", "Deals with problems on the basis of facts and rational judgement.", "Develops a clear educational mission, beliefs, and philosophy for the college.", "Collects a variety of advanced information to improve the educational effectiveness of the college." Receiving a mean score of 1 and the rest of the factors receiving o.8, with the mean of all the options lying between 0.67 and 1, the validity of the revised Leadership Strengths Scale is well illustrated.

Table 4.3 College administrators' five-way leadership scores

	$\bar{x}$	S.D.	Rank	Level
Structural Leadership	4.3057	0.9149	5	High
Interpersonal Leadership	4.3675	0.8501	4	High
Political Leadership	4.4109	0.8254	1	High
Cultural Leadership	4.3684	0.8333	3	High

Table 4.3 presents the mean scores for each of the college administrators' leadership dimensions. The highest mean was 4.4109 for political leadership, indicating the strongest political leadership among this group. Educational leadership had the next highest mean of 4.4057. structural leadership had the lowest score of

4.3057 indicating that political leadership was the weakest in the sample group. It can be seen that structural leadership is the leadership that needs to be strengthened the most out of the five leadership skills, while political leadership of the college administrators is more recognised by the faculty members.

Table 4.4 Structural Leadership Scores

	$\bar{x}$	S.D.	Rank	Level
Strong emphasis on careful planning and clear work schedules and timelines.	4.39	0.897	1	High
Ability to set clear objectives and make clear to faculty and staff their respective responsibilities.	4.35	0.929	2	High
Ability to formulate or implement reasonable and clear policies, rules and regulations.	4.29	0.983	3	High
Ability to mobilize resources from outside the college for the development of the college.	4.23	1.075	5	High
Emphasis on clear organizational structure and functioning as a commanding officer.	4.26	1.034	4	High
Total	**4.3057**	**0.9149**		

Table 4.4 presents the structural leadership scores. Of the five variables that reflect structural leadership, "Strong emphasis is placed on careful planning and clear work schedules and time frames." The mean value of 4.39 is the highest ranked, which indicates the strongest in structural leadership. "Ability to set clear goals and make it clear to faculty and staff what their respective responsibilities are." The mean was 4.35, the next highest ranking. "Good at enlisting a variety of resources from outside the college to promote the college." The lowest ranking with a mean of 4.23 indicates the weakest in structural leadership.

Table 4.5 Interpersonal Leadership Scores

	$\bar{x}$	S.D.	Rank	Level
Sensitive and highly caring to the needs of faculty and staff.	4.26	1.012	5	High
Ability to respect, care for and support the faculty and staff.	4.50	0.835	1	Highest
Regularly assists faculty and staff and strives to meet their needs.	4.40	0.898	2	High
A skillful and astute organizer of consultations and negotiations.	4.33	0.938	4	High
Handles relationships and eases tensions quickly and skillfully.	4.34	0.934	3	High
Total	4.3675	0.8501		

As shown in Table 4.5, of the five variables that reflect interpersonal leadership, "Ability to respect and care for and support the faculty and staff at large." The mean value of 4.50 is the highest ranking, which indicates the strongest in interpersonal leadership. "Often helps faculty and staff and strives to meet their local needs." The mean was 4.40, the next highest ranking. "Has a keen sense of the needs of faculty and staff and is highly caring." The lowest ranked mean of 4.26 indicates the weakest in interpersonal leadership.

Table 4.6 Political Leadership Score

	$\bar{x}$	S.D.	Rank	Level
Approach problems with factual basis and rational judgment.	4.43	0.868	2	High
Ability to anticipate and deal tactfully with a variety of conflicts within the College.	4.33	0.918	3	High
Ability to build mutual trust through open and cooperative relationships.	4.44	0.883	1	High
Willingness to listen to and accept input from faculty and staff.	4.44	0.872	1	High
Total	**4.4109**	**0.8254**		

Table 4.6 shows the political leadership scores of college administrators. Of the four variables that reflect political leadership, "Able to build mutual trust through open and collaborative relationships." "Open to listening to and accepting input from faculty and staff." Both had the same mean of 4.44, the highest ranking, which indicates the strongest in political leadership. "Ability to anticipate and deal tactfully with various conflicts within the college." The mean was 4.33 with the lowest ranking, which indicates the weakest in political leadership.

Table 4.7 Cultural Leadership Score

	$\bar{x}$	S.D.	Rank	Level
Form a clear educational mission, beliefs, and philosophy for the college.	4.43	0.846	1	High
Can form a consensus of values among faculty and staff with symbolic things.	4.34	0.948	4	High
Able to inspire a strong sense of mission and responsibility among faculty and staff.	4.40	0.858	3	High
Adept at boosting morale and inspiring faculty and staff to perform at their best.	4.42	0.870	2	High
Able to go beyond the existing conditions of the college to open up new opportunities for growth.	4.25	1.006	5	High
Total	**4.3684**	**0.8333**		

As shown in Table 4.7, of the five variables that reflect cultural leadership, "Developing a clear educational mission, beliefs, and philosophy for the college." The mean value of 4.43 is the highest ranked, which indicates the strongest in cultural leadership. "Good at boosting morale and motivating faculty and staff to perform at their best." The mean was 4.42, the next highest ranking. "Ability to look beyond what the college has to offer and explore new opportunities for growth." The lowest ranked mean of 4.25 indicates the weakest in cultural leadership.

Table 4.8 Educational Leadership Scores

	$\bar{x}$	S.D.	Rank	Level
Lead teachers and emphasize professionalism in educational work.	4.42	0.856	2	High
Discuss new ideas and methods of teaching and learning with teachers.	4.36	0.899	4	High
Gather information to improve the educational effectiveness of the college.	4.36	0.890	4	High
Seek and provide teachers with all the teaching resources they need.	4.37	0.915	3	High
Encourage teachers to pursue continuing education to enhance their professional competence.	4.52	0.772	1	Highest
Total	**4.4057**	**0.7920**		

Table 4.8 shows the educational leadership scores of college administrators. Of the five variables that reflect educational leadership, "Encouraging faculty to pursue continuous study to enhance professional competence." The mean value of 4.52 is the highest ranked, which indicates the strongest in educational leadership. "To lead teachers and emphasise professionalism in educational work." The mean was 4.42, the next highest ranking. "To discuss new ideas and methods of education and teaching with teachers." "Gathering all kinds of advanced information to improve the educational effectiveness of the college." The same mean value of 4.36 with the lowest ranking, which indicates the weakest in educational leadership.

Summary

The questionnaire was used to get an overall picture of the general situation of the leadership of administrators in secondary colleges in the Guangxi Zhuang Autonomous Region. The score of the questionnaire indicates that the higher the score represents the stronger the manager's leadership in that area. Overall, the level of leadership of administrators of secondary colleges in the Guangxi Zhuang Autonomous Region is high. Political leadership scored the highest, educational leadership the next highest, and structural leadership the lowest. This indicates that

subjects believe college administrators have the strongest political leadership, the second strongest educational leadership, the second weakest interpersonal leadership, and the weakest structural leadership. The results of the test can infer that interpersonal and structural leadership in particular need to be improved.

Part 2 Key Case Interviews

According to the research objective (2) In order to propose guidelines for leadership of college leaders in Guangxi Zhuang Autonomous Region. The author selected 10 college administrators among the second-level college administrators of five comprehensive general universities for Key Case Interview. The guidelines were summarised by the researcher through the results of the interviews with the college administrators, which were then derived.

The author selected the cases according to the different disciplines of the second-level colleges where the college administrators are located. After obtaining the managers' consent, the author took a return visit to the field and talked with the managers face to face to obtain the interview data, which were collated and analysed. As some of the experts wished to use an anonymous format, the results were finally presented in a disrupted order. The interview outline was designed to cover managers' self-reporting of their own experiences, evaluation of the current situation of the college, positioning of the manager's role, self-reporting of strengths and weaknesses in the management process, and evaluation of the results of the current manager training. The researcher selected managers from different schools and disciplines among them to do the case synthesis collation.

College Administrator A

More than 20 years ago to take on the administrative position, served as vice president and dean position. As a college leader is first and foremost an administrator with a role to play, and as an administrative head, plays an important role in the administrative functions of the college. Currently the role of the dean as a leader within the university is not fully recognized, in many key events, such as enrollment, finance, employment and other issues, shall be decided by the school, the dean does not have the right to decide. Strengthening information technology construction can improve the quality of management. The student teaching management system, and now use the dissertation evaluation, degree information management system in series to the same management system. After assuming the

management position, he has not given up learning and further study, and has studied for a doctoral degree. In recent years, he has published more than 30 papers in several academic journals. Participating in leadership training every year is very helpful for the improvement of leadership and management ability.

College Administrator B

In July 2008, he was released from the postdoctoral station to teach in the school, and in September, he set up the teaching and research department according to the arrangement of the second-level college. in May 2009, he accepted the appointment of the school to be the vice president of the college. There are 109 faculty members in the college, including 90 full-time faculty members, 1 foreign faculty member, and the proportion of faculty members with doctoral degrees is over 75%. As the main person in charge of the college, the dean plays the role of a leader and a big steward, not a leader. His main task is to improve the construction of disciplines and specialties of the college, and to lead all the faculty and staff of the college in the cultivation of talents, scientific research, cultural heritage, social services and international exchanges and other aspects of the development of the college. The dean of the college is not a leader, but a coordinator and servant between the school and the teachers. The key factors for the development of the college are talent building and system building. Talent is the cornerstone of the college's development, as long as there is a real talent team, it is possible to obtain the appropriate platform and funding to achieve the connotative development; more talent, if the system is unreasonable, and mutual collusion, each other to tear down each other, it is not possible to achieve high-quality connotative development. The highlight is to let every teacher in the college have a chance to speak, introduced more than 50 PhDs, and now all of them are working in a relatively relaxed environment, and all of them have made concerted efforts to achieve breakthroughs in some aspects such as platforms, advocating balanced development. There is never any interruption in professional learning and further training, while taking into account the development of management skills, learning and further training.

College Administrator C

Appointed Associate Dean by the university in 2009, in charge of undergraduate teaching and learning, and has been the Dean of the College since

2016. The secondary college in which he works is one of the first science faculties created by the university. The predecessor of the College was the Specialized Department of Physics and Chemistry, which was founded in 1941, and began enrolling undergraduate students in 1954 and master's degree students in 1982. There are 150 teaching staff members, and 97 of them have been awarded with various talent programs or titles at all levels. The college has provincial first-class disciplines, provincial superiority and characteristic disciplines, key disciplines. As the role played by the dean in the development of the college plays a key role in the construction of the college's talent team, the connotation of the quality of teaching and learning, are to have to bear and responsibility. In the development direction of the college, taking into account the characteristics of the region, comparing similar colleges and universities across the country, examining the tradition of the college and the existing conditions, the heritage of the college disciplines and specialties and other factors to determine the overall goal of the college. The university needs to give greater autonomy to the second-level colleges, such as personnel and financial authority. This is also a difficulty encountered in practice.

The highlight of the work is that some achievements have been made in the construction of the talent team. The college has grown from more than 90 faculty members to the current 150 faculty members, including 47 doctoral supervisors and 64 master's supervisors in addition to the doctoral supervisors. For the college's disciplinary development has played an important role, for the depth of the discipline into the ESI discipline international ranking of the top 1% of the position plays a key role.

In terms of self-cultivation, I have never ceased to professional learning and further education. I pay more attention to the cultivation of management ability, study and further education.

College Administrator D

Having taken up an administrative position more than 20 years ago, I am now the party secretary of the college, and I try my best to fulfill the role of the administrator in practice, and strive to get the support of the heads of departments and disciplines of the college. The administrator needs to communicate the university's policies to the college, and is the actual liaison between the college and the university in terms of information communication. The highlight of his work is

that during his tenure, the construction of degree programs has achieved remarkable results, with an increase in the number of degree programs and doctoral training programs. The construction of first-class disciplines has advanced rapidly, and the level and core competitiveness of the disciplines have been significantly improved. Constantly searching for the strengths and weaknesses of the teachers, we have to think about what kind of policies to use and how to mix and match in order to maximize the benefits of the college's work under the existing conditions. To professional learning and further training never stop, while taking into account the training of management skills, learning.

College Administrator E

The role of the dean is mainly to play the role of the top and the bottom, he should have a deep understanding of the policies at the school level and convey them to the teachers in a timely manner, on the basis of the existing policies, to ensure that all the staff of the college work hard to complete the planning tasks for the construction of disciplines and specialties, and to achieve the smooth development of all the work of the college. A good management and incentive system will attract more talents to join and work for it, and will realize a higher interactive effect. In the process of developing the college, it is necessary to condense the key direction of the college's disciplines and clarify the development path of the college. In terms of their own ability, they have participated more in policy theory and practice training, management training and practice, for example, they have been to other key universities to participate in many trainings.

College Administrator F

The college has a long history of teaching and learning, and the college has trained nearly 20,000 graduates for all walks of life, who have become the backbone of various industries and made important contributions to educational development, economic construction and social progress. In the role perception, the dean is a very important manager, the role of the service provider, as the dean of the college's main responsibility is to preside over the overall work of the college's administration, responsible for discipline construction, finance, experimental demonstration centers, large-scale instrumentation management, etc., so not only do you need to have profound knowledge, but also to have a very high level of morality. In practice, it is easy to ignore and especially important to listen to the actual needs and visions of

frontline teachers. In addition, administrators also need to communicate the relevant spirit of the higher-ups to the teachers of the college in a timely manner. After taking up the management position, he has never given up learning and further study, and visited Harvard Medical School in the United States for one year during his tenure as dean to learn some advanced new knowledge, new teaching methods and policies from abroad.

College Administrator G

The administrator of the college is the representative of the college in the professional field and the highest leadership status. The dean presides over the teaching, scientific research and administrative work of the college in a comprehensive manner, ensures that all the faculty members of the college can teach well and the students can read well, and is responsible for the cultivation of talents, academic research and even the social service and other affairs of the college. College administrators should do a good job of goal planning for the college, including having scale control, moderate development, taking undergraduate education as the foundation, vigorously developing graduate education, and cultivating academic professional and applied talents. The role of the dean should have a deep understanding of the dynamics of the teachers and actively communicate with the school so that the teachers can realize their overall effectiveness. As the level of talents becomes higher and higher, the college policy and management system will be revised and improved along with it. In terms of professional learning, participate in or organize some discussion classes on your own, take the initiative to learn some new knowledge on the Internet, new teaching methods and policies, etc.

College Administrator H

College administrators in practice mainly have to study the relevant national and school policies, communicate actively with the school's senior management, cooperate fully with the school's functional departments, and keep abreast of the actual situation of each teacher in the college, as well as reflect the difficulties and solutions faced in the construction of the college and the suggestions and difficulties of the teachers to the relevant departments in a timely manner to strive for the support of both sides. In addition the development of disciplines must face the national major strategic needs and effectively promote the construction of

innovative teams. It is worth noting that the dean's management affairs have become increasingly complicated, and the administrative pressure has blurred his own perception of his role, and he is somewhat overwhelmed. The administrative and teaching double-shouldered dean has a fairly heavy teaching and research tasks. After taking office, I have participated in a lot of policy theory and practice training, management training and practice, which have played a great role in promoting the improvement of policy theory and management level.

College Administrator I

College administrators need to know the school's management system and talent system well and also have their own insights, and be good at improving the college's management regulations according to the school's system. Talent is the cornerstone of college development. They are good at listening to the actual needs and visions of frontline teachers, and care highly for the members of the organization. Focusing on the coordinated development of the team, he is committed to handling various relationships and easing tensions. For the introduction of talents and team building, it is necessary to do a good job in team building, platform building, direction condensing, and there is also a need to do a good job in talent team protection and institutional mechanism protection. Particular attention is paid to cultural inheritance, encouraging members of the organization to have a sense of mission and responsibility, but there are not many relevant examples mentioned in specific interviews. Being in a managerial position, he never stops his own professional learning and further training, and at the same time, he takes into account the training, learning and further training of his managerial ability, and he also dabbles in teaching and research activities and professional skill development with the university and outside the university.

College Administrator J

A college administrator who has extensive administrative experience, has a clear understanding of his/her own role and is able to accurately identify the dilemmas of today's administrators, is committed to the development of the college and the university, and contributes to the development of the college, its environment, and the disciplines. With regard to the relationship between departments and the faculty and staff of the college, the manager should be able to enlist the support of the heads of departments and disciplines of the college and be

a good negotiator. He is also accustomed to listening to members of the organization. For the excellent results in the construction of degree programs, it can be seen that the administrator has a strong cohesion in professional construction, gathering the members of the organization to complete to reach a consensus, important goals, and achieve significant results, the degree programs and doctoral training points have increased during his tenure. In addition, he or she was able to examine the tradition and existing conditions of the college, the legacy of the college's disciplines and specialties, and other factors that determined and clarified the overall goals of the college. This administrator also pays more attention to the cultivation of management ability, study and further education. He actively learns some advanced new knowledge, new teaching methods and policies from abroad. He also pays close attention to policy theory and practice training, management training and practice participation.

Summary

Based on the questionnaires and focus case interviews, it was concluded that the leadership level of the administrators of secondary colleges in the Guangxi Zhuang Autonomous Region is high.

In the focus case analysis, the researcher comprehensively analysed the content of college administrators' conversations and concluded that the guidelines for improving structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership are all useful for the overall improvement of college administrators' leadership. The main elements of the Leadership Guidelines for College Administrators are listed below:

Structural Leadership

(1) Enhance learning of social policies and school systems.

(2) Define your role and improve the organizational structure so that the faculty and staff can perform their respective duties.

(3) Seek external resources to promote the development of the college.

Interpersonal Leadership

(1) To feel sensitive to the needs of faculty and staff and to care for and respect them.

(2) To help faculty and staff to meet their reasonable needs.

(3) Enhance consultation and negotiation skills.

Political Leadership

(1) To deal with issues through rational judgment based fully on facts.

(2) Anticipate and deal tactfully with internal college conflicts.

(3) Gaining support and admiration from superiors and subordinates and building mutual trust.

Cultural Leadership

(1) Clarify the mission and philosophy of the college.

(2) Enhance college cohesion and provide faculty and staff with a sense of mission and responsibility.

(3) Encourage morale and motivate faculty and staff to perform at their best.

Educational Leadership

(1) Enhance one's professionalism in educational work and take a good lead.

(2) To collect advanced counseling, learn advanced concepts, and discuss with faculty and staff to make progress together.

(3) Encourage faculty and staff to pursue continuous training to enhance the overall professional competence of the College.

Part 3 Assessing the Feasibility of the Guidelines

According to the research objective (3) in order to assess the feasibility of the guidelines for managerial leadership in colleges. The researcher invited five experts from three universities to do an assessment of the managerial leadership development guidelines. The expert assessment data are shown in Table 4.9:

Table 4.9 Experts Assessment Scores

Structural Leadership	$\bar{x}$	S.D.	Serial Number	Level
Enhance learning of social policies and school systems.	4.6	0.548	2	Highest
Define their roles and improve the organizational structure so that the faculty and staff can perform their respective roles.	4.8	0.447	1	Highest
Seek external resources for the development of the college.	4.8	0.447	1	Highest

Table 4.9 (Continued)

Structural Leadership	$\bar{x}$	S.D.	Serial Number	Level
Interpersonal Leadership				
Feel sensitive to the needs of faculty and staff, care for and respect them.	4.6	0.548	2	Highest
Help faculty and staff to meet their reasonable needs.	4.8	0.447	1	Highest
Enhance consultation and negotiation skills.	4.4	0.548	3	High
Political Leadership				
Deal with issues through rational judgment, based fully on facts.	4.4	0.548	1	High
Anticipates and tactfully handles internal college conflicts.	4.4	0.548	1	High
Gain the support and admiration of superiors and subordinates and build mutual trust.	4.4	0.548	1	High
Cultural Leadership				
Clarify the mission and philosophy of the college.	4.6	0.548	2	Highest
Enhances college cohesion and provides faculty and staff with a sense of mission and responsibility.	4.8	0.447	1	Highest
Builds morale and inspires faculty and staff to perform at their best.	4.4	0.894	3	High
Educational Leadership				
Enhance one's professionalism in educational work and play a good leadership role.	4.6	0.548	2	Highest
To collect advanced counseling, learn advanced concepts, and discuss with college faculty and staff to make progress together.	4.6	0.548	2	Highest
Encourage faculty and staff to pursue continuous training to enhance the overall professional competence of the College.	4.8	0.447	1	Highest

As shown in Table 4.9, the College Administrators Leadership Guidelines Scale has a relatively high mean of between 4.4 and 4.8. The scale is divided into five sections, which are: three items for structural leadership, three items for interpersonal leadership, three items for political leadership, three items for educational leadership, and three items for cultural leadership. The scale is scored on a five-point Likert scale, which corresponds to:

5 Indicates a very high level of feasibility of leadership guidelines for college administrators.

4 Indicates a high level of feasibility of leadership guidelines for college administrators.

3 Indicates a medium level of feasibility of leadership guidelines for college administrators.

2 Indicates a low level of feasibility for the College Administrator Leadership Guidelines.

1 Indicates a very low level of feasibility for the College Administrator Leadership Guidelines.

Higher mean scores represent the greater feasibility of leadership guidelines for college administrators as perceived by the experts interviewed.

Summary

To validate the feasibility of the managerial leadership development guide, the researcher solicited five experts from three universities to assess the guide. The mean scores for all assessment options ranged from 4.4 to 4.8, a result that strongly supports the effectiveness of the development guide. The ratings of the five experts indicate the strengths of this managerial leadership development guide in enhancing leadership competencies.

Chapter 5
Discussion Conclusion and Recommendations

The objectives of this study are: 1) In order to study the current situation of the leadership of administrators in college in Guangxi. 2) In order to present the guidelines for developing the leadership of administrators in college. 3) To assess the feasibility of the guidelines for developing the leadership of administrators in college. Variables include five aspects of leadership of college administrators: 1) structural leadership 2) interpersonal leadership 3) political leadership 4) cultural leadership 5) educational leadership. The sample group for this study was the faculty and staff of second-level colleges of general comprehensive universities within the Guangxi Zhuang Autonomous Region, with a planned sample size of 375. In order to ensure the sample size, the questionnaires were distributed slightly higher than the planned sampling figure, and 418 valid responses were actually recovered. They were drawn by systematic random sampling. The interview group was the administrators of second-level colleges of general comprehensive universities, totalling 10 persons. The research tools included literature analysis, questionnaires, structured interviews and evaluation forms. The statistical quantities used for data analysis were percentage, mean and standard deviation.

The results found that the current state of leadership of college administrators in five areas is at a high level. According to the results of the study, in descending order, the highest level of political leadership, followed by educational leadership and the lowest level of structural leadership. The developmental guidelines to improve the leadership of the college administrators are: to enhance the learning of social policies and school systems; to clarify their roles and improve the organisational structure so that the staff members can perform their duties; and to seek external resources for the development of the college. To feel sensitive to the needs of the staff and to care for and respect them; to help the staff and to meet their reasonable needs; to enhance the ability of consultation and negotiation. To deal with problems through rational judgement fully based on facts; to anticipate and tactfully deal with internal conflicts in the College; to gain support and admiration from superiors and subordinates, and to build mutual trust. Clarify the

mission and philosophy of the College; enhance the cohesion of the College so that staff have a sense of mission and responsibility; boost morale and inspire staff to work at their best. Enhance their own professionalism in educational work and play a good leading role; collect advanced advice, learn advanced concepts, and discuss with faculty and staff to make progress together; encourage faculty and staff to pursue continuous training in order to enhance the overall professional competence of the College. The results of the evaluation of the feasibility of the guiding principles for improving innovative leadership among middle managers are at the highest level.

Conclusion

Part 1

According to the research objectives (1) in order to study the current situation of managerial leadership in colleges of Guangxi Zhuang Autonomous Region. Through the questionnaire survey, a comprehensive understanding of the overall situation of managerial leadership in second-level colleges in Guangxi Zhuang Autonomous Region, according to the questionnaire survey and calculation results can be concluded as follows:

The Questionnaire has high reliability, high correlation between subscales and appropriate validity. It can be considered that the questionnaire questions are more evenly designed, have a strong scientific nature, and can reliably measure the leadership of college administrators.

The score of the questionnaire indicates that the higher score represents the stronger leadership of the administrators in this area. Overall, the level of leadership of administrators of secondary colleges in Guangxi Zhuang Autonomous Region is high. Political leadership scored the highest, educational leadership the next highest, and structural leadership the lowest. This indicates that subjects believe college administrators have the strongest political leadership, the second strongest educational leadership, the second weakest interpersonal leadership, and the weakest structural leadership. The results suggest that interpersonal and structural leadership are particularly in need of improvement.

Of the structural leadership skills, "Good at enlisting a variety of resources from outside the college for the advancement of the college." Considered to be the least well done by managers, "Strong emphasis on careful planning and clear work

schedules and timelines." Considered the best thing the administrator did. Interpersonal Leadership "Sensitive to the needs of faculty and staff and highly caring." Considered to be the worst thing administrators do, "Ability to respectfully care for and support the faculty and staff at large." Considered the best thing administrators do. Political Leadership "Ability to anticipate and deal tactfully with conflicts within the college." Considered the worst thing administrators do, "Ability to build mutual trust through open and cooperative relationships." Considered to be what administrators do best. Cultural Leadership in "Being able to look beyond what the college has to offer and open up new opportunities for growth." Considered the worst thing administrators do, "Developing a clear educational mission, beliefs, and philosophy for the college." Considered to be what administrators do best. Educational Leadership in "Gathering a variety of state-of-the-art information to improve the educational effectiveness of the college." Considered to be the worst thing administrators do, "Encourage faculty to pursue continuous study to enhance professional competence." Considered the best thing administrators do.

Part 2

According to the research objective (2) in order to propose guidelines for leadership of college leaders in Guangxi Zhuang Autonomous Region. This study analysed the results of the questionnaire survey and the key case interviews to propose three guidelines for each of the five important variables affecting the leadership of college administrators in order to improve the overall leadership of administrators. The guidelines included the feedback from the subjects in the study, which included the following: "Being good at soliciting resources from outside the college for the development of the college.", "Sensitive and caring to the needs of faculty and staff.", "Able to anticipate and sensitively handle conflicts within the college.", "Ability to look beyond the existing conditions of the college to open up new opportunities for growth.", "Discusses new ideas and methods of teaching and learning with faculty." "Gather advanced information to improve the educational effectiveness of the college." The variables such as what is considered to be in need of improvement and what is not being done enough are also included in the study with a high percentage of scores. It is necessary for the guidelines to cover the five main variables that affect leadership in order to better develop administrator leadership in a holistic manner.

Part 3

To validate the feasibility of the Leadership Development Guide for Managers, the researcher solicited five experts from three universities to evaluate the guide. The mean scores for all assessment options ranged from 4.4 to 4.8, a result that strongly supports the validity of the development guide. When the researcher solicited five experts from three universities to assess the managerial leadership development guide, a range of meaningful feedback was obtained. Some of these were noteworthy, for example:

Expert A: This expert's assessment of the guide shows a very high level of positivity. This expert recognized the high potential of the guide to help managers improve their leadership skills, especially in covering structural leadership, interpersonal leadership, political leadership, cultural leadership and educational leadership.

Expert B: This expert made some valuable suggestions and comments during the evaluation process. He believed that the guide should treat interpersonal leadership and political leadership in more detail because it is important for managers to focus on structural issues within the organization.

Expert C: This expert gave a positive assessment of the guide during the evaluation process. They found the structure and content of the guide to be very clear and particularly applicable to middle managers, and a meaningful direction for research on leadership development for college administrators.

Expert D: This expert believes that the guide provides practical guidance and that the concepts are consistent with current best practices in leadership research, which enhances its credibility. Some of the concepts may be overly theoretical and more empirical research is needed to support its validity.

Expert E: This expert recommends more extensive field testing to understand the applicability of the guide in different organizational and cultural settings.

Taken together, the five experts' evaluations indicate that this managerial leadership development guide has some strengths in enhancing leadership competencies, but further refinement and support from empirical research are needed to ensure its effectiveness and applicability. This feedback is important for improving the guide and providing guidance for future research.

Discussion

Part 1 Current state of leadership

It was found that the overall picture of administrator leadership at the college, with the lowest mean value of administrator leadership as perceived by college staff, was structural leadership, indicating the weakest structural leadership, and the highest score for political leadership, indicating the strongest political leadership. As Richards. (2008, p.131-144). mentioned leadership is exceptionally complex and multifaceted in a given higher education environment. Kouzes and Posner. (1987, p.152-167). argued that due to the different sizes of universities, the history of deanships, and the management styles of the presidents, the responsibilities and roles of deans also show different patterns in different universities. roles also show different patterns.

In the survey of structural leadership, it was found that of the five variables affecting structural leadership, "Good at enlisting a variety of resources from outside the college to promote the college." The mean ranked the lowest, which indicates that it was considered the weakest in the test of structural leadership. Indicating that faculty and staff, are sensitive to and feel under-resourced, both on and off campus. As Tucker & Bryan. (1988, p.108). argued, as the primary leader of the college, the dean must make decisions on many issues, including resource allocation, faculty evaluation and promotion, and office supply allocation. Faculty members believe that administrators "place a strong emphasis on careful planning and clarifying work schedules and time frames." With a mean of 4.39, the highest rating, this indicates the strongest of the structural leadership skills. This indicates that there is "a strong emphasis on careful planning and clarity of work schedules and timelines." Where it was perceived as being done well by the faculty, its importance also converged with the research of Bolton. Bolton. (1973, p.352-369). conducted a study of Cincinnati University and found reliable avenues for facilitating organisational development at the faculty level and noted that good communication, decision-making, and problem-solving were the key factors in increasing the level of and that good communication, decision-making and problem-solving skills are important facilitators of decision-making at the faculty level.

The survey found that college faculty and staff believe that administrators' interpersonal leadership "is respectful and caring and supportive of the faculty and

staff at large." The mean ranked the highest, which indicates that in Interpersonal Leadership the leader is perceived to do the best job. "Sensitive and highly caring to the needs of faculty and staff." The lowest mean ranking, which indicates that in interpersonal leadership is perceived by the subjects to be doing a poor job, suggesting that faculty and staff need a high level of care from their managers and that the managers themselves do not perceive that they are doing a good job in caring for their staff. The doctrine of transformational leadership, as proposed by Bass. (1985, p.30), emphasises idealised influence, motivational drive, intellectual stimulation and personalised care.

It was found through the survey that college faculty and staff perceived the political leadership of administrators to be "open to listening to and accepting input from faculty and staff." The mean ranked the highest, which indicates that in political leadership the subjects believe that leaders do the best job. This indicates that the subjects valued the importance of communication. As Wheatley. (1992, p.38), an American scholar, argues that power in an organisation is tied to the ability to manage relationships, and that a dean who lacks access to the faculty and does not communicate loses the basis of power. College staff perceived administrators' political leadership to include "the ability to anticipate and deal tactfully with a variety of conflicts within the college." With a mean of 4.33, the lowest rank, which indicates the weakest in political leadership, suggests that the resolution of conflicts within the college may lead to dissatisfaction of the faculty and staff as a result of compromising the interests of some groups. This situation is as Sarros et al. (1999, p: 165-185) pointed out that the dean has to navigate between groups belonging to different subcultures with different interests, and has to satisfy the needs of different stakeholders, which are sometimes in conflict with each other.

The survey found that college faculty and staff ranked the cultural leadership of administrators as "being able to look beyond the existing conditions of the college to develop new opportunities." The lowest mean ranking indicates the weakest cultural leadership and suggests that administrators may not be doing enough to develop new opportunities beyond the conditions of the college. "Developing a clear educational mission, beliefs, and philosophy for the college." The highest mean ranking, which indicates that in cultural leadership administrators are recognised by the subjects in this area. As Dong. (2020, p.77-83). argues that leadership stems from

a leader's character, disposition, and values, and is a collection of practical abilities to manage, control, or influence the behaviour of groups of people in order to achieve a collective goal. Alban. (2021, p.50). et al. (2021, p.50), by examining the impact of dean of higher education and faculty director on the perceptions of transformational leadership practices in Colombian higher education institutions, found that administrators can improve leadership, enhance the quality of education, and increase organisational effectiveness by improving leadership commitment, shared vision, idealised influence, motivational incentives, intellectual stimulation, organisational performance, and future direction.

The survey found that college faculty and staff believe that administrators' educational leadership "discusses new ideas and methods of teaching and learning with faculty." "Gathering all kinds of advanced information to improve the educational effectiveness of the college." The mean rankings were all very low, which means that in educational leadership was perceived as the weakest by the subjects. This indicates that the administrators are not perceived to be discussing new ideas and methods of teaching and learning in education with the teachers in their work and not doing enough in the collection of advice. Without improvement, administrators will not be able to demonstrate educational leadership ideally. As Shao. (2018, p.72-76). argues that teacher leadership is the rediscovery of the role of the educational subject of school teachers under the concept of governance, which manifests itself as an interstitial influence, a flexible ability to influence, and consists mainly of curricular leadership, educational leadership, scientific research leadership and social leadership. Educational Leadership for Administrators "Encourages teachers to pursue continuous learning to enhance professional competence." The highest ranked mean indicates the strongest educational leadership. This indicates that administrators are perceived to be doing the best job of "encouraging teachers to pursue continuous learning to enhance their professional competence." Doing the best. As Bolton and Boyer. (1973, p.352-369). showed in their study of Cincinnati University, the results showed that leaders at the faculty level played a dual role of teaching and administration in between.

Part 2 Leadership Guidelines for Administrator

In the focused case study, the researcher synthesized the conversation and concluded that guidelines for enhancing structural leadership, interpersonal

leadership, political leadership, cultural leadership, and educational leadership are all useful for the overall enhancement of college administrators' leadership.

Ways to enhance structural leadership include (1) Strengthening the study of social policies and school systems. (2) Clarifying one's role and improving the organizational structure so that faculty and staff can perform their respective roles. (3) Seek external resources to promote the development of the college. As Tucker & Bryan. (1988, p.108). argued, decision-making is the dean's legal duty and the dean's power. To make good decisions administrators must understand social policies and the university system in order to grasp the direction of the college. Research by Boer also argues that changes in the social environment have had an impact on organizational change at the university, and consequently the administrators' own roles have changed. A study by Boer, Goedegebuure. (2009, p.347-364). et al. points out that in the last 25 years, changes such as massification of higher education, diversification of funding sources, individual sharing of the cost of education, social accountability, and emphasis on organizational performance have formed the backdrop for organizational change in universities.

Some of the ways to enhance interpersonal leadership are (1) Being sensitive to the needs of faculty and staff, caring and respecting them. (2) Helping faculty and staff and meeting their legitimate needs. (3) Enhancing consultation and negotiation skills. Bolman & Deal's Human Resource Frame, which is largely derived from psychology, views the organization as a family containing a number of people with needs, emotions, biases, and abilities, who have the ability to learn as well as old-fashioned attitudes. The key thing about this framework is to make the organization fit the people so that people have jobs while feeling good about what they do. Ways to Enhance Interpersonal Leadership sees the role of the manager as reconciling the atmosphere within and between organizations. Good managers need to break down the undesirable factors and climate in the college that may affect interpersonal leadership, and purposefully regulate their own behavior to encourage positive interpersonal relationships within the organization and enhance interpersonal leadership.

Ways to enhance political leadership include (1) dealing with issues through rational judgment, based fully on facts. (2) Anticipating and tactfully handling internal college conflicts. (3) Gaining support and adherence from upper and lower levels and

building mutual trust. Political leadership focuses on the need for administrators to be able to persuade faculty and students, to organize members to work together as a team, and to be able to effectively resolve conflicts and contradictions among members of the organization. As Clark & Neave. (1992, p.1390 - 1396). argued, deans are only temporary positions with administrative or managerial functions, and they bridge the communication gap between faculty and administrators. Administrators who are able to deal with problems through rational judgment, anticipate and deal tactfully with conflicts within the college, naturally gain support and adherence from their superiors and subordinates.

Ways to enhance cultural leadership include (1) clarifying the mission and philosophy of the college. (2) Enhancing college cohesion so that faculty and staff have a sense of mission and responsibility. (3) Boosting morale and inspiring faculty and staff to perform at their best. As research by scholars such as Kouzes. (1987, p.152-167). confirms the common characteristics of becoming a successful dean and department chair, i.e., co-envisioning to inspire others, challenging the status quo, and making the crowd walk. The cultural leadership approach represents the administrator's personal charisma, which builds a sense of mission and value that affects the individual or team, as well as regulates the organizational culture. Each university or college has its own cultural heritage, and the culture of the college should be attributed to the school culture, but also should have its own disciplinary characteristics. As Jin et al. (2014, p.3-8). studied the appeal of college presidents, he believes that appeal is an internal attraction composed of personal beliefs, knowledge, wisdom, talent, cultivation, etc., and is a core factor for leaders to achieve successful leadership. The study constructed a model of college dean's appeal in combination with the organizational characteristics of colleges and universities, and proposed that the dean's appeal should be enhanced by using virtue, talent, reason, emotion and strategy.

The methods to enhance educational leadership include (1) enhancing one's own professionalism in educational work and playing a good leading role. (2) Collecting advanced counseling, learning advanced concepts, and discussing with college faculty and staff to make progress together. (3) Encourage faculty and staff to pursue continuous training to enhance the overall professional competence of the college. Educational leadership is the cornerstone of administrator leadership and

characterizes college administrators. As Mercer. (1997, p.31-50). found in his study of academic middle leaders, academic middle leaders are the driving force of the college organization and are the key to improving the quality of teaching and learning. As academic leaders, they are empowered to plan the direction of the college. This study by Seale. (2015, PhD Thesis). reveals a world in which deans, as traditional academic leaders, must now navigate and negotiate the demands of executive management, which some find particularly challenging. Zhang. (2014, p.93-98). argues that the president should be a unifier of the three roles of educator, leader, and administrator.

Part 3 Assessing the feasibility of the guidelines

For the guidelines proposed by the study, the researcher invited five experts in pedagogy to evaluate and draw conclusions. The researcher created an expert evaluation form and invited experts to evaluate the guidelines. This ensures the feasibility and professionalism of the guidelines. By inviting experts to evaluate the guidelines, the researcher will not only be able to verify that they meet the intended objectives, but will also be able to gather feedback from the experts. This process will help in verifying that the guidelines are recognized by the professionals and will be able to gain valuable assistance from their experience and expertise. Inviting experts to evaluate the guidelines will also help to ensure their applicability in practice and to make the necessary modifications and improvements to ensure their effective implementation. Based on their practical experience and knowledge of the field, experts can provide valuable suggestions and advice to help researchers identify potential problems or points for improvement. It will help to improve the quality and implementation effectiveness of the guidelines and provide better guidance for future decisions and actions. The evaluation found that "Seek external resources for the development of the college." "Clarify their roles and improve their organizational structure so that faculty and staff can do their jobs." "Helps faculty and staff and meets their legitimate needs." "Enhance the cohesion of the college so that faculty and staff have a sense of mission and responsibility." "Encourage faculty and staff to pursue continuous training to enhance the overall professional competence of the college." The average scores were all 4.8, the most recognized by experts across the leadership aptitudes. As Zhang & Hu. (2018, p.15-24). argued that research on principal leadership in China has been conducted more in a number of

dimensions, such as educational leadership, transformational leadership, distributed leadership, etc., and lacks a more comprehensive assessment; and that most of the measurements of principal leadership are based on teacher evaluations, and that most of the correlation analyses of principal leadership and teacher development outcomes are conducted directly at the teacher level, or the Measures of principal leadership were mostly based on teacher evaluations, and analyses of the association between principal leadership and teacher development outcomes were mostly conducted directly at the teacher level or averaged out across schools, with less assessment of the rationale for this practice. This suggests that guideline-specific assessments are particularly important. According to Wang. (2015, p.1-6), in China, there are many studies on student management, learning and teaching, teachers and principals, but there are few more comprehensive and in-depth studies on deans and their work. The core skill of the dean is communication. The dean creates a climate of dialogue and solidifies the environment for communication by building systems and organizational structures that make decision-making through communication a culture and tradition of the college. The dean must show the utmost respect for the faculty and a sincere interest in their interests. Through communication, the dean can motivate the faculty. The dean should especially listen to those faculty members who are on the fringes of the college, even those who often hold opposing views, and in communication the dean should focus on the positive aspects of these faculty members, thus creating a more congenial environment and a more positive attitude. Wang's research also demonstrates the positive impact of improved communication, creating a climate, building systems, and focusing on the interests of employees on the development of administrators' leadership.

Recommendations

Recommendations for the Application of Research Findings

Structural Leadership

(1) Strengthen the study of social policies and school systems. College administrators' decisions must be in line with the scientific development concept that is fundamental to human beings in the new historical environment, comprehensively implement the education policy that meets the national

requirements, promote modernized quality education, comprehensively implement the new curriculum reform, realize the strategy of developing the country through science and education, the strategy of strengthening the country through talents, and improve the ability of independent innovation. This requires managers to have a high level of policy and the ability to grasp the policy, and be able to improve the school and college management regulations based on the social environment and college environment.

(2) Define their own roles and improve the organizational structure so that the faculty and staff can perform their respective duties. Most of the universities have a lengthy hierarchical structure, and the actual school management structure tends to be loosely coupled structure, reduce the intermediate links, increase the management range, can, to a certain extent, increase the understanding of the hierarchy, reduce the cost of decision-making, and increase the sense of responsibility and motivation of the members of the organization. As the main person in charge of the college, the dean plays the role of a leader and a big steward. His main task is to improve the construction of disciplines and specialties of the college, and to lead all the faculty and staff of the college to move forward in talent cultivation, scientific research, cultural heritage, social services and international exchanges. The role of the dean is mainly to play the role of the upper and lower levels, and actively communicate with the senior management of the school, but also to understand the actual needs and visions of the college staff in a timely manner, and timely convey the relevant spirit of the higher levels to the teachers of the college, but also the difficulties faced in the construction of the college when reflecting to the relevant departments to obtain the support of both sides.

(3) Strive for external resources to promote the development of the college. External resources include resources outside the college and resources outside the school. As far as the college is concerned, other second-level colleges are both competitors and partners in the same school. College administrators should try to fight for more resources in the school's functional departments, such as enrollment quotas, school grants, etc. They should also try to integrate internal resources with other colleges to form a research and development group or a reporting group to enhance the college's original research or teaching ability. For external resources,

administrators can obtain information resources on policies and regulations through the websites of governmental departments and databases of policies and regulations, so as to understand the national policies in a timely manner and formulate reasonable development strategies. It is also possible to obtain research technology, scientific research results and experience through off-campus research organizations. Through cooperation with research organizations, the college can obtain research resources, conduct cutting-edge research, and improve the academic level and competitiveness of the college.

Interpersonal Leadership

(1) To feel sensitive to the needs of faculty and staff, and to care for and respect them. Understand faculty and staff deeply, go into the grassroots of the staff, observe the actual work, the help needed, and understand the difficulties of the staff. Help staff to do career planning, understand the growth route of teaching staff, planned organizational training. Care for the safety and health of teaching staff, pay attention to the spiritual construction of teaching staff, reasonably give employees the power to manage and control their own work, and stimulate the staff's working spirit.

(2) Help teaching staff and meet their reasonable needs. Listen to the voices of the teaching staff, pay attention to the demands of the staff, and incorporate psychological care into the scope of regular ideological work. For most of the teaching staff, salary income can not be fundamentally satisfied, the staff's demand for economic and salary is endless, a salary level is impossible to get most people satisfied, after meeting a certain income requirements, will sprout new requirements, so the staff's needs can be from the direction of the working environment, career advancement and psychological care. Creating a comfortable working environment includes the decoration of the office area, supplies and other aspects to provide work convenience. In terms of psychological care, the ideological situation of college staff should be analyzed regularly, and different psychological guidance should be carried out for different positions, different job nature, different titles and different links. Employees are thirsty for fairness and hope that the fruits of their labor will be recognized by the organization, and that there will be promotion opportunities for their positions or titles to reach a higher work platform.

(3) Improve consultation and negotiation skills. Good use of different communication methods can improve the efficiency of consultation. Oral communication, in the form of verbal language, a mode of information exchange, including speeches, consultations, discussions, dialogues, talks, etc., the advantage is that rapid feedback can enable both sides of the communication on the asymmetry of information to make timely corrections, and the disadvantage of weak authority, randomness, confidentiality and so on. Written communication, in the form of written text for a mode of information exchange, including letters, notices, etc., the advantage of normative, authoritative, accurate, heterogeneous preservation, conducive to review, the disadvantage of slow efficiency, poor timeliness, lack of flexibility. Electronic media communication, electronic equipment for a mode of information exchange, the advantage is not subject to the restrictions of time, location, space, disadvantages and oral communication similar to the lack of formality. Managers should flexibly use communication methods according to the actual situation and broaden communication channels at the right time. The role of the manager of the second level college is to carry on the top and start the bottom, to do to improve the consultation, negotiation ability to use the appropriate channels to do a good job in the upper and lower levels of communication as well as the level of communication. Not only pay attention to the needs, expectations, and management of faculty and staff, but also pay attention to the communication and negotiation of various departments within the university.

Political Leadership

(1) Fully based on facts and dealing with problems through rational judgment. Rationality generally refers to concepts, judgment, reasoning and other forms of thinking or developmental activities, dealing with problems in accordance with the laws of the development of things and the principles of natural evolution to consider the attitude, consider the problem, deal with things not impulsively, not only based on feelings to do things. Reason discovers the truth through arguments and persuasive arguments, and obtains conclusions, opinions and reasons for action through logical reasoning rather than relying on appearances. Dealing with problems through rational judgment based on facts likewise satisfies the faculty's quest for fairness and impartiality without favoritism. Beneficial to the cooperation and interaction of the members of the organization, to create harmonious interpersonal

relations, to ensure that the individual interests of the individual faculty and staff deserve, so that individuals get to feel the dignity and improve the efficiency of the work. Create coordinated interests, link collective conflicts, reduce conflicts within the organization, and maintain organizational order.

(2) Anticipate and tactfully deal with internal conflicts in the college. Anticipation of conflicts is important, by anticipating events, college leaders or managers can perceive potential conflicts and problems before they escalate. This helps them to take timely action to prevent the conflict from escalating further and affecting the overall functioning of the college. When dealing with internal college conflicts, appropriate steps are taken to resolve the issues. This includes techniques such as effective communication, mediation and negotiation that can reduce the negative impact of conflict. College administrators can take proactive steps to prevent conflict and promote teamwork and collaboration. Conflict within the College can consume a great deal of time and energy and interfere with the progress of teaching and research. By anticipating and tactfully managing conflict, the disruptions that cause it can be reduced and productivity increased. This is critical to the stable operation of the college, teamwork, and maintenance of points.

(3) Gaining support and admirers from above and below and building mutual trust. This can help within the college, achieve common college goals, and improve efficiency. Gaining support from all levels promotes the entire college team to work in a congenial manner towards common endeavors and to pursue the college's mission and goal vision together. The support of superiors leads to more resources and support, and the championing of subordinates leads to a higher level of motivation for faculty and staff and helps to reduce barriers that impede the progress of the College's work. DEDICATION AND RESPECT FOR OTHERS: Lay a foundation of mutual trust for others and dedication. Supervisors should respect the views, problems, and needs of their superiors and provide support, respect, and assistance. Subordinates should also respect the decisions and guidance of their superiors and actively participate in the goals and work of the College. Specific practices include: Building teamwork: Encouraging the building of a teamwork spirit promotes the building of mutual trust and encourages employees to support each other, share knowledge and experience, and work together to achieve work goals. Establishing shared values: Ensuring that the College's values and philosophies are

consistent with those of its employees. Shared values help to build a sense of sincerity and identity, further enhancing a relationship of mutual trust. Demonstrate values and results: Earn recognition and respect from supervisors and subordinates by demonstrating values and results at work. Strive to achieve excellent performance at work and, at the same time, support subordinates in achieving success at work by providing them with the necessary resources and support. Build Trust: Honesty, transparency and consistency are key elements in building trust. Keep your promises, honor your commitments to your subordinates and share with them the motivations and reasons for information and decisions.

Cultural Leadership

(1) Clarify the mission and vision of the college. Clarify and communicate the mission and vision of the college to all faculty and staff. This can be done through internal communication, training, etc. A clear mission and vision helps to inspire a sense of belonging and purpose to the college. It stimulates a sense of involvement and participation among faculty and staff and encourages them to be actively involved in the decision-making and planning process of the college so that they feel their voices are heard and valued. Emphasize the distinctiveness of the college and find the uniqueness of the college, linking it to the mission and philosophy of the college. Emphasize the college's areas of specialization, educational methods, and research priorities so that faculty and staff can recognize the importance and value of the college in specific areas.

(2) Enhance the cohesiveness of the college so that faculty and staff have a sense of mission and responsibility. Promoting open and transparent communication ensures that members of the college can freely communicate and share information. This helps to reduce information inaccuracies and speculation. Creating shared experiences and organizing college-wide events and programs that enable college members to participate together, including hosting academic seminars, social events, volunteer activities, etc. Shared experiences and activities help build connections and gathering power. Encourage staff development and growth by providing opportunities for staff development and growth that express support for their personal and professional goals while integrating with the College's development goals. Some degree of empowerment of faculty and staff to participate in the decision-making process through regular team meetings, workshops, and planning

sessions allows them to feel that their voices are heard and valued. Faculty members' participation in the decision-making process can increase their sense of belonging and responsibility to the college.

(3) Encourage morale and motivate faculty members to perform at their best. Communicating positive feedback and recognition, giving timely affirmation and admiration to faculty and staff, and increasing their self-confidence and motivation can inspire faculty and staff to work more actively. Foster a focus on teamwork, encourage cooperation and collaboration among teaching staff, and cultivate team spirit. Organize some team building activities to enhance mutual trust and cooperation among members. Working together and achieving results together can motivate members to work together. Providing a positive, supportive and patient working atmosphere can increase job satisfaction and participation of the teaching staff and motivate them to work. Providing appropriate rewards and benefits motivates faculty and staff to better engage in their work. Setting clear goals and expectations ensures that faculty and staff understand their job responsibilities and know how to achieve them. This helps to clarify their work priorities and enhances staff motivation. Provide positive feedback and recognition to recognize staff's achievements and excellence in a timely and specific manner to motivate staff and drive them to work.

Educational Leadership

(1) Enhance your own professionalism in educational work and take a good lead. College administrators are also the leaders of the college. Failure to keep up with the pulse of the times will inevitably lead to the whole college lagging behind the times, and even affect the development of the teaching staff and the college. Therefore, college administrators need to keep up with the continuous development in the field of education by actively participating in professional training, seminars and academic conferences, continuous learning and self-improvement, and updating their knowledge and skills. In addition, reading education-related books, journals, and research reports is an important way of continuous learning. Network and collaborate with other educators and participate in education professional organizations and online communities to share experiences, resources and best practices. Through exchanges with peers, one can learn from the experiences and teaching methods of others and continuously improve one's professionalism. Regularly reflect on teaching

and self-reflection, their own teaching effectiveness and methods, and discover their own strengths and room for improvement. Keeping abreast of the development of education technology and exploring new teaching methods and technologies, e.g. using online learning platforms, multimedia resources and educational applications to provide students with richer, more interactive and personalized teaching-learning experiences. Participate in professional development projects organized by the education sector or schools, such as curriculum design and reform, pedagogical research, assessment and evaluation. These programs provide opportunities to gain insight into the latest developments and trends in the field of education and to enhance one's professional knowledge and skills. Maintain professional ethics and morals and comply with the norms and requirements of the education profession. Establishing good teacher-student relationships, respecting the diversity and needs of students, and upholding the principles of fair standards, impartiality and transparency are all important aspects of enhancing professionalism in educational work.

(2) To collect advanced counseling, learn advanced concepts, and discuss with college faculty and staff for mutual improvement. Read specialized books, journal articles, research reports, etc. related to education. These documents usually contain the latest theoretical research, practical cases and educational innovations, which can help administrators understand and apply advanced educational concepts. Collaborate with professional educational consultants or educational consulting organizations, who usually have rich educational experience and professional knowledge, and can provide advice and guidance tailored to specific needs, as well as help identify problems, develop improvement strategies, and provide advanced educational concepts and practical experience. Establishing links with other schools and educational organizations for exchanges and cooperation. Through inter-school exchanges and cooperation, successful experiences and best practices can be shared, and advanced educational concepts and teaching methods of other schools can be learned. Schedule time to visit and observe schools and teachers who have achieved excellence in education. Observation allows for first-hand experience of advanced teaching environments and practices, and promotes their educational philosophies and methods. Make use of online resources and platforms on the Internet, which offer a wide range of educational topics and sharing by educators, and have access to a wealth of examples of advanced ideas and practices.

(3) Encourage faculty and staff to pursue continuous training to enhance the overall professional competence of the College. The College provides appropriate provision of financial support, including subsidizing the cost of faculty and staff participation in professional development activities such as training, seminars, and academic conferences. This can motivate faculty and staff to take the initiative to engage in learning and enhance their professional competence. Work with teaching staff to formulate individual professional development plans with clear short-term and long-term goals, so as to help them understand their own development direction and have a place to choose suitable training courses and learning opportunities. Organize in-house training and sharing sessions to enable teaching staff to share their experience, expertise and best practices with each other. Encourage faculty and staff to participate in training and host sharing sessions to enhance the professional competence of the whole team. Establish a mentorship system between experienced and competent staff and new staff. Mentors can provide guidance, support and feedback to new staff to help continuously improve their professional competence. Create a culture that encourages learning and professional growth. Leadership sets an example by actively learning and encouraging staff to participate in learning activities, and at the same time, provides learning resources, libraries and learning spaces to create a favorable learning environment for staff. Help faculty and staff plan their career paths and professional development so that they understand their own development potential and opportunities, and provide them with appropriate training and support.

Suggestions for Future Research

The leadership research in this study mainly involves multi-dimensional information such as leaders' traits, personal competence, organizational context, organizational vision, etc. The focus is mainly on the manager's self, the manager's relationship, the manager's competence, the manager's practice, etc., and not enough attention is paid to the manager's external environment. In future research, we can continue to explore the five dimensions of leadership and explore the relationship, influence, and focus of each variable, as well as explore the external environment of managers, and explore the influence of managers beyond their own dimensions, in order to provide more benefits to leadership development. In the following, some possible directions for future research are provided:

Appointment system of college administrators

Currently, the appointment of college administrators in China is mainly an appointment system, which is directly appointed by the personnel department of the organization at the higher level where the college administrator is located. Before appointment, college administrators are interviewed by the higher-level organization and personnel department, which also seeks to interview employees within the organization, after which the appointment is made public. The appointment system has the characteristics of centralized power, unified command, high efficiency and smooth order, but it is difficult to fully adapt to the career and professional characteristics of the managers.

Evaluation System of College Administrators

The evaluation of college administrators is based on the four basic dimensions of "virtue, ability, diligence and performance", but in practice, some dimensions are difficult to quantitatively assess. It is easier to evaluate "performance" because it can be presented in the form of indicators and data, which can give the evaluator intuitive results. Virtue refers to a person's moral character, moral code and moral behavior. It includes traits such as honesty, integrity, kindness, respect for others, and responsibility. However, moral character is subjective and internal, and it is difficult to measure it through objective standards or quantitative indicators. This, in turn, happens to be a very important condition in education. Moral qualities vary from person to person because different people have different understandings and values of morality. Moral qualities are also intrinsic and not easily measurable. They reflect a person's heart, beliefs, and intentions, and these are difficult to determine through quantitative testing. Although people's behavior can provide some clues, behavior alone often does not provide a full picture of a person's moral character.

Training system for college administrators

It can be found in the key case studies that each college manager is interested in regular professional learning, balanced with the development of managerial skills, learning and further training. In terms of professional learning, it is more dependent on the manager's own grasp of the content of knowledge, a process that may not be sufficiently objective and rational, although the manager himself may already be an expert in his field of specialization. For management ability, it is more dependent on the training of managers by the higher functional

departments or the organization and personnel departments, which does not guarantee sufficient selectivity and relevance, and does not necessarily meet the actual needs of the managers. After the centralized training, the effect and efficiency of training is not significant, whether it is the manager's superiors or subordinates can not clearly appreciate the effect of training, and such training often need to consume a lot of energy and time costs of managers.

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Appendixes

Appendix A

List of Specialists and Letters of Specialists Invitation
for IOC Verification

Ref. No. 0643.14/ 813

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9 August 2023

Subject Request letter for instrument validation

Dear Professor Ma Huanling, Guangxi Normal University

Attachment 1 questionnaire

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor
2. Associate Professor Dr. Niran Sutheeniran   Co-advisor
3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

Ref. No. 0643.14/ 814

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9 August 2023

Subject   Request letter for instrument validation

Dear   Professor Li Guanghai, Guangxi Normal University
Attachment   1 questionnaire

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor
2. Associate Professor Dr. Niran Sutheeniran   Co-advisor
3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

Ref. No. 0643.14/ 815

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9 August 2023

Subject Request letter for instrument validation

Dear Professor Lu Qian, Guangxi Normal University
Attachment 1 questionnaire

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan	Advisor
2. Associate Professor Dr. Niran Sutheeniran	Co-advisor
3. Assistant Professor Dr. Patchara Dechhome	Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

Ref. No. 0643.14/ 816

Bansomdejchaopraya Rajabhat University

1061 Itsarapap 15 Itsarapap Rd.

Thonburi Bangkok 10600

9   August 2023

Subject   Request letter for instrument validation

Dear   Professor Yang Danjiang, Guilin University of Electronic Technology

Attachment   1 questionnaire

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor

2. Associate Professor Dr. Niran Sutheeniran   Co-advisor

3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000

Fax.   (662) 4737000

Ref. No. 0643.14/ 817

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9 August 2023

Subject   Request letter for instrument validation

Dear   Professor Meng Yongxiang, Guilin University of Technology

Attachment   1 questionnaire

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor
2. Associate Professor Dr. Niran Sutheeniran   Co-advisor
3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

Appendix B
Official Letter

Ref. No. 0643.14/ 818

Bansomdejchaopraya Rajabhat University

1061 Itsarapap 15 Itsarapap Rd.

Thonburi Bangkok 10600

9 August 2023

Subject   Request for evaluation of strategies

Dear   President of Guangxi Normal University

Attachment   Evaluation sheets

     Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

     1. Assistant Professor Dr. Luxana Keyuraphan   Advisor

     2. Associate Professor Dr. Niran Sutheeniran   Co-advisor

     3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

     The guideline for developing the leadership of administrators will be developed in this research. Knowing administrators in your university have experience in the field of the said research, the researcher would like to ask for their assistance in evaluating the guideline. The researcher is glad to hear their suggestions for the improvement of the guideline for developing the leadership of administrators. their positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000

Fax.   (662) 4737000

Ref. No. 0643.14/ 819

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9 August 2023

Subject   Request for evaluation of strategies

Dear   President of Guilin University of Electronic Technology
Attachment   Evaluation sheets

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor
2. Associate Professor Dr. Niran Sutheeniran   Co-advisor
3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

The guideline for developing the leadership of administrators will be developed in this research. Knowing administrators in your university have experience in the field of the said research, the researcher would like to ask for their assistance in evaluating the guideline. The researcher is glad to hear their suggestions for the improvement of the guideline for developing the leadership of administrators. their positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

Ref. No. 0643.14/ 820

Bansomdejchaopraya Rajabhat University

1061 Itsarapap 15 Itsarapap Rd.

Thonburi Bangkok 10600

9   August 2023

Subject   Request for evaluation of strategies

Dear   President of Guilin University of Technology

Attachment   Evaluation sheets

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor
2. Associate Professor Dr. Niran Sutheeniran   Co-advisor
3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

The guideline for developing the leadership of administrators will be developed in this research. Knowing administrators in your university have experience in the field of the said research, the researcher would like to ask for their assistance in evaluating the guideline. The researcher is glad to hear their suggestions for the improvement of the guideline for developing the leadership of administrators. their positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000

Fax.   (662) 4737000

Ref. No. 0643.14/ 821

Bansomdejchaopraya Rajabhat University

1061 Itsarapap 15 Itsarapap Rd.

Thonburi Bangkok 10600

๙ August 2023

Subject   Request for data collection

Dear   President of Guangxi University

Attachment   1. Questionnaires

2. Structured interview

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor

2. Associate Professor Dr. Niran Sutheeniran   Co-advisor

3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000

Fax.   (662) 4737000

Ref. No. 0643.14/ 822

Bansomdejchaopraya Rajabhat University

1061 Itsarapap 15 Itsarapap Rd.

Thonburi Bangkok 10600

9   August 2023

Subject   Request for data collection

Dear   President of Guangxi Normal University

Attachment   1. Questionnaires

2. Structured interview

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor

2. Associate Professor Dr. Niran Sutheeniran   Co-advisor

3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000

Fax.   (662) 4737000

Ref. No. 0643.14/ 823

Bansomdejchaopraya Rajabhat University

1061 Itsarapap 15 Itsarapap Rd.

Thonburi Bangkok 10600

9 August 2023

Subject   Request for data collection

Dear   President of Guilin University of Electronic Technology

Attachment   1. Questionnaires

2. Structured interview

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

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2. Associate Professor Dr. Niran Sutheeniran   Co-advisor

3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000

Fax.   (662) 4737000

Ref. No. 0643.14/ 824

Bansomdejchaopraya Rajabhat University

1061 Itsarapap 15 Itsarapap Rd.

Thonburi Bangkok 10600

9 August 2023

Subject Request for data collection

Dear President of Guilin University of Technology

Attachment 1. Questionnaires

2. Structured interview

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor

2. Associate Professor Dr. Niran Sutheeniran   Co-advisor

3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 825

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9 August 2023

Subject Request for data collection

Dear President of Guilin University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor
2. Associate Professor Dr. Niran Sutheeniran   Co-advisor
3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Appendix C

Research Instrument

Information On Research Tools

Title: Guidelines for developing the leadership of administrators in college in Guangxi
Objectives

    1. In order to study the current situation of the leadership of administrators in college in Guangxi.

    2. In order to present the guidelines for developing the leadership of administrators in college.

    3. To assess the feasibility of the guidelines for developing the leadership of administrators in college.

Definition of terms

    Variable:

    The first: structural leadership means that school leaders think through and come up with clear goals and policies for members of the organisation to implement, and provide technical support to plan, coordinate and implement the policies.

    The second: Interpersonal Leadership refers to the school leader's ability to point out members, encourage participation, facilitate co-operation, increase members' sense of responsibility and acquisition, and encourage positive interpersonal relationships.

    The third: political leadership means that school leaders can persuade members of teacher and student organisations to work together in unity and cooperation, and can effectively resolve conflicts and contradictions among members of the organisation.

    The fourth: Cultural leadership means that the headmaster is good at motivating organisational members, has personal charisma and is able to establish a sense of mission and values that affects an individual or a team, and also regulates the culture of the organisation.

    The fifth: Educational Leadership means that the school leader emphasises and encourages professional development and instructional improvement, identifies problems in the educational process, and provides professional advice and improvement in educational matters in the school.

College Administrator Leadership Questionnaire

Explanation

1. This questionnaire is designed to understand the current leadership status of university administrators within the Guangxi Zhuang Autonomous Region, and is not directed at any particular university or leader. This questionnaire is for personal research use only, and all information will be treated anonymously and not used for other purposes.

2. The questionnaire is divided into two parts, the first part is the basic information about the leaders of the respondents' colleges, and the second part is a survey on the current situation of leadership among the leading executives of colleges and universities in Guangxi, with a total of 18 questions.

3. Please draw "√" on the corresponding options you agree with according to your own experiences or feelings. Your support is important to the completion of this study and is sincerely appreciated!

He Shuying

A doctoral student in Educational administration program

Bansomdejchaopraya Rajabhat University

Part I: Basic information

1. Gender of the leader: A. Male B. Female

2. Age of the leader: A. <40 years old B. 40-50 years old C. >50 years old

3. the leader's education: A. Bachelor's degree B. Master's degree C. Doctor's degree

4. The leader's years of service: A. <2 years B. 2-5 years C.6-9 years D. >9 years

Part II: Survey of the Current State of Leadership among College Administrators

5 indicates a very high level of leadership among college administrators

4 indicates a high level of leadership among college administrators.

3 indicates a moderate level of leadership among college administrators.

2 indicates a low level of leadership among college administrators.

1 indicates a very low level of leadership among college administrators.

No.	Variables/ Questions	5	4	3	2	1
	Structural leadership					
1	Great emphasis is placed on careful planning and clear work schedule and time limit.					
2	Able to set clear objectives and make responsibilities clear to faculty and staff.					
3	Ability to formulate or implement reasonable and clear policies and regulations.					
4	Be good at obtaining various resources outside the school to promote the development of the school.					
5	Pay attention to clear organizational structure and exert command function.					
	Interpersonal leadership					
1	Sensitive and sensitive to the needs of faculty and staff.					
2	Respect, care and support the faculty and staff.					
3	Help faculty and staff regularly and try to meet their needs.					
4	A skilled and astute organizer of negotiations and negotiations.					
5	Manage relationships and defuse tensions quickly and tactfully.					
	Political leadership					
1	Approach problems based on facts and rational judgment.					
2	Anticipates and deftly manages conflicts within the Faculty of Science.					

No.	Variables/ Questions	5	4	3	2	1
3	Can build trust through candid and cooperative relationships.					
4	Willing to listen to and accept faculty and staff opinions.					
	Cultural leadership					
1	Formulate a clear educational mission, belief and philosophy for the College.					
2	Can form the value consensus of the faculty with symbolic things.					
3	Inspire a strong sense of mission and responsibility among faculty and staff.					
4	Good at inspiring morale and motivating faculty and staff to perform at their best.					
5	Able to go beyond the existing conditions of the college and explore new development opportunities.					
	Educational Leadership					
1	Lead teachers and emphasize the professionalism of education.					
2	Discuss new ideas and methods of teaching and learning with teachers.					
3	Collect advanced information to improve the educational effectiveness of the College.					
4	Securing and providing teachers with the variety of teaching resources they need.					
5	Encourage teachers to continue to study to enhance their professional competence.					

Interview outline:
Interview Outline for College Administrators

      1. Dear President, please tell us about your administrative experience and the development of the College?

      2. as a college leader, what role do you think a leader should play and do you play it well in practice?

      3. How do you think leadership can be improved? How to improve the quality of teaching and management of the college? What is your role in the development of the college?

      4. What are your highlights and difficulties in your work?

      5. Please tell me about your own learning and further education?

Appendix D
The Results of the Quality Analysis of
Research Instruments

The Index of Objective Congruence (IOC)
Guideline for Developing the Leadership of Administrators in College in Guangxi

Title Guideline for Developing the Leadership of Administrators in College in Guangxi

Author Ms. He Shuying

Research Purpose

1. in order to study the current situation and factors influencing the leadership of college administrators

2. in order to propose guidelines on how to develop leadership among college administrators

3. To evaluate the guidelines for leadership of college administrators

Operation Definition

Bolman's (1984) study on organizational leadership, Sergiovanni's (2002) Five Forces Model of Leadership in Educational Organizations, and Zheng's Five Directions Model (1993) have all produced corresponding empirical findings in educational organizations. educational organizations have corresponding empirical findings. The researcher agrees with and draws on the dimensional settings of the three studies on structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership, and proposes the factors affecting the leadership of college administrators, with the following operational definitions:

Structural leadership means that school leaders think through and come up with clear goals and policies for the organization members to implement and provide technical support to plan, coordinate and implement the relevant policies.

Interpersonal Leadership means that the school leader points out members, encourages participation, facilitates cooperation, promotes a sense of responsibility and accessibility, and encourages positive interpersonal relationships.

Political leadership means that school leaders are able to persuade members of the teacher-student organization to work together in unity and cooperation, and are able to effectively resolve conflicts and contradictions among members of the organization.

Cultural leadership means that the school leader is good at radicalizing the members of the organization, has personal charisma, and can establish a sense of mission and value that affects individuals or teams, and can also regulate the culture of the organization.

Educational leadership means that school leaders emphasize and encourage professional development and instructional improvement, judge problems in the educational process, and give professional advice and enhancement on school educational matters.

Study area: Guangxi Zhuang Autonomous Region, China.

Part I: Personal Information of Respondents

Note: Please check the box in ☐ that matches your situation ✔

Question	Expert			
	+1	0	-1	Suggestion
1. Gender of respondents ☐ male ☐ female				
2. Gender of managers ☐ male ☐ female				
3. Age of managers ☐ (1) Less than 40 years of age ☐ (2) 40-50 years ☐ (3) Older than 50 years				
4. The highest degree for managers ☐ (1) Bachelor's degree or equivalent ☐ (2) master's degree ☐ (3) doctoral degree				
5. Length of service of managers ☐ (1) Less than 2 years ☐ (2) 2-5 years ☐ (3) 6-9 years ☐ (4) Greater than 9 years				

Part II: Questionnaire for Comments on Leadership Development Guidelines for College Administrators

Experts are requested to test the consistency, coverage, and completeness of the questionnaire "Leadership Development Guidelines for College Administrators (Topics)" in which the behaviors to be measured are scored on three characteristics as shown in the attached document and checked off in the table at ✔ as follows:

Numerical Value

   +1   Means that the issue is consistent with the definition of its terminology

      Refers to uncertainty as to whether the issue is consistent with the definition of its terminology.

   -1   Means that the issue is inconsistent with the definition of its terminology

---

Guideline for Developing the Leadership of Administrators in College	Expert			
	+1	0	-1	Suggestion
Structural Leadership				
Strong emphasis on careful planning and clear work schedules and timelines.				
Ability to set clear objectives and make clear to faculty and staff their respective responsibilities.				
Ability to formulate or implement reasonable and clear policies, rules and regulations.				
Ability to mobilize resources from outside the college for the development of the college.				
Emphasis on clear organizational structure and functioning as a commanding officer.				

Guideline for Developing the Leadership of Administrators in College	Expert			
	+1	0	-1	Suggestion
Interpersonal Leadership				
Sensitive and highly caring to the needs of faculty and staff.				
Ability to respect, care for and support the faculty and staff.				
Regularly assists faculty and staff and strives to meet their needs.				
A skillful and astute organizer of consultations and negotiations.				
Handles relationships and eases tensions quickly and skillfully.				
Political leadership				
Approach problems with factual basis and rational judgment.				
Ability to anticipate and deal tactfully with a variety of conflicts within the College.				
Ability to build mutual trust through open and cooperative relationships.				
Willingness to listen to and accept input from faculty and staff.				
Cultural Leadership				
Form a clear educational mission, beliefs, and philosophy for the college.				
Can form a consensus of values among faculty and staff with symbolic things.				
Able to inspire a strong sense of mission and responsibility among faculty and staff.				
Adept at boosting morale and inspiring faculty and staff to perform at their best.				
Able to go beyond the existing conditions of the college to open up new opportunities for growth.				

Guideline for Developing the Leadership of Administrators in College	Expert			
	+1	0	-1	Suggestion
Educational Leadership				
Lead teachers and emphasize professionalism in educational work.				
Discuss new ideas and methods of teaching and learning with teachers.				
Gather information to improve the educational effectiveness of the college.				
Seek and provide teachers with all the teaching resources they need.				
Encourage teachers to pursue continuing education to enhance their professional competence.				

The Index of Objective Congruence (IOC)

Guideline for Developing the Leadership of Administrators in College in Guangxi

Data presentation

Question	Expert					IOC	Validlity
	No. 1	No. 2	No. 3	No. 4	No. 5		
1. Gender of respondents ☐ male ☐ female	1	1	1	1	1	1	Valid
2. Gender of managers ☐ male ☐ female	1	1	1	1	1	1	Valid
3. Age of managers ☐ (1) Less than 40 years of age ☐ (2) 40-50 years ☐ (3) Older than 50 years	0	1	1	1	1	0.8	Valid
4. The highest degree for managers ☐ (1) Bachelor's degree or equivalent ☐ (2) master's degree ☐ (3) doctoral degree	1	1	1	1	1	1	Valid

Question	Expert					IOC	Validlity
	No. 1	No. 2	No. 3	No. 4	No. 5		
5. Length of service of managers ☐ (1) Less than 2 years ☐ (2) 2-5 years ☐ (3) 6-9 years ☐ (4) Greater than 9 years	1	1	1	1	1	1	Valid

Guideline for Developing the Leadership of Administrators in College	Expert					IOC	Validlity
	No. 1	No. 2	No. 3	No. 4	No. 5		
Structural Leadership							
Strong emphasis on careful planning and clear work schedules and timelines.	1	1	1	1	0	0.8	Valid
Ability to set clear objectives and make clear to faculty and staff their respective responsibilities.	1	1	1	1	1	1	Valid
Ability to formulate or implement reasonable and clear policies, rules and regulations.	1	1	1	1	0	0.8	Valid
Ability to mobilize resources from outside the college for	1	1	0	1	1	0.8	Valid

Guideline for Developing the Leadership of Administrators in College	Expert					IOC	Validlity
	No. 1	No. 2	No. 3	No. 4	No. 5		
the development of the college.							
Emphasis on clear organizational structure and functioning as a commanding officer.	1	0	1	1	1	0.8	Valid
Interpersonal Leadership							
Sensitive and highly caring to the needs of faculty and staff.	1	1	1	1	1	1	Valid
Ability to respect, care for and support the faculty and staff.	0	1	1	1	1	0.8	Valid
Regularly assists faculty and staff and strives to meet their needs.	1	0	1	1	1	0.8	Valid
A skillful and astute organizer of consultations and negotiations.	1	1	1	0	1	0.8	Valid
Handles relationships and eases tensions quickly and skillfully.	1	1	1	1	1	1	Valid
Political leadership							
Approach problems with factual basis and rational judgment.	1	1	1	1	1	1	Valid
Ability to anticipate and deal tactfully with a variety of conflicts within the College.	1	1	1	1	0	0.8	Valid

Guideline for Developing the Leadership of Administrators in College	Expert					IOC	Validlity
	No. 1	No. 2	No. 3	No. 4	No. 5		
Ability to build mutual trust through open and cooperative relationships.	1	0	1	1	1	0.8	Valid
Willingness to listen to and accept input from faculty and staff.	0	1	1	1	1	0.8	Valid
Cultural Leadership							
Form a clear educational mission, beliefs, and philosophy for the college.	1	1	1	1	1	1	Valid
Can form a consensus of values among faculty and staff with symbolic things.	1	1	0	1	1	0.8	Valid
Able to inspire a strong sense of mission and responsibility among faculty and staff.	1	0	1	1	1	0.8	Valid
Adept at boosting morale and inspiring faculty and staff to perform at their best.	1	1	1	0	1	0.8	Valid
Able to go beyond the existing conditions of the college to open up new opportunities for growth.	0	1	1	1	1	0.8	Valid
Educational Leadership							
Lead teachers and emphasize professionalism in educational work.	1	1	1	0	1	0.8	Valid
Discuss new ideas and methods of teaching and learning	0	1	1	1	1	0.8	Valid

Guideline for Developing the Leadership of Administrators in College	Expert					IOC	Validlity
	No. 1	No. 2	No. 3	No. 4	No. 5		
with teachers.							
Gather information to improve the educational effectiveness of the college.	1	1	1	1	1	1	Valid
Seek and provide teachers with all the teaching resources they need.	1	0	1	1	1	0.8	Valid
Encourage teachers to pursue continuing education to enhance their professional competence.	1	1	1	1	0	0.8	Valid

Appendix E
Certificate of English

BS
RU
BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mrs.Shuying He

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 6th August 2020

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

BSRU-TEP Criteria

CEFR Level	BSRU-TEP
A1	1 - 20
A2	21 - 40
B1	41 - 60
B2	61 - 80
C1	81 - 100
C2	101 - 120

No. .....CEFR 2020/0125.............

Office of International Affairs and
ASEAN Network

English Language Proficiency Level Descriptors: Common European Framework of Reference for Languages (CEFR)

A1

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction needs of a concrete type.
- Can introduce him/her and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

A2

- Can understand sentences and frequently used expressions related to areas of most immediate relevant (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in care of immediate need.

B1

- Can understand the main points of clear standard input on familiar matters regularly encountered in school, leisure, etc.
- Can deal with most situations likely to arise while travelling in an area where the language is spoken.
- Can produce simple connected text on topics that are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

B2

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speaks quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C1

- Can understand a wide range of demanding, longer texts, and recognise implicit meaning.
- Can express ideas fluently and spontaneously without much obvious searching for expressions.
- Can use language flexibly and effectively for social, academic and professional purposes.
- Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

C2

- Can understand with ease virtually everything heard or read.
- Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.
- Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of mean even in the most complex situations.

Source: Common European Framework of Reference for Languages: Learning, teaching, assessment (www.coe.int)

Appendix F

The Document for Acceptance Research

SCIEDU™
Sciedu Press

August 12, 2023

Graduate School
Bansomdejchaopraya Rajabhat University
Bangkok, Thailand

Dear authors,

Thanks for your submission to *International Journal of Higher Education*.

We have the pleasure to inform you that your manuscript has been accepted for publication. It will be published on the Vol. 12, No. 5, in October 2023.
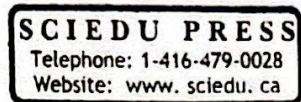
Title: Leadership Promotion Strategies for College Administrators

Authors: He Shuying, Luxana Keyuraphan, Niran Sutheeniran & Patchara Dechhome

If you have any questions, please do not hesitate to contact with us.

Sincerely,

Susan Sun

SCIEDU PRESS
Telephone: 1-416-479-0028
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Susan Sun

On behalf of,
The Editorial Board of *International Journal of Higher Education*

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GUIDELINE FOR DEVELOPING THE LEADERSHIP OF
ADMINISTRATORS IN COLLEGE IN GUANGXI

HE SHUYING

Thesis: Guideline for Developing the Leadership of Administrators in College in Guangxi

Author: He Shuying

Program: Educational Administration

Major Advisor: Assistant Professor Dr.Luxana Keyuraphan

Co-advisor: Associate Professor Dr.Niran Sutheeniran

Co-advisor: Assistant Professor Dr.Patchara Dechhome

Academic year: 2023

ABSTRACT

The objectives of this study are: 1) In order to study the current situation of the leadership of administrators in college in Guangxi. 2) In order to present the guidelines for developing the leadership of administrators in college. 3) To assess the feasibility of the guidelines for developing the leadership of administrators in college. The sample group of this study is the faculty members of the second-level colleges of ordinary comprehensive universities in the Guangxi Zhuang Autonomous Region, with a planned sample size of 375. In order to ensure the sample size, the number of questionnaires distributed was slightly higher than the planned sampling figure, and 418 valid responses were actually recovered. They were drawn by systematic random sampling. The interview group was the administrators of second-level colleges of general comprehensive universities, totalling 10 persons. The research instruments included literature analysis, questionnaires, structured interviews and evaluation forms. The study analysed the data through percentage, mean and standard deviation.

The results of the study found that 1) the current state of leadership among college administrators is at a high level. In terms of mean scores, political leadership is at the highest level, followed by educational leadership and structural leadership is at the lowest level. 2) Guidelines for enhancing leadership of college leaders include, among others, enhancing the learning of social policies and school systems. Feeling keenly about the needs of the faculty and staff, caring and respecting them. Deal with problems through rational judgement based fully on facts. Clarify the

mission and philosophy of the college. Enhancing one's professionalism in educational work and taking a good leadership role. 3) By evaluating the feasibility of the guidelines for the leadership of the college administrators, it was found that the results of the feasibility evaluation were at a high level.

Keywords: Guideline, Leadership, Administrator

ชื่อเรื่อง: แนวทางการพัฒนาภาวะผู้นำของผู้บริหารในวิทยาลัยใน
มณฑลกวางสี
ชื่อผู้วิจัย: เหอ ซูอิ่ง
สาขาวิชา: การบริหารการศึกษา
อาจารย์ที่ปรึกษาหลัก: ผู้ช่วยศาสตราจารย์ ดร.ลักษณา เกยุราพันธ์
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ปีการศึกษา: 2023

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันของภาวะผู้นำของผู้บริหารใน
วิทยาลัยในมณฑลกวางสี 2) เพื่อเสนอแนวทางการพัฒนาภาวะผู้นำของผู้บริหารในวิทยาลัยในมณฑล
กวางสี และ 3) เพื่อประเมินความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำของผู้บริหารในวิทยาลัย
ในมณฑลกวางสี กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ทีมบุคลากรระดับคณะของมหาวิทยาลัยใน
มณฑลกวางสี จำนวน 375 คน โดยการสุ่มตัวอย่างแบบเป็นระบบ ผู้วิจัยแจกแบบสอบถามเกินจาก
ขนาดกลุ่มตัวอย่างเล็กน้อย เพื่อเพิ่มความเชื่อมั่นต่ออัตราการตอบกลับ และอัตราการตอบกลับ
แบบสอบถาม ได้แก่ 418 ฉบับ กลุ่มผู้ให้ข้อมูลสัมภาษณ์ ได้แก่ ผู้บริหารระดับคณะ รวมทั้งสิ้น 10 คน
เครื่องมือที่ใช้ในการวิจัย ได้แก่ การวิเคราะห์เอกสาร แบบสอบถาม แบบสัมภาษณ์แบบมีโครงสร้าง
และแบบประเมิน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบน
มาตรฐาน

ผลการวิจัยพบว่า 1) สภาพปัจจุบันของภาวะผู้นำของผู้บริหารในวิทยาลัยในมณฑลกวางสี
โดยภาพรวมอยู่ในระดับสูง เมื่อพิจารณาเป็นรายด้าน พบว่า ภาวะผู้นำด้านนโยบาย มีค่าเฉลี่ยสูงสุด
รองลงมาคือ ภาวะผู้นำทางการศึกษา ส่วนโครงสร้างภาวะผู้นำ มีค่าเฉลี่ยต่ำสุด 2) แนวทางการ
พัฒนาภาวะผู้นำของผู้บริหารในวิทยาลัยในมณฑลกวางสี ได้แก่ เสริมสร้างการเรียนรู้นโยบายสังคม
และระบบโรงเรียน กระตือรือร้นต่อความต้องการของคณาจารย์และเจ้าหน้าที่ เอาใจใส่ และเคารพ
บุคลากร จัดการปัญหาด้วยการตัดสินอย่างมีเหตุผลโดยอาศัยข้อเท็จจริงอย่างเต็มที่ ชี้แจงภาระงาน
และปรัชญาของวิทยาลัย เสริมสร้างความเป็นมืออาชีพในงานด้านการศึกษาและการมีความเป็นผู้นำที่
ดี 3) ผลการประเมินความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำของผู้บริหารในวิทยาลัย อยู่ใน
ระดับสูง

คำสำคัญ: แนวทาง ภาวะผู้นำ ผู้บริหาร

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He Shuying

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Chapter 1
Introduction

Rationale

Education has profound significance for both social development and the individual. It promotes the socialization of individuals, improves the quality of the population, contributes to economic development, disseminates science, regulates the relationship between man and nature and promotes the function of sustainable social development. The good realization of the functions of education depends to a large extent on the effectiveness of schools. The importance attached to education by all sectors of society is centrally manifested in the attention paid to schools. The 1990s, China's education reform carried out the merger and reorganization of colleges and universities, forming several new comprehensive and multidisciplinary universities. Comprehensive universities of a certain size formed in higher education generally adopt the college system of management. The college system requires the university to delegate some rights to the colleges, such as teaching management, discipline construction, scientific research management, as well as personnel, administrative and financial management, etc. The colleges have become important administrative centers of the university, shouldering the important functions of cultivating talents, researching and training knowledge, serving the society, and innovating, etc. The leadership of college managers is the most important function of the colleges. Leadership of college administrators is a key factor for colleges to exercise their responsibilities, which is related to the development of disciplines, quality of education, effectiveness of school running and other aspects. College administrator leadership enhancement helps to deepen the reform of subcellular organization structure within colleges and universities, establish and improve college system management, and improve the effectiveness of school education. In this chapter, the background and necessity of the research on leadership of college leaders will be further justified, and the significance of this research will be initially elaborated, as well as the core concepts, objectives, strengths, and framework of this research will also be presented.

1. Traditional leadership theory

First, leadership trait theory. Mainly prevalent in the 1940s, it believes that traits are the basic elements that make up personality, and focuses mainly on the quality differences between leaders and non-leaders and between effective and ineffective leaders. Representative theories of traits, there are Olport's theory of personality traits, Cattell's theory of personality traits and Eysenck's theory of personality traits. Secondly, the theory of leadership behavior. In 1960, scholars began to study leadership behavior, which focuses on the study of leader's style, emphasizes the leader's behavior towards subordinates, divides the leader's behavior into different types of leadership, analyzes the characteristics, strengths and weaknesses of various types of leadership and compares them with each other. The representative theories are Likert's management system and Blake's. (1999). management grid model. Thirdly, Fiedler's theory (1971, p.128-148, 1976, p.6-16) of leadership power change and Hersey and Kenneth Blanchard's theory of situational leadership. It focuses on the study of the interplay between the behavior and environment of the leader and the led. It argues that a specific leadership style does not work everywhere and that the leader's behavior, if effective, must change with the characteristics of the led and the environment. Representative of behavioral theories are also Robert House's path-goal theory, Hersey's. (2012, p.206). situational leadership theory, and Kerr's leadership substitution theory. It emphasizes that leaders choose a leadership model that takes into account the organization of the leader member relationships, task structure, positions done by the leader, internal and external contexts.

2. New leadership theory

First, the theory of transformational leadership. after the 1980s, exchange leadership and transformational leadership became an important part of leadership theory research. American political scientist James Mac Gregor Burns divided two types of leadership process in his book "Leadership" written in 1978: exchange leadership and transformational leadership. He argued that the former is characterized by an emphasis on exchange, while the latter is characterized by an emphasis on change. Bass. (1985, p.30). proposed a broader and more precise doctrine of exchange and transformational leadership, and Bass developed a multifactorial leadership questionnaire, which resulted in a full-scope model of

leadership. Bass et al. initially categorized transformational leadership into six dimensions, which were later summarized into three key factors, on the basis of which Avolio summarized the way of transformational leadership behavior into four dimensions, namely charismatic, inspirational, intellectually stimulating and personalized care. Secondly, the theory of Visionary Leadership. Nanus. (1995). formally introduced the term "visionary leadership" in his book "Visionary Leadership" and emphasized that among all leadership functions, a leader's influence on vision is the most profound. In his book "Visionary Leadership", Nanus. (1995, p.112). formally introduced the term "visionary leadership" and emphasized that of all leadership functions, the leader has the most profound influence on vision, and many studies on leadership have also found that effective leaders are often visionary leaders. Thirdly, charismatic leadership theory, Robert House proposed in 1977 that charismatic leaders have extraordinary own characteristics that lead to charisma, which can have far-reaching emotional impact on subordinates, making subordinates show their followers to the leader, and higher satisfaction and performance to the work and the organization. Charisma can not exist in the leader alone or in his personal character, it is the product of the joint action of the leader's characteristics, subordinate characteristics and environmental conditions.

3. Zheng's Five-dimensional model (2002, 2006)

Prof. Zheng of Hong Kong, China, has been proposing since 1993, on the basis of the Four Forces Framework proposed by Bormann et al. and the Five Forces Model of Sergiovanni (2002, 2004), that school and principal leadership is composed of structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership. Principal leadership consists of structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership. Structural leadership means that school leaders think through and come up with clear goals and policies for members of the organization to carry out, and provide technical support to plan, coordinate, and implement the relevant policies. Interpersonal leadership is when school leaders point out members, encourage participation, facilitate cooperation, promote a sense of responsibility and acquisition, and encourage positive interpersonal relationships. Political leadership means that school leaders are able to persuade teachers, students, and staff to work together in unity and cooperation, and can effectively

resolve conflicts and contradictions among members of the organization. Cultural leadership means that the principal is good at radicalizing members of the organization, has personal charisma, and is able to establish a sense of mission and value that affects the individual or team, and also regulates the organizational culture.

Zheng believes that the leadership of schools, especially principals, can be described and explained in terms of the five dimensions of this model, which have foundations in different theories of organizational leadership and take into account the nature of educational organizations. Using the assumptions of this model, Zheng designed a questionnaire and sampled the leadership status of principals in primary and secondary schools in Hong Kong, China. The reality of his study: the five dimensions of leadership: structural, interpersonal, political, cultural, and educational are strongly correlated.

Research Question

The theme of this study is how to improve the leadership of college administrators, aiming to provide developmental guidance for college management and address the following research questions:

1. What is the current situation of the leadership of administrators in college in Guangxi?

2. What are the guidelines for developing the leadership of administrators in college in Guangxi?

3. What is the feasibility of the guidelines for developing the leadership of administrators in college in Guangxi?

Objectives

1. In order to study the current situation of the leadership of administrators in college in Guangxi.

2. In order to present the guidelines for developing the leadership of administrators in college.

3. To assess the feasibility of the guidelines for developing the leadership of administrators in college.

Overall, empirical research, survey sampling, and focus groups were used to analyze from the findings what factors influence managerial leadership and thus organizational development. To provide guidelines for developing college administrator leadership for college development. It also provides theoretical and practical basis for other countries around the globe to develop higher education and enhance the leadership of college leaders.

Scope of the Research

Population and the Sample Group

Population

In the Guangxi Zhuang Autonomous Region of China, there are five comprehensive general undergraduate universities, namely, Guangxi University, Guangxi Normal University, Guilin University of Electronic Technology, Guilin University of Technology, and Guilin University, with 94 second-level colleges and a total of 13,300 facultis and staffs.

The Sample Group

A random sample of current faculty and staff was selected from the overall population to investigate faculty and staff ratings of leadership by college administrators, and after calculations using the Krejcie and Morgan Sampling Form, a sample of 375 was drawn.

The Variable

Structural Leadership, Interpersonal Leadership, Political Leadership, Cultural Leadership, Educational Leadership.

Contents

The population of this study, including within the Guangxi Zhuang Autonomous Region of China, comprehensive general undergraduate universities Guangxi University, Guangxi Normal University, Guilin University of Electronic Technology, Guilin University of Technology, and Guilin University, a total of five, with 94 secondary colleges. According to the management system of Chinese university colleges, college administrators are generally six persons who form the leadership team of the college-level organisation. The leadership team at the college level generally consists of the secretary of the Party committee, the dean, the deputy

secretary of the Party committee, and a number of deputy deans in charge. The total number of administrators is 564, and the total number of faculty and staff on campus is 13,300. For this study, 375 individuals were sampled from the 11,300 enrolled faculty and staff. The university sampling locations were mainly in universities in different cities in the Guangxi Zhuang Autonomous Region in western China, bordering Vietnam and across the sea from many countries in Southeast Asia, where the economy and education lag behind relative to the developed regions of China, and where there is a need to enhance economic and educational development.

Advantages

In terms of system and system, this study investigates and analyzes to standardize the guidelines for managers, to constrain and regulate the managerial behavior of leaders, to optimize the organizational management structure, and to form a better management system. The education market in China and internationally is gradually improving, and with the changes in the social environment, new demands are being made on the roles and responsibilities of college leaders, which also require college leaders to work with more consideration for the common interests of groups such as teachers and students, and to coordinate human, material, and financial resources in the capacity of a manager. The development of the college is closely related to the ability of the college leaders, who are responsible for multiple tasks of research and teaching and organization and management. Leaders to re-examine themselves to re-examine themselves to improve leadership, once the leadership methods, may not be suitable for the current social environment managers need to do a good job in the management of the faculty, but also to do a good job in the development of the college's goals, planning is also the implementation of educational policies and policies. Enhancing the leadership of college administrators is one of the most important ways to improve the level of college management, organizational dynamics. The research on evaluation policy and system of college administrators in China is not very perfect, and there is no completely independent research system, which brings many problems to both college development and theoretical research. This study on the leadership of college administrators can clarify the management role of college

administrators as the top and the bottom, and improve the leadership of college administrators.

The conduct of this study also has certain practical value. This study draws on and agrees with Prof. Zheng's "Five-Direction Model" of principal's leadership, structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership. The study produced questionnaires and interview forms, used various research methods to conduct in-depth investigations, obtained the latest information on the spot, and analyzed the basic status and problems of the leadership of Chinese university college administrators, which is of positive significance to the government, college administrators, and researchers. Although China has a special system in which the administrative system of public university colleges is a joint party-government meeting system, which is different from the actual situation in Thailand, Guangxi, the region chosen for the study, is closely linked to Southeast Asian countries. Guangxi is the only province in China that is connected to the Association of Southeast Asian Nations by land and sea, and the two sides are geographically close and humanistically connected. Guangxi and Thailand have maintained a good momentum of cooperation and development in the fields of trade, investment, education, culture and tourism. This study not only provides a comprehensive survey of college administrators' leadership in China and develops a research dimension for college administrators, but also has strong operationalization and applicability for educational administrators to use and improve. This study also supplements a short piece of leadership research on university college administrators, which has a leading value and promotes the future management of university colleges. In addition, this study is a guide for educational administrators to conduct school and college management.

Definition of Terms

1. College Administrator refers to members of the leadership team of second-level professional colleges within colleges and universities. Under the management of China's special joint party and government meeting system, members of the college leadership team are able to participate in the day-to-day management and decision-making of the college, so this study includes members of the college leadership team as the object of the study - the secretary of the party

committee of the college, the dean, the deputy secretary, and the vice dean of the college can be categorized as the college administrators who decide on the management decisions of the college. The three-level organizational structure management model of president, dean, and department chair is common in American and Chinese universities. College administrators are between the president and the department chair. Good communication, decision making, and problem solving skills of college administrators are important facilitators of higher levels of decision making at the faculty level. Academically, the college administrator has the authority to plan the direction of the college. By making trade-offs in development goals, the dean exerts a great deal of influence on the direction of the college. College administrators have the power to control information, accumulate and allocate resources, and evaluate faculty performance. College administrators act as academic facilitators between presidential decision-making, faculty management, and student needs. Structurally, the dean coordinates the builder, consultant, and facilitator roles. College administrators need to communicate and interact with college faculty, administrators, students, parents of students, alumni, members of the Academic Senate, university vice presidents, the university president, other college administrators at the university, or any other individual who is not directly connected to the academic staff.

2. Leadership to the ability to achieve the process of leadership or competent leadership behavior, the process by which a leader exerts influence on the led. Leaders are expected to have insight, control, learning, etc., but also include the ability to influence others. Leaders influence others can be power factors or non-power factors. Leadership is concerned with the means used and the abilities demonstrated by the leader in the process of achieving work objectives. It is the ability to make full use of human and objective conditions within the jurisdiction to do what is needed at the least cost and to improve the efficiency of the whole group. Leadership also depends on subordinates, culture, environment and other peripheral factors. Leadership is inextricably linked to organizational development and is an important factor affecting the organization and the results of its activities.

(1) Perspective of influence

Influence is given by the society to the individual position, status and power, etc. without becoming, with legal, mandatory and irresistible, it is obtained with the

acquisition of positions and power is synchronized. There may also be no formal regulations, no form of organizational granting, it is formed on the basis of the individual's character, talent, learning and other factors. A school arises out of the needs of society and exists because it is able to train people for society. The ultimate goal of college leaders, as leaders of an educational institution, is to produce more and better people. However, nurturing talent is not like producing any other product; people have subjectivity. Teachers' labor is predominantly performed in an individual, independent, and closed form, and external control and supervision are difficult to quantify for teachers. Therefore, the leadership behaviors of college administrators need to be stimulated and transformed into internal motivation of teachers in order for their influence on teachers to be effective. According to American scholars O'Neil and Chapman. (2012, p.87), the socalled leadership is the ability to influence others and to motivate them to achieve those challenging goals. This view emphasizes that leadership is the influence exerted by the leader on the led. Zhu. (2005, p.32-33). believes that leadership is the influence that leaders exert on the led. Leadership is influence, and leadership is influence, the art or process of influencing people to work willingly and enthusiastically towards the realization of group goals.

(2) Competency Perspective

Kouzes and Posner, the famous American scholars, revised Leadership, 4th edition. (2007, p.55), pointed out that: Leadership is the ability of a leader to motivate others to voluntarily make outstanding achievements in an organization. Leadership is developed through the interaction between the leader and subordinates. Leadership is not an inherent ability of the leader. The power source of leadership depends on the leader himself. He. (2008, p.62-66). points out that one group of people are considered leaders because of their formal position in the organization, while the other group of people are considered leaders because of the way the rest of the organization responds to them, with the former being designated leaders and the latter being spontaneous leaders.

(3) The perspective of synergy

There are some scholars who believe that leadership is the result of the interaction of various factors, and is a kind of synergy that includes competence and influence. Leadership is the unity of power, ability and influence. According to Koshu.

(2004, p.90), this synergy is defined in terms of the interaction between leaders and followers. Leadership is the leader or leadership group in the organization on the basis of insight into the internal and external situation of the organization, make full use of their own leadership resources and the organic combination of the specific situation to form a synergy that can inspire, educate and guide the leaders to follow them to achieve the common goals of the organization. Huang. (2006, p.40-41). believes that leadership refers to the combined force generated by the leadership function, leadership system and leadership quality and other factors. Some scholars believe that leadership is the synergy of the leader's attraction and influence and the leader's selective and reactive forces.

(4) Perspectives on Power

From a leadership perspective, a leader needs to have certain resources, or power, in order to have an impact on others and to get them to recognize and obey. French and Raven. (1959, p.150-167). identified five bases of power: the first one, statutory power, refers to the power that a leader acquires by virtue of his or her hierarchical position in the organization. When a person is appointed as a leader in an organization, he has statutory power granted by the organization or regulations. Statutory power allows the leader to direct his subordinates to achieve organizational goals, and it can be well exercised when the organization's employees believe that the leader will use his statutory power wisely and will be able to use this power to achieve the best interests of the organization's employees. The second, incentive power, refers to the power that a leader gains by imposing rewards on the organization's employees through his or her position. It depends on whether the type and form of rewards given by the leader to the sub are in line with the group and individual needs of the organization's employees. The types of rewards are generally of two types: material rewards and spiritual rewards, and the forms of rewards are salary increase, promotion, arranging a good job, giving sub-rungs, praise and so on. A subordinate obeys his superior's orders because he recognizes that such obedience will bring positive and favorable results, i.e., rewards and appreciation. The third, coercive power, refers to the power that a leader obtains by using threats and punishments to force the led to obey the leader and achieve the leader's goals. Coercive power stems from the leader's fear of the leader's power, i.e., the leader's belief that the power in the hands of the leader will cause some of his own desires

not to be fulfilled or bring about some kind of loss to himself. The fourth, expert power, refers to the power that a leader obtains by virtue of his or her special abilities, expertise and knowledge. The more knowledge the leader has, the more expert power he has, and the more he can gain the respect and love of the leader. Fifthly, referential power refers to the power generated by the leader's admiration and respect for the leader in the process of contact between the leader and the led. The referential power comes from the leader's own charisma and appeal, which attracts the followers of the leader. Statutory power, coercive power, and reward power are all related to the leader's position in the organizational structure and are collectively known as positional power. Expert power and referential power are position-independent and depend on the individual qualities of the leader, and are therefore non-positional power.

Power is the main condition for the leadership process to work properly and is an important means of leadership manifestation. The power of the college leader is equipped by the position with statutory, mandatory and incentive power, but also due to individual differences, non-positional power of professional knowledge, management skills, moral integrity and charisma and other aspects of the organization's members have a different impact.

(5) Characteristics of Leadership for College Administrators

Leadership from college administrators is educational in nature. A school is a place where people are trained, and its main goal is not to obtain financial gain, but to train people for society. In essence, school leadership is educational leadership. According to the Soviet scholar Sukhomlinsky. (2022, p.38), the principal leads the school, first in terms of educational ideology, and second in terms of administration. College administrators have a different approach. In order to enable students and faculty to develop the knowledge, skills, and virtues needed for the times, in the process of conducting college leadership, college administrators are always, consciously or unconsciously, disciplining, enlightening, and guiding students and faculty in one way or another. In his speeches or classes, he will both convey and announce the policies and regulations of the college to the students and faculty, and also disseminate, or even infiltrate, certain ideas and opinions to the students and faculty. Both his words and actions play an important educational role for students and faculty.

The leadership of the college administrator is broad-based. The complex systemic nature of the college dictates that the responsibilities of the college administrator are also complex and extensive. As educational leaders, through their daily work, they have influence on the college's decision-making and implementation, curriculum and instruction, administration and teaching support, general and financial affairs, evaluation and assessment, and external personnel relations. In terms of the paradigm it encompasses, leadership is not confined to one area of the school, but is manifested in all aspects of the school. Leadership is embedded in the daily behaviors of college administrators, all of which have the significance of leadership, and all of which can represent the image of the leader and play the function of leadership. Thus, the daily behaviors of college administrators all demonstrate and exercise leadership, thus reflecting its wide-ranging nature.

The leadership of college administrators is integrative. College administrators are not only administrative leaders, but also a kind of integrated leadership that combines structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership. Therefore, to lead the college, college leaders need to rely on their overall qualities, such as values, school philosophy, thinking ability, knowledge, emotion, personality and so on, in order to have a positive impact on the members of the organization. Therefore, leadership of college administrators is characterized by convergence.

3. Structural Leadership refers to leadership in an organization that is responsible for planning and designing the overall organizational structure. Overall, structural leaders are responsible for ensuring that the organization's goals are aligned with its strategy and internal structure, and for creating the appropriate structure, assignment of responsibilities, communication channels, and work processes based on the organization's needs and goals. Their primary responsibility is to keep the organization aligned and functioning efficiently so that the organization is better able to meet its challenges and achieve its vision. Bolman & Deal (2013) suggest that of the four frameworks for human resources, the Structural Frame is derived from sociology and management and emphasizes goals, specified roles, and formal relationships, with the organization structured in a way that is compatible with the organizational environment and technology. Organizational responsibilities are assigned to participants in the organization, creating hierarchies, rules, and

procedures that coordinate the organization in its activities. As the environment changes, the organizational structure may not be adapted to the current situation and requires some degree of timely restructuring. Structural leadership as summarized by Zheng. (2002, 2006). means that school leaders think through and come up with clear goals and policies for the organization members to carry out and provide technical support to plan, coordinate, and implement the relevant policies.

4. Interpersonal Leadership refers to the ability that a leader demonstrates in managing and influencing relationships with others. It emphasizes on communication, communication and mutual management between the leader and team members. Bolman & Deal's. (2013). Human Resource Frame, which is largely derived from psychology, views the organization as a family containing a number of people with needs, emotions, biases, and abilities to learn, and also with old-fashioned attitudes. The key to this framework is to make the organization fit for the people, so that people have a job and feel good about what they are doing. Sergiovanni. (2002, 2004). summarizes Human Leadership as being derived from the use of the interpersonal potential of the school community, which is derived from human resources of the school. It is derived from the human resources of the school. It involves the human aspect of the leader. The principal, in demonstrating this leadership, assumes a role similar to that of a "human engineer". This role emphasizes interpersonal relationships, communication skills, and instrumental motivational techniques. As a human shaping engineer, the principal provides support, encouragement, and growth opportunities for students and teachers in the school. Zheng. (2002, 2006). summarizes interpersonal leadership as a school leader who points out members, encourages participation, facilitates cooperation, enhances members' sense of responsibility and accessibility, and encourages positive interpersonal relationships.

5. Political Leadership refers to leadership in resolving conflicts and contradictions among members of an organization. The Political Frame proposed by Bolman & Deal. (2013). is derived from political science, which views organizations as playing fields, where interest groups compete with each other for power and resources. Conflicts are inevitable as different people and groups have different needs and perceptions. Negotiation, compromise, and coercion around interests by members of the organization are part of the job. In this framework, serious problems

can occur when the distribution of power is wrong. Zheng. (2002, 2006). summarizes political leadership as the ability of school leaders to persuade teachers and students to organize members to work together in unity and cooperation, and the ability to effectively resolve conflicts and contradictions among members of the organization.

6. Cultural Leadership refers to the ability of a leader to demonstrate competence in an organization or team as it relates to culture and values. It emphasizes the leader's role in promoting and shaping the culture of the organization, as well as in adapting and passing on organizational values. It involves the leader's understanding of the organization's culture, facilitating the development and change of the culture, as well as influencing the behaviors and attitudes of the employees through his or her own example. The Symbolic Frame as proposed by Bolman & Deal. (2013). has its roots in sociology and anthropology, and it views organizations as temples and cultures. Instead of relying on rules, policies, and management, organizational activities rely more on rituals, tropes, and legends to drive them. The Symbolic Frame, which is part of the Five Forces Model of Leadership for Educational Organizations proposed by Sergiovanni. (2002, 2004), is the one that makes it possible for the school to have the most effective leadership in the world. Leadership, which is the power of leadership to focus the attention of other members of the school organization on what is important to the school. In expressing this leadership, the principal takes on the role of "chief. Emphasis is placed on selective attention or modeling of important goals and behaviors, and signaling to others what is important and valuable in the school. In symbolic leadership, it is the principal's actions, words, and beliefs communicated to others that are important. Zheng. (2002, 2006). further summarizes cultural leadership as the principal's ability to galvanize members of the organization, to be charismatic, and to build a sense of mission and value that affects the individual or the team, as well as to regulate the culture of the organization.

7. Educational Leadership refers to the leadership ability to manage and direct educational activities, learning processes, and teams of teachers in an educational institution or school. The main goal of educational leadership is to promote school development and improve student learning outcomes while supporting teachers Professional educational leaders may include school principals,
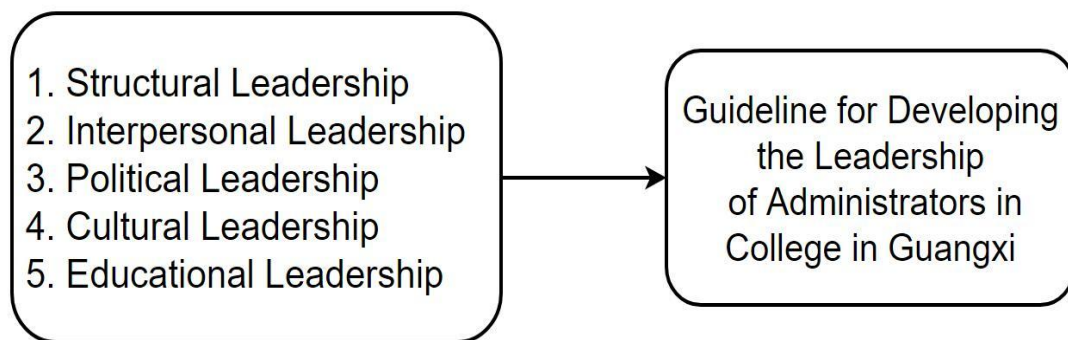
directors of educational institutions, heads of education departments, etc. They play a key role in a school or educational institution by formulating educational policies, managing school resources, promoting school culture and vitality, and coordinating the work of a team of teachers to ensure the smooth functioning of the school and the improvement of the quality of education. Technological Leadership as proposed by Sergiovanni. This is the first type of force that can be utilized by principals, and is the result of the application of sound management techniques. It is the power of leadership that results from the application of sound management techniques. When principals demonstrate technological leadership, their role is similar to that of a "management engineer. This role is based on concepts such as planning and time management, contingent leadership theory, and organizational structure. As a management engineer, the principal plans, organizes, coordinates, and controls situations. As well as Educatioinal Leadership. this leadership is the power to lead derived from specialized knowledge of education. This leadership is associated with the disciplinary expertise of the leader. In the performance of Educatioinal Leadership, the principal assumes the role of "chief teacher," bringing and applying professional expertise to instructional guidance, educational program development, and supervision. The principal needs to be able to diagnose the educational process, provide subject matter advice to teachers, develop systems for evaluating teachers, and develop curriculum. Principals need to have the ability to act as leaders in the discipline and in education. Zheng. (2002, 2006). summarizes educational leadership on the basis of the two as a school leader who emphasizes and encourages professional development and pedagogical improvement, determines problems that arise in the educational process, and gives professional advice and enhancement on educational matters in the school.

     8. Guideline refers to a guideline that provides specific steps and recommendations for a particular area or development goal. it is often used to guide organizations or individuals in the development of an area or project, helping them to develop appropriate plans, goals, and action plans. a guideline can cover a variety of topics, and is intended to help people plan and implement development strategies more effectively to achieve desired goals and outcomes. Guidelines can cover a variety of topics and are designed to help people plan and implement development strategies more effectively to achieve desired goals and outcomes.

Research Framework

On the one hand, this study identifies with Bolman's organizational leadership research, Sergiovanni's "Five Forces Model" of educational organizational leadership, and Zheng's "Five Directions Model" in terms of the dimensions of structural, interpersonal, political, cultural, and educational leadership, and on the other hand, the author personalizes the dimensions. On the other hand, the author has personalized the dimensions of structural leadership, interpersonal leadership, political leadership, cultural leadership and educational leadership. This is for college administrators special party and government joint meeting management form in China.

Figure 1.1 Framework for the Leadership Development Guide for

College Administrators

Chapter 2
Literature Review

Leadership as a research category has developed as a discipline over a long period of time, resulting in numerous concepts and a large body of theory and literature. For these literatures, most scholars introduce or review the representative theoretical schools of thought in each historical period from the time dimension, but some scholars focus on too many different perspectives and their causality, so as to construct a theoretical framework, and then introduce the main theoretical insights of each school of thought separately. In order to better grasp the progress of leadership theory research, this chapter selects and categorizes the important theories related to leadership theory, and then categorizes and reviews the research on leadership and faculty administrator leadership in Western countries and China. It is mainly divided into the following parts.

1. Concept of Leadership
2. Related Research

Concept of Leadership

1. Leadership Trait Theory

Trait theory was one of the first theories to study leadership. It emphasizes qualities such as character, motivation, values, and skills of a leader. This theory is based on the assumption that people who are interested in endowing certain traits that others do not possess are natural leaders. Theoretical research began at the beginning of the 20th century, focusing mainly on the characteristics and qualities of leaders, dedicated to digging out and exploring the personality traits of successful leaders, and summarizing and generalizing them as reference conditions for selecting leaders. Early leadership theories attributed successful management to extraordinary abilities, such as exuberant energy, keen perception, far-reaching ideas, and emotional persuasion. Trait theory research has focused on the differences in qualities between leaders and non-leaders and between effective and ineffective leaders. Some studies have categorized traits as physical traits, background traits, intellectual traits, personality traits, work traits, and social traits.

In the 1940s, researchers conducted hundreds of trait studies but failed to develop universally applicable leadership traits. Leadership sources are some specific qualities that leaders possess either innately or acquired. Factors such as behavior and environment play a key role in the leadership process, but it has only been able to explore the impact of individual traits on leadership effectiveness in a one-sided way. At that time, it was difficult to achieve consensus in the research, and no model of leader traits could be recognized, i.e., leaders embodied very few common factors in their personality traits, so the research on personality traits gradually faded out of people's view. The main research approach was to look for interrelationships between individual leader traits and criteria for leadership success, but not to study the process. So the researchers' study of the relationship between leader traits and effectiveness gradually focused on the leader's behavior.

2. Leadership Behavior Theory

Leadership behavior theory focuses on the study of the leader's style, emphasizes the leader's behavior towards the subordinates, divides the leader's behavior into different types of leadership, analyzes the characteristics, strengths and weaknesses of each type of leadership and compares them with each other. Representative theories include Lewin's three leadership styles theory, Likert's four management styles theory and Blake's. (1999). management grid model.

Lewin. (1939). of the University of Iowa proposed authoritarian leadership style and democratic leadership style, pioneering the theory of leadership behavior. Leadership behavior is divided into authoritarian or dictatorial (Authoritarian leadership), democratic and centralized (Democratic leadership), and laissez-faire leadership. Likert's theory. (1961). of four management styles is the result of a comparative study of production-centered leadership and people-centered leadership. The theory suggests that supportive relationships are two-way. The leader takes into account the situation, thoughts and hopes of the subordinate workers and helps them to strive to achieve their goals so that they recognize their value and importance in this. This support from the leader to the workers can motivate the subordinate workers to adopt a cooperative and trusting attitude towards the leader and to support the leader's work. Likert' classifies leadership styles into four types of systems: exploitative centralized leadership, benevolent centralized leadership, negotiated democratic leadership, and participatory democratic leadership. This stage

focuses on how managers use their time, manage work typical activities, responsibilities and their functions. Leadership realization depends on how managers resolve conflicts, respond to needs, identify opportunities, and so on. Blake, an American behavioral scientist, proposed the Management grid model. he published his book "The Management Grid" in 1964, in which he proposed the grid theory. He designed a graph consisting of 81 squares, which vertically indicates the degree of concern of the leader for people and horizontally indicates the degree of concern of the leader for production. In the management square diagram, square 1.1 represents poor management, which cares little about production and people, while square 9.9 represents ideal management, which cares about both people and production, and which optimally combines organizational goals and individual needs, with many other combinations in between to reflect the different types of management.

In this stage, leadership is a one-way implementation of leadership behavior by the leader to the followers. Leadership behavior theory emphasizes leadership behavior as the source of leadership. Leadership is conveyed by genuine behaviors, and behaviors can distinguish effective leadership from ineffective leadership. The theory of leadership behavior uses factor analysis to summarize a variety of leadership behaviors into two dimensions: employee-oriented behaviors and task-oriented behaviors. at that stage, strict management is emphasized, plans are made for the work, and work schedules are set out, and autocratic leadership is often adopted in the process of management, which can lead to discontent and resistance. In that stage, strict management was emphasized, work schedules were planned, and authoritarian leadership was often adopted in the management process, which made subordinates dissatisfied and thus rebellious and affected productivity. Research lacks consideration of the interaction between leadership and situational and environmental factors, and seldom explains the mechanisms by which these behaviors affect subordinates' behaviors or attitudes.

3. Contingency Theory of Leadership

The theory of leadership change suggests that a leader's personal attributes, leadership behaviors and styles are not necessarily the single determinant of leadership effectiveness, but are also influenced by factors such as the environment in which the leadership process takes place and the characteristics of the person being led. There is no one-size-fits-all, universally applicable leadership behavior or style in leaders.

In 1970s, American psychologist Fiedler. (1971, p.128-148, 1976, p.6-16). in his book "Contingency Model - A New Direction in Leadership Effectiveness" organically combined the study of leaders' traits with the study of leadership behavior, and linked it with the classification of context to study the effect of leadership. Fiedler's theory. (1971, p.128-148, 1976, p.6-16). of contingency is the earliest attempt to reconcile the inconsistency with the previous studies of traits and behavior. Fiedler proposed that leadership effectiveness depends on three situational factors. First, the relationship between the leader and the led. It reflects the degree to which the leader is acceptable to the led. Second, task structure, which refers to the clarity of tasks and the degree to which subordinates are held accountable for those tasks. Third, positional authority, which refers to the formal authority associated with the leader's position and the degree of support from all parties. When all three factors are present, it is the most favorable environment; if none of them are present, it is the most unfavorable situation. Based on these three factors, Fiedler categorizes eight types of environments for leaders from most favorable to least favorable. In Fiedler's model, to improve the effectiveness of leadership, one can either change the leader's leadership style or change the environment in which the leader lives.

Situational leadership theory was proposed by Hersey. (2012, p.206). and Kenneth Blanchard. They believe that the leader's leadership style should be compatible with the maturity level of subordinate employees, and that when subordinate employees become more mature, the leader should choose the appropriate leadership style based on the maturity level of subordinates to achieve success. It sets the maturity level of subordinates from low to high as four stages: M1 to M4. M1: these people are neither capable nor willing to perform a certain task, they are neither competent nor trustworthy; M2: these people lack the ability but are willing to engage in the necessary work tasks; M3: these people have the ability but are not willing to do the work that the leader wants them to do; M4: these people have the ability and willingness to do the work that they want them to do. them to do the work. In this model, leadership is also divided into four modes: directive, coaching, supportive, and empowering. Unlike the traditional trait theory of leadership, which does not only focus on the cultivation of the leader's behavioral ability, situational leadership especially emphasizes that leadership should be different from person to person and tailored to the needs of the individual.

This stage of the researchers' attention, the leader and the context of the two elements, followers will be concerned, but not included in the main factors. The essence of the leadership process is that the leader chooses appropriate leadership behaviors that followers are willing to accept according to the specific situation.

4. Transformational Leadership Theory

Transformational leadership behavior is a process by which leaders instill ideological and moral values in their employees in order to motivate them. Burns proposed two basic types of leadership in his book Leadership in 1978: transactional leadership and transformational leadership. It is believed that transactional leadership means that the leader exchanges material and non-material benefits in his own hands for the labor of his subordinates, and that there is a relationship of short-term interest behavior between the leader and the led; transformational leadership is the behavior of leadership and management through the motivation of subordinates in order to stimulate the subordinate's high-level needs and motivation. In this process, the leader in addition to guiding the subordinates to complete the work, but also often with the leader's personal charisma, through the subordinates of the incentive, stimulation, care to change the staff's work attitude, beliefs and values, so that employees are willing to let the interests of the organization beyond their own interests, and more committed to work. This leadership model can create a greater sense of belonging among employees, satisfy subordinates' high-level needs, and achieve high productivity and low turnover rates. The premise of transformational leadership behavior is that the leader must be clear about the organization's vision and goals, and that subordinates have a sense of trust in the leader. Bass, based on Burns's research, proposed a richer and more precise doctrine of transformational leadership, emphasizing idealized influence, motivational drive, intellectual stimulation, and personalized care. Bass further defines transformational leadership as the ability to motivate subordinates to perform tasks of greater significance than their own, and to inspire them to do more than their own interests. Bass further defines transformational leadership as achieving more than what is expected by making subordinates aware of the significance of the task they are undertaking, stimulating their higher-level needs, and building a climate of mutual trust that motivates subordinates to sacrifice their own interests for the good of the organization. Avolio builds on this foundation by outlining the ways in which a

transformational leader behaves in four ways, namely, charismatic, inspirational, intellectually stimulating, and individually caring.

Scholars focus more on organizational members by motivating them to encourage them to compromise their self-interests for the group's goals. Lead organizational members to take more responsibility not only for the development of the organization but also for their own development. Helping individuals to realize both work and life values. Setting long-term goals, emphasizing a developmental perspective on work, and aligning organizational systems to create a positive climate for achieving desired goals. Change may be impeded because it creates changes in people's situations, including direction, and anxiety from uncertainty.

5. Vision Leadership Theory

According to Nanus. (1995, p.112). the so-called visionary leadership refers to the reliable and real future of the organization, which represents the direction of all the goals to work towards, and can make the organization more successful. A vision includes the organization's long-term plans and future development scenarios, and for leaders, it provides goals for action that go beyond the current situation to organizational improvement and growth. Hoyle. (1995). suggests that there are three basic elements to achieving a vision: a vision statement, a mission statement, and a statement of purpose. Visionary leadership greatly motivates the powerful pursuit of pulling power in the organization through lofty aspirational goals that keep managers at all levels along full of ambition. It is based on a philosophical basic assumption: human life is short and limited, professionals should integrate their personal development into the development of the enterprise in order to jointly realize the value of society, human potential is unlimited and should be stimulated by unattainable goals to stimulate such potential.

6. Charismatic Leadership Theory

House. Li. (2022, p.41-71). proposed in his 1976 book Management Process and Organizational Behavior that charismatic leaders have charisma caused by their extraordinary own characteristics, which can have far-reaching emotional impact on their subordinates, causing them to show their adherence to the leader and higher satisfaction and performance of their work and organization. Subsequently, R. House proposed a theory on charismatic leadership, identifying three personal characteristics of charismatic leaders, namely high self-confidence, a tendency to dominate others,

and an unwavering commitment to one's own beliefs. According to House, a charismatic leader is more likely to influence the behavior of his subordinates than an uncharismatic leader. The theory argues for followers' self-sacrificing behaviors and their identification with the vision, as well as the collective, illustrating that charismatic leadership transforms the followers' notion of the self that, linking the followers' identification with the collective identity of the organization.

The research was conducted primarily through empirical and complexity theory paradigms, focusing on emotional meaning within organizations. Leadership is the process by which leaders effectively influence the emotions and values of their followers through their personal charisma and actions in order to achieve a shared vision or goal.

7. Bolman & Deal four frameworks (2013)

In their co-authored book Reframing Organizations: Artistry, Choice, and Leadership, Bolman & Deal propose four frameworks for human resources.

(1) Structural Frame. This framework, derived from sociology and management, emphasizes goals, specified roles, and formal relationships, with an organizational structure that is appropriate to the organizational environment and technology. Organizational responsibilities are assigned to participants in the organization, creating hierarchies, rules, and procedures that coordinate the organization in its activities. As the environment changes, the organizational structure may not be adapted to the current situation and requires some degree of timely restructuring.

(2) Human Resource Frame. This frame is largely derived from psychology and views the organization as a family containing a number of people with needs, emotions, biases, and abilities, who have the ability to learn as well as conformist attitudes. The key to this framework is to make the organization fit the people, so that the people have a job and feel good about what they are doing at the same time.

(3) The Political Frame. Derived from political science, this frame views the organization as a playing field in which interest groups compete with each other for power and resources. Different people and groups have different needs and perceptions, and conflict is inevitable. Negotiation, compromise, and coercion around interests by members of the organization are part of the job. In this frame, serious problems can occur when the distribution of power is misdirected.

(4) Symbolic Frame. This frame has its roots in sociology and anthropology and it views organizations as temples and cultures. Instead of relying on rules, policies, and management, organizational activities rely more on rituals, tropes, and legends to drive them. When members of the organization do not perform well, downtown symbolism, larger problems can occur.

8. Sergiovanni's "Five Forces Model" of educational Organization Leadership (2002, 2004).

Sergiovanni, in his 1984 dissertation entitled Leadership and Excellence in Schooling and his 1987 monograph The Prinicipalship: a reflective practice perspective, proposed five models of leadership to explain how principal leadership is related to school performance excellence. Five models of leadership are proposed to explain how principal leadership is associated with excellence in school performance.

(1) Technological Leadership: This is the first type of leadership power available to principals, and it is the leadership power that results from the application of sound management techniques. When principals demonstrate technical leadership, their role is similar to that of a "management engineer. This role is based on concepts such as planning and time management, transformational leadership theory, and organizational structure. As a management engineer, the principal plans, organizes, coordinates, and controls situations.

(2) Human Leadership This type of leadership is derived from utilizing the interpersonal potential of the school community, which is derived from the human resources of the school. It involves the human aspect of the leader. The principal, in the performance of this type of leadership, assumes a role similar to that of a "human engineer". This role emphasizes interpersonal relationships, communication skills, and instrumental motivational techniques. As a human engineer, the principal provides support, encouragement, and growth opportunities for students and teachers in the school.

(3) Educatioinal Leadership, which is leadership authority derived from educational expertise. This type of leadership is related to the subject matter expertise of the leader. In the performance of Educatioinal Leadership, the principal assumes the role of "chief teacher," bringing in and applying professional expertise to instructional guidance, educational program development, and supervision. Principals

need to be able to diagnose the educational process, provide subject matter advice to teachers, develop systems for evaluating teachers, and develop curriculum. Principals need to be able to act as leaders in their subjects and in education.

(4) Symbolic Leadership, which is the power of leadership to focus the attention of other members of the school organization on what is important to the school. In expressing this leadership, the principal takes on the role of "chief. Emphasis is placed on selective attention or modeling of important goals and behaviors, and signaling to others what is important and valuable in the school. In symbolic leadership, it is the principal's actions, words, and beliefs communicated to others that are important.

(5) Cultural Leadership, which is the power of leadership derived from building a unique school culture, involves the cultural aspects of leadership. In expressing this cultural power, the principal serves as the "high priest". It defines and reinforces values and beliefs and influences the cultural climate of the school. The process of cultural leadership can transform the individual leader into a moral and cultural community.

9. Zheng's Five-way model. (2002, 2006).

Prof. Cheng Yin-cheung of Hong Kong, China, has been proposing since 1993, on the basis of the Four Forces Framework proposed by Bormann et al. (1984). and the Five Forces Model of Sergiovanni. (2002, 2004), that school and principal leadership is composed of structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership. Based on the "Four Forces Framework" and Sergiovanni's. (2002, 2004). "Five Forces Model", it is proposed that school and principal leadership consists of structural leadership, interpersonal leadership, political leadership, cultural leadership and educational leadership. Zheng points out that structural leadership, interpersonal leadership, political leadership, and cultural leadership are mainly defined according to Bolman & Deal's "Four Forces Framework" (2013), while educational leadership is defined according to Sergiovanni's concept.

Structural leadership means that school leaders think through and come up with clear goals and policies to be implemented by members of the organization and provide technical support to plan, coordinate, and implement the policies. Interpersonal leadership means that school leaders point out members, encourage

participation, facilitate cooperation, increase members' sense of responsibility and acquisition, and encourage positive interpersonal relationships. Political leadership means that school leaders are able to persuade members of the teacher-student organization to work together in unity and cooperation, and are able to effectively resolve conflicts and contradictions among members of the organization. Cultural leadership means that the principal is good at radicalizing organizational members, has personal charisma, and can establish a sense of mission and value that affects individuals or teams, and also regulates the organizational culture. Educational leadership means that school leaders emphasize and encourage professional development and instructional improvement, judge problems that arise in the educational process, and give professional advice and enhancement on educational matters in the school.

According to Zheng, the five dimensions of the model can be used to describe and understand school leadership in general and principal leadership in particular, as they are well grounded in different organizational theories and are specific to educational organizations. Using the assumptions of this model, Mr. Zheng has designed a questionnaire to investigate the leadership of principals in a sample of primary and secondary schools in Hong Kong. The study showed that the five dimensions of leadership, namely, structural, interpersonal, political, educational, and cultural, are strongly correlated and can be used in combination as a measure of the leadership strength of principals.

10. Reference and development

Bolman's. (2013). research on organizational leadership, Sergiovanni's "Five Forces Model" (2002, 2004). of leadership in educational organizations, and Zheng's "Five Directions Model" all have corresponding empirical findings in educational organizations. On the one hand, this study agrees with the dimensions of structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership of the three studies, and on the other hand, the above studies mainly focus on organizational managers or principals and leaders of educational institutions. In the special environment of Chinese public college administration system, the joint party and government meeting system, the study of college administrators should personalize the dimensions.

College administrators are located in the middle of the college hierarchy, between principals and faculty. It is important to emphasize here that college administrators have two identities, one as academic leaders and the other as college administrators. Two groups of college administrators mentioned in this study are the deans and vice presidents, whose main responsibilities are to coordinate the development and implementation of the college's vision and goals; to lead the college in achieving the university's goals; to lead and coordinate the college's strategic planning and curriculum development; to promote scholarship and innovation and to carry out on-campus services; to lead and coordinate the college's governance; to lead the selection process for college administrators, to oversee faculty and staff selection and retention; coordinating the professional development of college administrators and staff; evaluating college administrators and staff; evaluating departmental teaching, research, and service responsibilities; advising on the development of policies and procedures, particularly in the area of academics; administering the non-faculty members of the college; and developing, leading, and encouraging fundraising in support of the goals of the college, departments, and professional programs, and advancing off-campus outreach and public service efforts. Another group that is a special part of the College is the Party Secretary and Deputy Party Secretary. They participate in joint college party meetings and also have decision-making authority over college regulations and administrative matters, but unlike college presidents and vice presidents, their perspective is that of the management of the educational organization's staff, although colleges and universities also require college party secretaries and vice secretaries to exercise educational leadership for the professional development of their colleges and for instructional improvements that will lead to the improvement of the college's educational outcomes. The college organization does not require much educational leadership from them, and their daily work is mainly to exercise structural leadership, interpersonal leadership, political leadership, and cultural leadership, and their duties are administrative management of the college. The main responsibilities of the party secretary of the second-level college include: to be responsible for the party construction work of the college and the ideological and political work of teachers, students and staff, to manage the organization, ideology, style, system and integrity construction of the party of the college, as well as the construction of the party and

governmental leadership team and cadre, and to promote unity in the leadership team. Cooperate with the dean to do a good job in the college reform, development, enrollment, employment, stability and security and other work. Responsible for the overall work of the General Party Branch of the college, guiding the daily work of the college party organization. Responsible for the division of work and adjustment of the members of the General Party Branch team, playing the role of the political core of the General Party Branch, and carrying out the responsibility system for the construction of a clean and honest party. Participate in the decision-making of teaching, scientific research, faculty building and other major work of the college, and be responsible for the implementation of the decisions and resolutions of the Party Committee and the administration of the university, and promote the development of the college. Do a good job of "party-controlled cadres" and "party-controlled talents". Convene the democratic life meeting of the party and government leadership team, the meeting of the general branch of the party, the joint meeting of the party and government, and the general meeting of the faculty and staff of the college. Organize the general election and team adjustment work of the affiliated party branches, and grasp the development of party members, the cultivation of party activists as well as the management of the branch party school. It is possible that there will be some degree of difference in the survey results between the college party leaders and the college administrative leaders.

It is customary for studies in some Western countries to classify deans and department chairs as groups at the same level. Chinese university department chairs are less involved regarding college administrative affairs, and their main rights are in academic leadership. Under the joint party and government meeting system, department chairs do not have the right to participate in the joint party and government meeting of the college, and cannot participate in deciding the daily administrative affairs of the college, so they are clearly distinguished in this study, and are not involved in the study of department chairs.

As far as the external environment is concerned, ethnic minorities in Guangxi have a long history and have formed their own unique cultural characteristics. Guangxi people are simple and bold, and there are many ethnic minorities, with a mixture of cultural practices from various ethnic groups. In the study of educational organization, the characteristics of the educational organization environment are a point worth noting.

In addition, considering the large number of questions in the original scale, when the actual survey was carried out, the questions involving each of the five dimensions were compressed to less than five, with four questions involving political leadership, taking into account the researcher's actual scope of the study and the respondents' concentration.

Related Research

Faculties and departments are the most important components in the organizational structure of universities. As the basic unit of teaching, research and social service activities, the operation effect of its organizational activities is directly related to the accomplishment of the organizational goals and tasks of the university, and directly affects the operational efficiency and viability of the university. It is the college administrators who play a leading role in the management of faculties and departments. There are quite a few studies on colleges and universities and on organizational leadership, but research based on the leadership of college deans and administrators in colleges and universities is very limited. In order to understand the research results of college administrator leadership in colleges and universities, so as to carry out the follow-up work, we mainly combed the English literature and the relevant research on college administrator leadership in colleges and universities in China. In view of the fact that college administrator leadership studies may have biased results due to language and terminology differences in data collection, college dean leadership studies are included below.

1. Review of Leadership Research in English Literature

(1) Research on the essence and connotation of leadership of English college managers

The study of college administrators began earlier in the U.S. In 1933, American scholar McGinnis published the first paper on the subject of deans in The Journal of Higher Education, entitled: The Dean and His Duties. Arthur Dibden. (1968, p.86). and others edited The Dean in American Universities and Colleges. Deans in American Universities and Colleges. The book explored five aspects of the dean's responsibilities, the dean's role, the dean's network, the dean's image, and the dean's wisdom. as the first book on the subject of the dean, the book received much attention in the year of its publication. according to Feltner. (1972, p.692-701), the

role of the dean is difficult to define, as the dean is neither a teacher nor an administrator but performs the functions of service, advice, and counseling, as well as the role of the dean. The role of the dean is difficult to define, as he or she is neither a teacher nor an administrator, but performs the three functions of service, advising, and communicating to the three constituencies of university leaders, faculty, and students. Since the 1980's, there has been a proliferation of research on college administrators as a result of the dramatic changes that have taken place in developed countries in the field of higher education in terms of the relationship between government, universities, and society, as well as in the internal governance of the university. According to Tucker & Bryan. (1988, p.108). that, as the primary leader of the college, the dean must make decisions on many issues, including resource allocation, faculty evaluation and promotion, and allocation of office supplies. Decision making is a statutory responsibility and a power of the dean. Because of the unique nature of academic organizations, it is also impossible for the dean to make decisions alone. Both faculty and students should be involved in decision making, and the degree of involvement is an issue that the dean must deal with. 1990 s, some representative studies of college administrators include Van. Morris's The Dean: Middle Management in the University, Tucker's The Dean: Doves of Peace, Dragons, and Diplomats, co-authored by Tucker. (1992, p.1390-1396). argue that deans are temporary positions with administrative or managerial functions that bridge the gap between faculty and administrators. Gmelch. (1999, p.717-740). and others argue that the dean is the most understudied and misunderstood of the major university positions. Although many scholars have written extensively about the organization and governance of higher education, little is known about the deans who lead and support the colleges. 2010s, V.L. Meek et al. conducted a multinational comparative study of deans as middle managers in universities in collaboration with scholars from the U.S., Canada, France, the U.K., and Australia, and wrote Middle Management in Changing Higher Education. 2004, Richard D. H. Meek et al. conducted a multinational comparative study of deans in higher education. In 2004, Richard D. Hawks first used "The Impact of Deans' Leadership Styles on Department Chair Burnout" as the research topic for his doctoral dissertation. Gmelch. (2022). and others at the Center for the Study of Academic Leadership at Washington State University define academic leadership as "the action of building a

community of scholars, setting direction, and achieving common goals by empowering faculty and staff." Johnson. (1976, p.178-206). suggests four dean leadership styles: commanding; selling; engaging; and empowering. Research by Kouzes. (1987, p.152-167). and others confirms the common characteristics of successful deans and department chairs, i.e., sharing a vision, inspiring others, challenging the status quo, and getting people to do things. Empirical studies of leadership behaviors related to leadership performance in the United Kingdom, the United States, and Australia have identified key leadership behaviors related to leadership performance at the departmental level, and Mercer. (1997, p.31-50). found that academic middle leaders are the driving force of the university organization and are the key to improving the quality of teaching and learning. As academic leaders, they have the authority to plan the direction of the college. Lincoln. (1990, p.67-87). used a rooted theory approach to identify conceptual categories of leadership competencies from systematically obtained and analyzed interview data. Sergiovanni's (2002, 2004). study of sources of authority for leadership practice strategies compares and contrasts sectional leadership, professional leadership, etc., as applied in the field of education with The study of Sergiovanni. (2002, 2004). on the sources of authority in leadership practice strategies, comparing five types of leadership applied in the field of education, such as disciplinary leadership, professional leadership, and proposing the original theory of "ethical leadership" in the field of educational management, which is a representative theory of the theory and practice of professional leadership. changes such as individual sharing of costs, social accountability, and emphasis on organizational performance have formed the context for organizational change in universities. In this environment, the role of the dean has changed essentially from one of marginalization to that of an active administrator. Sarros et al. (1999, p.165-185). point out that the dean has to navigate between groups belonging to different subcultures with different interests, and has to satisfy the needs of different stakeholders, which are sometimes in conflict with each other. Richards. (2008, p.131-144). argues that in the given higher education environment, leadership is extraordinarily complex and multifaceted. Boer & Goedegebuure. (2009, p.347-364). stated that a key component of the dean's role is balancing the different but interrelated roles of being an academic leader and an executive manager, especially among peers. This balance is at the heart of the dean's

role. This study by Seale. (2015, PhD Thesis). reveals a world in which the dean, as a traditional academic leader, must now navigate and negotiate the demands of executive management, which some find particularly challenging. Northouse. (2013, p.67). Institutions can be led and transformed by the actions and behaviors of one person. Nadeem. (2020, p.133-151). used Interpretative Phenomenological Analysis (IPA), drawing on adult learning theories and research data, to identify some of the key themes in the findings of deans' learning styles. He argued that the role of the dean is complex and not necessarily equipped to deal with complexity. Dean training provides a personalized form of leadership development that is contextual, potentially applicable, and relevant.

(2) Research on the influencing factors of leadership of English college managers

Some scholars have examined the correlation between a dean's leadership style and the disciplinary characteristics of the college or the dean as an individual. Cyphert et al. (1974). attempted to identify the factors that college deans need to consider when making leadership decisions. Bolton. (1973, p.352-369). and others conducted a study at the University of Cincinnati and found that reliable avenues of facilitating departmental organization and Bolton and Boyer. (1973). conducted a study at the University of Cincinnati and found that faculty-level leaders played a dual role in teaching and management. Senior leaders at Cincinnati University have recognized the importance of faculty organization and have indicated that good communication, decision making, and problem solving skills are important contributors to the level of decision making at the faculty level. Cyphert and Ingersoll. (1974, p.357-359). attempted to determine the factors that faculty deans need to take into account when making leadership decisions. Seventy-five colleges participated in this study. The results of the study indicated that overall faculty quality, innovative organizational structures, basic research functions, financial support, and adjustments in management and administrative structures were critical factors in leadership decisions made by the deans of top-tier colleges and universities, while deans of lower-tier colleges and universities considered these factors to be irrelevant in their management. successful deans, there are five common leadership practices: leading by example, sharing a vision, inspiring others, challenging the status quo, and making the crowd walk. They also concluded that

the majority of faculty respect deans of integrity, competence, foresight, and inspiration. The responsibilities and roles of deans vary from university to university, depending on the size of the university, the history of the deanship, and the management style of the president. According to Wheatley. (1992, p: 38), an American scholar who studied leadership, power in an organization is based on the ability to manage relationships, and deans lose the basis of power when they lack contact and communication with faculty members. Alsuood and other scholars. (2018, p.57). interviewed deans of 15 universities in Saudi Arabia, and through a qualitative study and explanatory thematic analysis, the deans' responses indicated dissatisfaction with the broader societal culture around them and the negative impact of this culture on leadership practices. Alsuood identified clear tensions between traditional values and the influence of change and family and tribal backgrounds. Five organizational culture themes were identified as factors affecting dean's leadership - centralized environment, strict rules and regulations, authority of top management, selection and promotion issues, and reputational factors. The results of this study contribute to the understanding of leadership perceptions and practices in a specific cultural context. Alban. (2021, p.50). and others, by examining the perceptions of deans of higher education and faculty directors on transformational leadership practices in Colombian institutions of higher education, found that administrators can improve their leadership commitment, shared vision, idealized influence, motivational incentives, intellectual stimulation, organizational performance, and future direction to enhance leadership, improve educational quality, and enhance group effectiveness. Bertrand's. (2019, p.110-112). study indicated that executive training is an effective way for college presidents to improve their leadership skills and develop into more well-rounded individuals. It can be used as a leadership development tool to help deans achieve their goals more effectively.

(3) Review of management leadership research in English colleges

The importance of the role of college administrators and the conflicting and ambiguous nature of the role make them in need of relevant competency training and career guidance. In fact, there are relatively few studies targeting the leadership enhancement of college administrators. Existing studies have paid little attention to the internal growth mechanism of college administrators and have not

paid enough attention to their performance evaluation, lacking systematic, fair and accurate evaluation standards and practices. Research on college department chairs started earlier in foreign countries, especially in the U.S. Before the 1980s, deans and university administrators were the main subjects of research. In recent years, researchers from management, psychology, education and other disciplines have also paid more and more attention to this field. The research methodology is more often realized by relying on measurement techniques such as questionnaires, statistical scales, and long-term follow-up surveys, mainly to accomplish qualitative and quantitative research. The research on issues surrounding college administrators has gradually increased, the scope of the research is expanding, and the research methodology is expanding multidisciplinary and integrated perspectives and methods. Due to different national conditions and cultures, stages of higher education development, and university governance models, there are some differences in the positioning of authority and responsibility, and competence requirements of college administrators in Chinese and foreign universities, so not all research findings can strongly explain the problems of Chinese universities. The English literature focuses on analyzing the effects of individual traits and school type, size, and other factors on faculty leaders' leadership behaviors, leadership styles, leadership styles, and leadership performance. Overall, research on the role of the dean focusing on the static level such as macro, conceptualization, and modeling is dominant, with insufficient attention paid to the leadership of the leadership team of the faculty administrators as a whole, and less consideration given to the process, interaction, and complexity of leadership.

2. Review of Chinese Leadership Research

Leadership research began in the field of business management in the West, and then gradually expanded to scientific and technological and educational organizations, but the research results of leadership research in specific industries are not mature, and the leadership research on college and university administrators is even more rare. Domestic literature on the interaction between the members of the leadership team of faculties and departments has been involved, such as the study of faculty leadership system and mechanism, and the study of the relationship between the party and government leadership of faculties and departments in the context of China's national conditions, etc., but the university organization has the

characteristics of "loose association" and "academic community", one of which is the "loose association" and "academic community". However, university organization has the characteristics of "loose association" and "academic community", one of which is the traditional hierarchical structure of management, and the other is the structure in which teachers make decisions on school-related affairs within the scope of their authority. Chinese scholars have not conducted many independent studies on the leadership of college administrators or deans, and most of them are based on studies of leadership in organizational or educational processes.

(1) Research on the essence and connotation of leadership of Chinese college managers

In the past decade, Chinese scholars' research on leadership has focused mainly on principal leadership at the basic education level and teacher curriculum leadership in colleges and universities, and the relevant research is relatively abundant, but not many studies are based on the leadership of college administrators.

Some Chinese scholars have provided their own insights on the nature and connotation of leadership. Shao. (2018, p.72-76). believes that teacher leadership is the rediscovery of the role of the main body of school teacher education under the concept of governance, which manifests itself as a kind of interstitial influence, a kind of flexible influencing ability, and mainly consists of curricular leadership, educational leadership, scientific research leadership and social leadership. Tong. (2015, p.75-82). and other scholars in the study of deans from the perspective of the higher education system found that researchers usually regarded deans as middle managers of universities, and the central issue of concern was the impact of changes in the higher education system or university governance on the dean's status, power, responsibilities, and the nature of the position. University deans in many countries are no longer viewed as academics, but rather as administrative specialists. Zhang & Hu. (2018, p.15-24). argued that research on principal leadership in China has been conducted more in terms of educational leadership, transformational leadership, distributed leadership, etc., and lacks a more comprehensive assessment; and most of the measurements of principal leadership are based on teacher evaluations, and most of the correlation analyses between principal leadership and teacher development outcomes are conducted at the

teacher level directly, or teacher evaluations within the school are directly averaged to the school level for analysis, and the results are not analyzed at the school level. averaged to the school level for analysis, and the rationality of such practices is less assessed. Zhang. (2014, p.93-98). argued that principals should become a unity of the three roles of educator, leader, and manager. Dong. (2020, p.77-83). argues that leadership stems from a leader's character, disposition, and values, and is a collection of practical abilities to manage, control, or influence the behavior of a group in order to achieve collective goals.

(2) Research on the influencing factors of Chinese College Managers' leadership

Regarding the influencing factors of leadership, Chinese scholars have put forward some ideas. Li & Xiang. (2018, p.44-50). found that professional development status and learning-oriented leadership characteristics influence the leadership development of school principals through various data analysis methods such as descriptive statistics, chi-square test, correlation analysis, and regression analysis. Zhang. (2018, p.45-50,57). showed that an effective way to improve the leadership of school principals is "reflection".

There is not much literature focusing on the research direction of leadership of college administrators in higher education. Jin et al. (2014, p.3-8). studied the calling power of college presidents, and he believed that calling power is an intrinsic attraction composed of personal beliefs, knowledge, wisdom, talent, cultivation, etc., and it is a core factor for leaders to realize successful leadership. The study constructed a model of college dean's appeal in combination with the organizational characteristics of college of higher education, and proposed to use virtue, talent, reason, emotion, and strategy to enhance the college dean's appeal. According to Wang. (2015, p.1-6), in China, there are many studies on student management, learning and teaching, teachers and principals, but there are few comprehensive and profound studies on deans and their work. The core skill of a dean is communication. The dean creates a climate of dialogue and solidifies the environment for communication by building systems and organizational structures that make decision-making through communication a culture and tradition of the college. The dean is expected to show the utmost respect for the faculty and a sincere interest in their interests. Through communication, the dean can motivate the faculty. The dean

should listen especially to those faculty members who are on the fringes of the college, even those who are often dissenting, and in communication the dean should focus on the positive aspects of these faculty members, thus creating a more congenial environment and a more positive attitude.

(3) Review of research on leadership of Chinese Institute managers

Compared with foreign studies, Chinese college administrators' leadership research is mostly empirical or a simple combination of leadership theories and dean's role, and the research on college administrators is still very limited, with fewer related results and a lack of in-depth studies directly pointing to the leadership of college administrators. Both Chinese and English studies focus on empirical research, but Chinese studies focus too much on quantitative research methods in empirical research, and relatively little qualitative research on leadership. With the deepening reform of the two-tier system in Chinese universities, most universities have proposed the reform of two-tier management and expanding the management power of colleges. However, the reforms have not touched college administrators, which is highly inconsistent with the reality of the changes in the status, power and responsibilities of college administrators, as well as the development and changes in their relational networks. Changes in the internal and external environments require scholars to re-examine and redefine the leadership of faculty leaders from the perspective of leadership process research, in the context of conflict, coordination and interaction in educational organizations, to seek the contradictions, difficulties and problems in the process of management and leadership in colleges and to seek countermeasures to resolve the contradictions, difficulties and problems.

Chapter 3
Research Methodology

The literature review shows that it is difficult to judge the actual status of the current leadership level of college administrators based on the results of existing studies, and this study will be devoted to three issues: first, the current status of leadership among Chinese college administrators and analyze its problems. Secondly, analyzing the influencing factors of college administrators' leadership Thirdly, seeking improvement strategies and proposing guidelines for developing college administrators' leadership. The researcher has the following procedures:

1. The Population
2. Research Instrument
3. Data Collection
4. Data Analysis

The Population / Sample Group

The Population

Sampled within the Guangxi Zhuang Autonomous Region of China, the comprehensive general undergraduate universities Guangxi University, Guangxi Normal University, Guilin University of Electronic Technology, Guilin University of Technology, Guilin University of Electronic Technology, Guilin University of Technology, Guilin University of Technology, Guilin University of Technology, Guilin University of Technology, Guilin University of Technology, Guilin University of Technology, Guilin University of Technology, Guilin University of Technology, Guilin University of Technology, Guilin University of Technology, Guilin University of Technology, and so on. In this study, "college" refers to the second-level professional colleges within the university, and college administrators refer to the members of the leadership team of the second-level professional colleges. The survey on the leadership of college administrators was obtained through the composite results of the perception of the staff of the second-level colleges. A sample of 375 staff members was randomly selected from the total population to investigate staff members' evaluation of the leadership of college administrators, which was calculated using the Krejcie and Morgan sampling

table. In order to ensure the sample size of the sampling group, the number of questionnaires distributed was slightly higher than the planned sampling figure of 375 people. Sampling took into account the size and type of school distribution. The university sampling locations were mainly in universities in different cities of Guangxi Zhuang Autonomous Region in western China, bordering Vietnam, Guangxi has a land area of 237,600 square kilometres and a sea area of about 40,000 square kilometres. The administrative region of Guangxi Zhuang Autonomous Region is under the jurisdiction of 14 district cities and 10 county-level cities. In 2021, the gross regional product (GRP) was 2,474,086,000,000 Yuan. Guangxi is located on China's southern border, between 104°28′ and 112°04′ east longitude and 20°54′ and 26°24′ north latitude, with the Tropic of Cancer crossing the centre. The Guangxi Zhuang Autonomous Region is separated from many countries in South-East Asia by the sea, requiring greater economic and educational development.

The Sample Group

The study was divided into sampling and in-depth interview groups.

A sample of 375 was drawn from the overall population by randomly selecting current faculty and staff and investigating faculty and staff ratings of college administrators' leadership, after calculations using the Krejcie and Morgan sampling form.

In-depth interview group: a random sample of 10 college administrators was selected for in-depth interviews.

Research Instruments

1. Theoretical Literature

In addition to finding the corresponding books in the library, we also use the Internet to find the literature in search libraries such as SCIE, SSCI, EBSCO, CNKI, Scopus, etc., to sort out and analyze the research results through the literature analysis method. To find the theoretical basis for this paper, to establish the research framework and the basic research viewpoints of this paper.

2. Questionnaire

College administrators' leadership is embodied in practice, and is also formed and improved in practice. The current leadership level of Chinese university college administrators, what problems exist, and what are the ways to improve their leadership

as college administrators need to find answers from practice. This study draws on and agrees with Prof. Cheng Yin-cheung's "Five-Direction Model" of leadership of principals in Hong Kong, namely, structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership. Structural, interpersonal, political, and cultural leadership are adapted from Bolman & Deal's questionnaire, and educational leadership is based on Sergiovanni's leadership. University college administrators, as special educational organizational leaders, have some degree of commonality with school principals. Based on the literature research, this study modifies the scale and conducts an empirical investigation, taking into account the actual national conditions and the special situation of higher education in mainland China.

The questionnaire is divided into two parts:

Part I: Survey respondents' administrators' basic information, including gender, age, education, and length of leadership tenure.

Part II: A survey of the current state of leadership among administrators at Guangxi College.5 questions on structural leadership, 5 questions on interpersonal leadership, 4 questions on political leadership, 5 questions on cultural leadership, and 5 questions on educational leadership, totaling 24 questions. The criteria for data interpretation based on five- point Likert's scale, as follows:

5 indicates a very high level of leadership among college administrators

4 indicates a high level of leadership among college administrators.

3 indicates a moderate level of leadership among college administrators.

2 indicates a low level of leadership among college administrators.

1 indicates a very low level of leadership among college administrators.

3. Statistical Software

To demonstrate the relationship and degree of influence of the components of leadership among college administrators. Statistical analysis methods such as mean and standard check were mainly used. SPSS was used to process all the data.

4. Interview Table

A sample of 10 college administrators were interviewed in-depth to gain a comprehensive understanding of their leadership self-assessment, as well as the various aspects of difficulties encountered in the management process and areas in urgent need of improvement. The conclusions were analyzed together with the results of the sampled questionnaires.

5. Evaluation Form

Interpretation of mean data based on Likert's. (1932). assessment of the feasibility of the guidelines for developing the leadership of administrators in college. The data interpretation are as follows:

4.50 – 5.00 express highest level

3.50 – 4.49 express high level

2.50 – 3.49 express medium level

1.50 – 2.49 express low level

1.00 – 1.49 express lowest level

6. Research Methods and Procedures

6.1 Research Methods

(1) Literature Search and Analysis Methods

Through database search and reading of books and journals, we summarize and analyze a large amount of literature to collect literature on leadership, leadership model, leadership enhancement, college management mode, etc., to understand the development and research conclusions of domestic and foreign educational leadership, to understand the impact and requirements of the real environment and situation development on college managers, and to further clarify the important place and role of the college in the development strategy of the country. The role of educational leadership in the national development strategy will be further clarified. Provide the basis for the selection of topics and perspectives of malefactors, and explore the innovative points of the research.

(2) Case Study Method

The study of leadership enhancement of college administrators is a synthesis of theory and application, and the study of successful cases of growth and development of college administrators provides empirical materials for the study of the ways of leadership enhancement of college administrators, and also provides references for future empirical research on the relevant malefactors.

(3) Research and Analysis Method

Through the scale research, the college administrators and organizational members multi-perspective study provides detailed realistic information for the study of college administrators' leadership and reveals the realistic problems and contradictions faced by college administrators. Information

was obtained by conducting interviews with deans to collect and organize the rules and regulations governing the management of secondary colleges in the study area. Based on the comparison of information collected from college administrators and members of the organization by the survey, the understanding of issues related to leadership of college administrators and the summary of college administrators themselves in the management of colleges were compiled to objectively find out the innovations, and to further summarize and distill the influencing factors of leadership as well as countermeasures of leadership enhancement.

6.2 Research procedure

Step 1: Review of Literature and Analysis. Review and analyze the literature, concepts, theories, and research related to leadership for college administrators.

Step 2: Preparing the questionnaire. Modify and prepare a questionnaire on the current status of college managers' leadership in Guangxi Zhuang Autonomous Region based on existing previous studies.

Step 3: Determine the research idea and sampling range.

Considering from the most ideal design idea, to study the current situation of college administrators' leadership, a sampling survey should be launched globally, taking into account the issues of geography, ethnicity, culture, population, and so on, sampling purposefully, and investigating and researching with comprehensive questionnaires, interviews, and other forms of investigation and research, respectively, to obtain relevant information from the college's from the administrators, teachers, college administrators, superiors and other levels, in order to be comprehensive, systematic and objective understanding of the leadership status of college administrators in the current educational management system. However, due to the limitations of time, energy, resources and other factors, this study mainly selects college administrators and faculty members of some representative universities in Guangxi Zhuang Autonomous Region of China to conduct the survey. The outline of the questionnaire was sent to the dissertation advisor for review, and the questionnaire content was modified according to the suggestions.

Step 4: Five experts were invited to test the objective consistency index (IOC) of the questionnaire and modify the questionnaire according to the experts' opinions.

Step 5: A pilot test was administered to the second-level colleges of a comprehensive general undergraduate university. The number of administrative staff who were tested was 57 and 57 valid questionnaires were collected. The analysis results showed that the Cronbach α reliability coefficients of the subscales of structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership were 0.969, 0.949, 0.943, 0.971, and 0.952, respectively, which indicated that the scale had a high reliability.

Step 6: Data collection. Questionnaires were formally distributed to the five planned universities to implement the research on leadership of college administrators, and the questionnaires were collected. Achievement of the research objectives (1) In order to study the current situation of leadership among college administrators in Guangxi Zhuang Autonomous Region.

Step 7: Synthesis Analysis. The basic situation of college administrators' leadership in China's Guangxi Zhuang Autonomous Region universities was analysed by implementing a sample questionnaire survey of faculty members. Based on the results of the survey, the problems of the current situation of college administrators' leadership in China's Guangxi Zhuang Autonomous Region are comprehensively analysed, and the negative impacts and root causes of the problems are analysed.

Step 8: In-depth interviews. Ten representative college managers were selected to conduct in-depth interviews. The purpose is to analyze the leadership situation from the perspective of the managers and to obtain reasonable opinions on leadership from senior college managers.

Step 9: Propose countermeasures. Based on the results of the interviews, guidelines for improving the leadership of college administrators were summarized and refined. Achievement of the research objectives (2) In order to present the guidelines of leadership for leaders in the academy of Guangxi Zhuang Autonomous Region.

Step 10: Evaluate the responses. Invite experts to evaluate the guidelines and obtain suggestions and modifications to the guidelines for improving the leadership of college administrators. To achieve the objectives of the study (3) In order to assess the feasibility of the guidelines for the leadership of college administrators.

Data Collection

1. Questionnaire

(1) The researcher distributed questionnaires on the current state of leadership among college administrators and personally collected the questionnaires.

(2) The completion of the questionnaires was checked and the questionnaires were subjected to further data analysis.

2. Interview

(1) Sample 10 of the college administrators to be interviewed.

(2) Conducted in-depth interviews with the interviewees and organized the interview data according to the interview outline.

Data Analysis

1. Questionnaire

Firstly, the questionnaire was checked for completeness and correctness for data analysis in the study, and in case of development of incomplete or conflicting data, the researcher will ask the respondents for complete information. Secondly, the researcher creates the data file for the variables used in the software processing. Thirdly, the researcher performs the preliminary analysis which is the basic statistics of the dependent variable and also includes the descriptive analysis of mean and standard deviation.

2. Interview

The purpose was to analyze the state of leadership from the administrators' perspective and to obtain sound opinions on leadership from senior college administrators. Based on the results of the interviews, guidelines for improving leadership among college administrators were summarized and refined.

3. Statistics

The statistics used for data analysis in this study were primarily descriptive statistics. Including:

(1) Frequency distributions and percentages, which were used to analyze the base information of the leaders and to analyze the information of the respondents who were part of the sample.

(2) Ranks of factors influencing the dependent variable of leadership of college administrators were analyzed.

Chapter 4
Results of Data Analysis

The purpose of this study was to examine (1) the current state of leadership among college administrators, (2) propose guidelines for improving leadership, and (3) evaluate the guidelines. The results of the data analysis are presented below:

1. Symbols and Abbreviations
2. Results of Data Analysis

Symbol and Abbreviations

N   Represents the Number of Respondents, Sample Size.

$\bar{x}$ Stands for Mean.

S.D.   Represents Standard Deviation.

Results of Data Analysis

Part 1 Questionnaire

According to the objective (1) in order to study the current status of managerial leadership in Guangxi College. This study used a questionnaire to survey 418 people in the sample group.

Table 4.1 College Staff Member's Organization Manager Information College Staff Member's Organization Manager Information

N=418

	Personal Information	Frequency N	Percentage
Gender	male	274	65.6%
	Female	144	34.4%
Age	Less than 40 years old	77	18.4%
	40-45 years old	235	56.2%
	Over 50 years old	106	25.4%
Education Attainment	Master's degree	92	22.0%
	Doctor's degree	326	78.0%
Length of Service	Less than 2 years	16	3.8%
	2-5 years	68	16.3%
	6-9 years	79	18.9%
	More than 9 years	255	61.0%
Total		418	100%

Table 4.1 shows that 480 questionnaires were sent out and 418 questionnaires were returned, a return rate of 87.1 per cent. There were 118 male secondary school staff and 300 female secondary school staff. There were 274 male and 144 female secondary school managers. 77 were under 40 years old, 235 were between 40-45 years old and 106 were over 50 years old. There are 92 masters and 326 PhDs. The number of years of service is less than 2 years 16 people, 2-5 years 68 people, 6-9 years 79 people, more than 9 years 255 people.

As this study draws on and agrees with Hong Kong scholar Professor Cheng Yin-cheung's Five-Direction Model of Principal Leadership, the questionnaire for this survey is based on the Principal Leadership Strengths Scale developed by Professor Cheng Yin-san, which was adapted from the Structural, Interpersonal, Political, and Cultural Leadership Scale developed by Sergiovanni and Bolman. Bolman's questionnaire, and the educational leadership section was developed based on the leadership strengths proposed by Sergiovanni. In order to better adapt the scale to the habits and traditions of college administrators and faculty, the author has appropriately adapted specific statements and expressions of the scale.

Table 4.2 Cronbach α Test Reliability Coefficients

Cronbach α Reliability Coefficient	Structural 5	Interpersonal 5	Political 4	Cultural 5	Educational 5
Test Group	0.969	0.949	0.943	0.971	0.952
Group	0.960	0.954	0.950	0.954	0.950

As shown in Table 4.2, in order to understand the reliability status of the revised Leadership Strength Scale, the author selected a second-level college of a comprehensive general undergraduate university to implement the pilot test. The number of administrative staff who were tested was 57, and 57 valid questionnaires were recovered. The analysis results show that the Cronbach α reliability coefficients of each subscale in structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership are 0.969, 0.949, 0.943, 0.971, and 0.952 respectively, indicating that the scale has a high reliability. The

analysis of the results after the formal administration of the survey shows that the Cronbach α reliability coefficients of the subscales of structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership are 0.960, 0.954, 0.950, 0.954, 0.950, respectively, and the reliability coefficients are higher than 0.8. The reliability of the present survey is higher, which fully indicates that this scale has a higher degree of reliability.

The validity was verified using exploratory factor analysis, and the KMO (Kaiser-Meyer-Olkin) was higher than 0.8 except for one item with a value of 0.780, which was judged to be appropriate overall. The overall validity of this survey was high, indicating the high degree of suitability that the scale possesses.

In addition, five experts were invited to assess the validity of the research instrument on the options of the revised Leadership Scale. Among them, the factors "Ability to set clear goals and make faculty and staff aware of their respective responsibilities.", "Sensitive to the needs of faculty and staff and highly caring.", "Handles relationships and eases tensions quickly and skilfully.", "Deals with problems on the basis of facts and rational judgement.", "Develops a clear educational mission, beliefs, and philosophy for the college.", "Collects a variety of advanced information to improve the educational effectiveness of the college." Receiving a mean score of 1 and the rest of the factors receiving o.8, with the mean of all the options lying between 0.67 and 1, the validity of the revised Leadership Strengths Scale is well illustrated.

Table 4.3 College administrators' five-way leadership scores

	$\bar{x}$	S.D.	Rank	Level
Structural Leadership	4.3057	0.9149	5	High
Interpersonal Leadership	4.3675	0.8501	4	High
Political Leadership	4.4109	0.8254	1	High
Cultural Leadership	4.3684	0.8333	3	High

Table 4.3 presents the mean scores for each of the college administrators' leadership dimensions. The highest mean was 4.4109 for political leadership, indicating the strongest political leadership among this group. Educational leadership had the next highest mean of 4.4057. structural leadership had the lowest score of

4.3057 indicating that political leadership was the weakest in the sample group. It can be seen that structural leadership is the leadership that needs to be strengthened the most out of the five leadership skills, while political leadership of the college administrators is more recognised by the faculty members.

Table 4.4 Structural Leadership Scores

	$\bar{x}$	S.D.	Rank	Level
Strong emphasis on careful planning and clear work schedules and timelines.	4.39	0.897	1	High
Ability to set clear objectives and make clear to faculty and staff their respective responsibilities.	4.35	0.929	2	High
Ability to formulate or implement reasonable and clear policies, rules and regulations.	4.29	0.983	3	High
Ability to mobilize resources from outside the college for the development of the college.	4.23	1.075	5	High
Emphasis on clear organizational structure and functioning as a commanding officer.	4.26	1.034	4	High
Total	**4.3057**	**0.9149**		

Table 4.4 presents the structural leadership scores. Of the five variables that reflect structural leadership, "Strong emphasis is placed on careful planning and clear work schedules and time frames." The mean value of 4.39 is the highest ranked, which indicates the strongest in structural leadership. "Ability to set clear goals and make it clear to faculty and staff what their respective responsibilities are." The mean was 4.35, the next highest ranking. "Good at enlisting a variety of resources from outside the college to promote the college." The lowest ranking with a mean of 4.23 indicates the weakest in structural leadership.

Table 4.5 Interpersonal Leadership Scores

	$\bar{x}$	S.D.	Rank	Level
Sensitive and highly caring to the needs of faculty and staff.	4.26	1.012	5	High
Ability to respect, care for and support the faculty and staff.	4.50	0.835	1	Highest
Regularly assists faculty and staff and strives to meet their needs.	4.40	0.898	2	High
A skillful and astute organizer of consultations and negotiations.	4.33	0.938	4	High
Handles relationships and eases tensions quickly and skillfully.	4.34	0.934	3	High
Total	4.3675	0.8501		

As shown in Table 4.5, of the five variables that reflect interpersonal leadership, "Ability to respect and care for and support the faculty and staff at large." The mean value of 4.50 is the highest ranking, which indicates the strongest in interpersonal leadership. "Often helps faculty and staff and strives to meet their local needs." The mean was 4.40, the next highest ranking. "Has a keen sense of the needs of faculty and staff and is highly caring." The lowest ranked mean of 4.26 indicates the weakest in interpersonal leadership.

Table 4.6 Political Leadership Score

	$\bar{x}$	S.D.	Rank	Level
Approach problems with factual basis and rational judgment.	4.43	0.868	2	High
Ability to anticipate and deal tactfully with a variety of conflicts within the College.	4.33	0.918	3	High
Ability to build mutual trust through open and cooperative relationships.	4.44	0.883	1	High
Willingness to listen to and accept input from faculty and staff.	4.44	0.872	1	High
Total	**4.4109**	**0.8254**		

Table 4.6 shows the political leadership scores of college administrators. Of the four variables that reflect political leadership, "Able to build mutual trust through open and collaborative relationships." "Open to listening to and accepting input from faculty and staff." Both had the same mean of 4.44, the highest ranking, which indicates the strongest in political leadership. "Ability to anticipate and deal tactfully with various conflicts within the college." The mean was 4.33 with the lowest ranking, which indicates the weakest in political leadership.

Table 4.7 Cultural Leadership Score

	$\bar{x}$	S.D.	Rank	Level
Form a clear educational mission, beliefs, and philosophy for the college.	4.43	0.846	1	High
Can form a consensus of values among faculty and staff with symbolic things.	4.34	0.948	4	High
Able to inspire a strong sense of mission and responsibility among faculty and staff.	4.40	0.858	3	High
Adept at boosting morale and inspiring faculty and staff to perform at their best.	4.42	0.870	2	High
Able to go beyond the existing conditions of the college to open up new opportunities for growth.	4.25	1.006	5	High
Total	**4.3684**	**0.8333**		

As shown in Table 4.7, of the five variables that reflect cultural leadership, "Developing a clear educational mission, beliefs, and philosophy for the college." The mean value of 4.43 is the highest ranked, which indicates the strongest in cultural leadership. "Good at boosting morale and motivating faculty and staff to perform at their best." The mean was 4.42, the next highest ranking. "Ability to look beyond what the college has to offer and explore new opportunities for growth." The lowest ranked mean of 4.25 indicates the weakest in cultural leadership.

Table 4.8 Educational Leadership Scores

	$\bar{x}$	S.D.	Rank	Level
Lead teachers and emphasize professionalism in educational work.	4.42	0.856	2	High
Discuss new ideas and methods of teaching and learning with teachers.	4.36	0.899	4	High
Gather information to improve the educational effectiveness of the college.	4.36	0.890	4	High
Seek and provide teachers with all the teaching resources they need.	4.37	0.915	3	High
Encourage teachers to pursue continuing education to enhance their professional competence.	4.52	0.772	1	Highest
Total	**4.4057**	**0.7920**		

Table 4.8 shows the educational leadership scores of college administrators. Of the five variables that reflect educational leadership, "Encouraging faculty to pursue continuous study to enhance professional competence." The mean value of 4.52 is the highest ranked, which indicates the strongest in educational leadership. "To lead teachers and emphasise professionalism in educational work." The mean was 4.42, the next highest ranking. "To discuss new ideas and methods of education and teaching with teachers." "Gathering all kinds of advanced information to improve the educational effectiveness of the college." The same mean value of 4.36 with the lowest ranking, which indicates the weakest in educational leadership.

Summary

The questionnaire was used to get an overall picture of the general situation of the leadership of administrators in secondary colleges in the Guangxi Zhuang Autonomous Region. The score of the questionnaire indicates that the higher the score represents the stronger the manager's leadership in that area. Overall, the level of leadership of administrators of secondary colleges in the Guangxi Zhuang Autonomous Region is high. Political leadership scored the highest, educational leadership the next highest, and structural leadership the lowest. This indicates that

subjects believe college administrators have the strongest political leadership, the second strongest educational leadership, the second weakest interpersonal leadership, and the weakest structural leadership. The results of the test can infer that interpersonal and structural leadership in particular need to be improved.

Part 2 Key Case Interviews

According to the research objective (2) In order to propose guidelines for leadership of college leaders in Guangxi Zhuang Autonomous Region. The author selected 10 college administrators among the second-level college administrators of five comprehensive general universities for Key Case Interview. The guidelines were summarised by the researcher through the results of the interviews with the college administrators, which were then derived.

The author selected the cases according to the different disciplines of the second-level colleges where the college administrators are located. After obtaining the managers' consent, the author took a return visit to the field and talked with the managers face to face to obtain the interview data, which were collated and analysed. As some of the experts wished to use an anonymous format, the results were finally presented in a disrupted order. The interview outline was designed to cover managers' self-reporting of their own experiences, evaluation of the current situation of the college, positioning of the manager's role, self-reporting of strengths and weaknesses in the management process, and evaluation of the results of the current manager training. The researcher selected managers from different schools and disciplines among them to do the case synthesis collation.

College Administrator A

More than 20 years ago to take on the administrative position, served as vice president and dean position. As a college leader is first and foremost an administrator with a role to play, and as an administrative head, plays an important role in the administrative functions of the college. Currently the role of the dean as a leader within the university is not fully recognized, in many key events, such as enrollment, finance, employment and other issues, shall be decided by the school, the dean does not have the right to decide. Strengthening information technology construction can improve the quality of management. The student teaching management system, and now use the dissertation evaluation, degree information management system in series to the same management system. After assuming the

management position, he has not given up learning and further study, and has studied for a doctoral degree. In recent years, he has published more than 30 papers in several academic journals. Participating in leadership training every year is very helpful for the improvement of leadership and management ability.

College Administrator B

In July 2008, he was released from the postdoctoral station to teach in the school, and in September, he set up the teaching and research department according to the arrangement of the second-level college. in May 2009, he accepted the appointment of the school to be the vice president of the college. There are 109 faculty members in the college, including 90 full-time faculty members, 1 foreign faculty member, and the proportion of faculty members with doctoral degrees is over 75%. As the main person in charge of the college, the dean plays the role of a leader and a big steward, not a leader. His main task is to improve the construction of disciplines and specialties of the college, and to lead all the faculty and staff of the college in the cultivation of talents, scientific research, cultural heritage, social services and international exchanges and other aspects of the development of the college. The dean of the college is not a leader, but a coordinator and servant between the school and the teachers. The key factors for the development of the college are talent building and system building. Talent is the cornerstone of the college's development, as long as there is a real talent team, it is possible to obtain the appropriate platform and funding to achieve the connotative development; more talent, if the system is unreasonable, and mutual collusion, each other to tear down each other, it is not possible to achieve high-quality connotative development. The highlight is to let every teacher in the college have a chance to speak, introduced more than 50 PhDs, and now all of them are working in a relatively relaxed environment, and all of them have made concerted efforts to achieve breakthroughs in some aspects such as platforms, advocating balanced development. There is never any interruption in professional learning and further training, while taking into account the development of management skills, learning and further training.

College Administrator C

Appointed Associate Dean by the university in 2009, in charge of undergraduate teaching and learning, and has been the Dean of the College since

2016. The secondary college in which he works is one of the first science faculties created by the university. The predecessor of the College was the Specialized Department of Physics and Chemistry, which was founded in 1941, and began enrolling undergraduate students in 1954 and master's degree students in 1982. There are 150 teaching staff members, and 97 of them have been awarded with various talent programs or titles at all levels. The college has provincial first-class disciplines, provincial superiority and characteristic disciplines, key disciplines. As the role played by the dean in the development of the college plays a key role in the construction of the college's talent team, the connotation of the quality of teaching and learning, are to have to bear and responsibility. In the development direction of the college, taking into account the characteristics of the region, comparing similar colleges and universities across the country, examining the tradition of the college and the existing conditions, the heritage of the college disciplines and specialties and other factors to determine the overall goal of the college. The university needs to give greater autonomy to the second-level colleges, such as personnel and financial authority. This is also a difficulty encountered in practice.

The highlight of the work is that some achievements have been made in the construction of the talent team. The college has grown from more than 90 faculty members to the current 150 faculty members, including 47 doctoral supervisors and 64 master's supervisors in addition to the doctoral supervisors. For the college's disciplinary development has played an important role, for the depth of the discipline into the ESI discipline international ranking of the top 1% of the position plays a key role.

In terms of self-cultivation, I have never ceased to professional learning and further education. I pay more attention to the cultivation of management ability, study and further education.

College Administrator D

Having taken up an administrative position more than 20 years ago, I am now the party secretary of the college, and I try my best to fulfill the role of the administrator in practice, and strive to get the support of the heads of departments and disciplines of the college. The administrator needs to communicate the university's policies to the college, and is the actual liaison between the college and the university in terms of information communication. The highlight of his work is

that during his tenure, the construction of degree programs has achieved remarkable results, with an increase in the number of degree programs and doctoral training programs. The construction of first-class disciplines has advanced rapidly, and the level and core competitiveness of the disciplines have been significantly improved. Constantly searching for the strengths and weaknesses of the teachers, we have to think about what kind of policies to use and how to mix and match in order to maximize the benefits of the college's work under the existing conditions. To professional learning and further training never stop, while taking into account the training of management skills, learning.

College Administrator E

The role of the dean is mainly to play the role of the top and the bottom, he should have a deep understanding of the policies at the school level and convey them to the teachers in a timely manner, on the basis of the existing policies, to ensure that all the staff of the college work hard to complete the planning tasks for the construction of disciplines and specialties, and to achieve the smooth development of all the work of the college. A good management and incentive system will attract more talents to join and work for it, and will realize a higher interactive effect. In the process of developing the college, it is necessary to condense the key direction of the college's disciplines and clarify the development path of the college. In terms of their own ability, they have participated more in policy theory and practice training, management training and practice, for example, they have been to other key universities to participate in many trainings.

College Administrator F

The college has a long history of teaching and learning, and the college has trained nearly 20,000 graduates for all walks of life, who have become the backbone of various industries and made important contributions to educational development, economic construction and social progress. In the role perception, the dean is a very important manager, the role of the service provider, as the dean of the college's main responsibility is to preside over the overall work of the college's administration, responsible for discipline construction, finance, experimental demonstration centers, large-scale instrumentation management, etc., so not only do you need to have profound knowledge, but also to have a very high level of morality. In practice, it is easy to ignore and especially important to listen to the actual needs and visions of

frontline teachers. In addition, administrators also need to communicate the relevant spirit of the higher-ups to the teachers of the college in a timely manner. After taking up the management position, he has never given up learning and further study, and visited Harvard Medical School in the United States for one year during his tenure as dean to learn some advanced new knowledge, new teaching methods and policies from abroad.

College Administrator G

The administrator of the college is the representative of the college in the professional field and the highest leadership status. The dean presides over the teaching, scientific research and administrative work of the college in a comprehensive manner, ensures that all the faculty members of the college can teach well and the students can read well, and is responsible for the cultivation of talents, academic research and even the social service and other affairs of the college. College administrators should do a good job of goal planning for the college, including having scale control, moderate development, taking undergraduate education as the foundation, vigorously developing graduate education, and cultivating academic professional and applied talents. The role of the dean should have a deep understanding of the dynamics of the teachers and actively communicate with the school so that the teachers can realize their overall effectiveness. As the level of talents becomes higher and higher, the college policy and management system will be revised and improved along with it. In terms of professional learning, participate in or organize some discussion classes on your own, take the initiative to learn some new knowledge on the Internet, new teaching methods and policies, etc.

College Administrator H

College administrators in practice mainly have to study the relevant national and school policies, communicate actively with the school's senior management, cooperate fully with the school's functional departments, and keep abreast of the actual situation of each teacher in the college, as well as reflect the difficulties and solutions faced in the construction of the college and the suggestions and difficulties of the teachers to the relevant departments in a timely manner to strive for the support of both sides. In addition the development of disciplines must face the national major strategic needs and effectively promote the construction of

innovative teams. It is worth noting that the dean's management affairs have become increasingly complicated, and the administrative pressure has blurred his own perception of his role, and he is somewhat overwhelmed. The administrative and teaching double-shouldered dean has a fairly heavy teaching and research tasks. After taking office, I have participated in a lot of policy theory and practice training, management training and practice, which have played a great role in promoting the improvement of policy theory and management level.

College Administrator I

College administrators need to know the school's management system and talent system well and also have their own insights, and be good at improving the college's management regulations according to the school's system. Talent is the cornerstone of college development. They are good at listening to the actual needs and visions of frontline teachers, and care highly for the members of the organization. Focusing on the coordinated development of the team, he is committed to handling various relationships and easing tensions. For the introduction of talents and team building, it is necessary to do a good job in team building, platform building, direction condensing, and there is also a need to do a good job in talent team protection and institutional mechanism protection. Particular attention is paid to cultural inheritance, encouraging members of the organization to have a sense of mission and responsibility, but there are not many relevant examples mentioned in specific interviews. Being in a managerial position, he never stops his own professional learning and further training, and at the same time, he takes into account the training, learning and further training of his managerial ability, and he also dabbles in teaching and research activities and professional skill development with the university and outside the university.

College Administrator J

A college administrator who has extensive administrative experience, has a clear understanding of his/her own role and is able to accurately identify the dilemmas of today's administrators, is committed to the development of the college and the university, and contributes to the development of the college, its environment, and the disciplines. With regard to the relationship between departments and the faculty and staff of the college, the manager should be able to enlist the support of the heads of departments and disciplines of the college and be

a good negotiator. He is also accustomed to listening to members of the organization. For the excellent results in the construction of degree programs, it can be seen that the administrator has a strong cohesion in professional construction, gathering the members of the organization to complete to reach a consensus, important goals, and achieve significant results, the degree programs and doctoral training points have increased during his tenure. In addition, he or she was able to examine the tradition and existing conditions of the college, the legacy of the college's disciplines and specialties, and other factors that determined and clarified the overall goals of the college. This administrator also pays more attention to the cultivation of management ability, study and further education. He actively learns some advanced new knowledge, new teaching methods and policies from abroad. He also pays close attention to policy theory and practice training, management training and practice participation.

Summary

Based on the questionnaires and focus case interviews, it was concluded that the leadership level of the administrators of secondary colleges in the Guangxi Zhuang Autonomous Region is high.

In the focus case analysis, the researcher comprehensively analysed the content of college administrators' conversations and concluded that the guidelines for improving structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership are all useful for the overall improvement of college administrators' leadership. The main elements of the Leadership Guidelines for College Administrators are listed below:

Structural Leadership

(1) Enhance learning of social policies and school systems.

(2) Define your role and improve the organizational structure so that the faculty and staff can perform their respective duties.

(3) Seek external resources to promote the development of the college.

Interpersonal Leadership

(1) To feel sensitive to the needs of faculty and staff and to care for and respect them.

(2) To help faculty and staff to meet their reasonable needs.

(3) Enhance consultation and negotiation skills.

Political Leadership

(1) To deal with issues through rational judgment based fully on facts.

(2) Anticipate and deal tactfully with internal college conflicts.

(3) Gaining support and admiration from superiors and subordinates and building mutual trust.

Cultural Leadership

(1) Clarify the mission and philosophy of the college.

(2) Enhance college cohesion and provide faculty and staff with a sense of mission and responsibility.

(3) Encourage morale and motivate faculty and staff to perform at their best.

Educational Leadership

(1) Enhance one's professionalism in educational work and take a good lead.

(2) To collect advanced counseling, learn advanced concepts, and discuss with faculty and staff to make progress together.

(3) Encourage faculty and staff to pursue continuous training to enhance the overall professional competence of the College.

Part 3 Assessing the Feasibility of the Guidelines

According to the research objective (3) in order to assess the feasibility of the guidelines for managerial leadership in colleges. The researcher invited five experts from three universities to do an assessment of the managerial leadership development guidelines. The expert assessment data are shown in Table 4.9:

Table 4.9 Experts Assessment Scores

Structural Leadership	$\bar{x}$	S.D.	Serial Number	Level
Enhance learning of social policies and school systems.	4.6	0.548	2	Highest
Define their roles and improve the organizational structure so that the faculty and staff can perform their respective roles.	4.8	0.447	1	Highest
Seek external resources for the development of the college.	4.8	0.447	1	Highest

Table 4.9 (Continued)

Structural Leadership	$\bar{x}$	S.D.	Serial Number	Level
Interpersonal Leadership				
Feel sensitive to the needs of faculty and staff, care for and respect them.	4.6	0.548	2	Highest
Help faculty and staff to meet their reasonable needs.	4.8	0.447	1	Highest
Enhance consultation and negotiation skills.	4.4	0.548	3	High
Political Leadership				
Deal with issues through rational judgment, based fully on facts.	4.4	0.548	1	High
Anticipates and tactfully handles internal college conflicts.	4.4	0.548	1	High
Gain the support and admiration of superiors and subordinates and build mutual trust.	4.4	0.548	1	High
Cultural Leadership				
Clarify the mission and philosophy of the college.	4.6	0.548	2	Highest
Enhances college cohesion and provides faculty and staff with a sense of mission and responsibility.	4.8	0.447	1	Highest
Builds morale and inspires faculty and staff to perform at their best.	4.4	0.894	3	High
Educational Leadership				
Enhance one's professionalism in educational work and play a good leadership role.	4.6	0.548	2	Highest
To collect advanced counseling, learn advanced concepts, and discuss with college faculty and staff to make progress together.	4.6	0.548	2	Highest
Encourage faculty and staff to pursue continuous training to enhance the overall professional competence of the College.	4.8	0.447	1	Highest

As shown in Table 4.9, the College Administrators Leadership Guidelines Scale has a relatively high mean of between 4.4 and 4.8. The scale is divided into five sections, which are: three items for structural leadership, three items for interpersonal leadership, three items for political leadership, three items for educational leadership, and three items for cultural leadership. The scale is scored on a five-point Likert scale, which corresponds to:

5 Indicates a very high level of feasibility of leadership guidelines for college administrators.

4 Indicates a high level of feasibility of leadership guidelines for college administrators.

3 Indicates a medium level of feasibility of leadership guidelines for college administrators.

2 Indicates a low level of feasibility for the College Administrator Leadership Guidelines.

1 Indicates a very low level of feasibility for the College Administrator Leadership Guidelines.

Higher mean scores represent the greater feasibility of leadership guidelines for college administrators as perceived by the experts interviewed.

Summary

To validate the feasibility of the managerial leadership development guide, the researcher solicited five experts from three universities to assess the guide. The mean scores for all assessment options ranged from 4.4 to 4.8, a result that strongly supports the effectiveness of the development guide. The ratings of the five experts indicate the strengths of this managerial leadership development guide in enhancing leadership competencies.

Chapter 5
Discussion Conclusion and Recommendations

The objectives of this study are: 1) In order to study the current situation of the leadership of administrators in college in Guangxi. 2) In order to present the guidelines for developing the leadership of administrators in college. 3) To assess the feasibility of the guidelines for developing the leadership of administrators in college. Variables include five aspects of leadership of college administrators: 1) structural leadership 2) interpersonal leadership 3) political leadership 4) cultural leadership 5) educational leadership. The sample group for this study was the faculty and staff of second-level colleges of general comprehensive universities within the Guangxi Zhuang Autonomous Region, with a planned sample size of 375. In order to ensure the sample size, the questionnaires were distributed slightly higher than the planned sampling figure, and 418 valid responses were actually recovered. They were drawn by systematic random sampling. The interview group was the administrators of second-level colleges of general comprehensive universities, totalling 10 persons. The research tools included literature analysis, questionnaires, structured interviews and evaluation forms. The statistical quantities used for data analysis were percentage, mean and standard deviation.

The results found that the current state of leadership of college administrators in five areas is at a high level. According to the results of the study, in descending order, the highest level of political leadership, followed by educational leadership and the lowest level of structural leadership. The developmental guidelines to improve the leadership of the college administrators are: to enhance the learning of social policies and school systems; to clarify their roles and improve the organisational structure so that the staff members can perform their duties; and to seek external resources for the development of the college. To feel sensitive to the needs of the staff and to care for and respect them; to help the staff and to meet their reasonable needs; to enhance the ability of consultation and negotiation. To deal with problems through rational judgement fully based on facts; to anticipate and tactfully deal with internal conflicts in the College; to gain support and admiration from superiors and subordinates, and to build mutual trust. Clarify the

mission and philosophy of the College; enhance the cohesion of the College so that staff have a sense of mission and responsibility; boost morale and inspire staff to work at their best. Enhance their own professionalism in educational work and play a good leading role; collect advanced advice, learn advanced concepts, and discuss with faculty and staff to make progress together; encourage faculty and staff to pursue continuous training in order to enhance the overall professional competence of the College. The results of the evaluation of the feasibility of the guiding principles for improving innovative leadership among middle managers are at the highest level.

Conclusion

Part 1

According to the research objectives (1) in order to study the current situation of managerial leadership in colleges of Guangxi Zhuang Autonomous Region. Through the questionnaire survey, a comprehensive understanding of the overall situation of managerial leadership in second-level colleges in Guangxi Zhuang Autonomous Region, according to the questionnaire survey and calculation results can be concluded as follows:

The Questionnaire has high reliability, high correlation between subscales and appropriate validity. It can be considered that the questionnaire questions are more evenly designed, have a strong scientific nature, and can reliably measure the leadership of college administrators.

The score of the questionnaire indicates that the higher score represents the stronger leadership of the administrators in this area. Overall, the level of leadership of administrators of secondary colleges in Guangxi Zhuang Autonomous Region is high. Political leadership scored the highest, educational leadership the next highest, and structural leadership the lowest. This indicates that subjects believe college administrators have the strongest political leadership, the second strongest educational leadership, the second weakest interpersonal leadership, and the weakest structural leadership. The results suggest that interpersonal and structural leadership are particularly in need of improvement.

Of the structural leadership skills, "Good at enlisting a variety of resources from outside the college for the advancement of the college." Considered to be the least well done by managers, "Strong emphasis on careful planning and clear work

schedules and timelines." Considered the best thing the administrator did. Interpersonal Leadership "Sensitive to the needs of faculty and staff and highly caring." Considered to be the worst thing administrators do, "Ability to respectfully care for and support the faculty and staff at large." Considered the best thing administrators do. Political Leadership "Ability to anticipate and deal tactfully with conflicts within the college." Considered the worst thing administrators do, "Ability to build mutual trust through open and cooperative relationships." Considered to be what administrators do best. Cultural Leadership in "Being able to look beyond what the college has to offer and open up new opportunities for growth." Considered the worst thing administrators do, "Developing a clear educational mission, beliefs, and philosophy for the college." Considered to be what administrators do best. Educational Leadership in "Gathering a variety of state-of-the-art information to improve the educational effectiveness of the college." Considered to be the worst thing administrators do, "Encourage faculty to pursue continuous study to enhance professional competence." Considered the best thing administrators do.

Part 2

According to the research objective (2) in order to propose guidelines for leadership of college leaders in Guangxi Zhuang Autonomous Region. This study analysed the results of the questionnaire survey and the key case interviews to propose three guidelines for each of the five important variables affecting the leadership of college administrators in order to improve the overall leadership of administrators. The guidelines included the feedback from the subjects in the study, which included the following: "Being good at soliciting resources from outside the college for the development of the college.", "Sensitive and caring to the needs of faculty and staff.", "Able to anticipate and sensitively handle conflicts within the college.", "Ability to look beyond the existing conditions of the college to open up new opportunities for growth.", "Discusses new ideas and methods of teaching and learning with faculty." "Gather advanced information to improve the educational effectiveness of the college." The variables such as what is considered to be in need of improvement and what is not being done enough are also included in the study with a high percentage of scores. It is necessary for the guidelines to cover the five main variables that affect leadership in order to better develop administrator leadership in a holistic manner.

Part 3

To validate the feasibility of the Leadership Development Guide for Managers, the researcher solicited five experts from three universities to evaluate the guide. The mean scores for all assessment options ranged from 4.4 to 4.8, a result that strongly supports the validity of the development guide. When the researcher solicited five experts from three universities to assess the managerial leadership development guide, a range of meaningful feedback was obtained. Some of these were noteworthy, for example:

Expert A: This expert's assessment of the guide shows a very high level of positivity. This expert recognized the high potential of the guide to help managers improve their leadership skills, especially in covering structural leadership, interpersonal leadership, political leadership, cultural leadership and educational leadership.

Expert B: This expert made some valuable suggestions and comments during the evaluation process. He believed that the guide should treat interpersonal leadership and political leadership in more detail because it is important for managers to focus on structural issues within the organization.

Expert C: This expert gave a positive assessment of the guide during the evaluation process. They found the structure and content of the guide to be very clear and particularly applicable to middle managers, and a meaningful direction for research on leadership development for college administrators.

Expert D: This expert believes that the guide provides practical guidance and that the concepts are consistent with current best practices in leadership research, which enhances its credibility. Some of the concepts may be overly theoretical and more empirical research is needed to support its validity.

Expert E: This expert recommends more extensive field testing to understand the applicability of the guide in different organizational and cultural settings.

Taken together, the five experts' evaluations indicate that this managerial leadership development guide has some strengths in enhancing leadership competencies, but further refinement and support from empirical research are needed to ensure its effectiveness and applicability. This feedback is important for improving the guide and providing guidance for future research.

Discussion

Part 1 Current state of leadership

It was found that the overall picture of administrator leadership at the college, with the lowest mean value of administrator leadership as perceived by college staff, was structural leadership, indicating the weakest structural leadership, and the highest score for political leadership, indicating the strongest political leadership. As Richards. (2008, p.131-144). mentioned leadership is exceptionally complex and multifaceted in a given higher education environment. Kouzes and Posner. (1987, p.152-167). argued that due to the different sizes of universities, the history of deanships, and the management styles of the presidents, the responsibilities and roles of deans also show different patterns in different universities. roles also show different patterns.

In the survey of structural leadership, it was found that of the five variables affecting structural leadership, "Good at enlisting a variety of resources from outside the college to promote the college." The mean ranked the lowest, which indicates that it was considered the weakest in the test of structural leadership. Indicating that faculty and staff, are sensitive to and feel under-resourced, both on and off campus. As Tucker & Bryan. (1988, p.108). argued, as the primary leader of the college, the dean must make decisions on many issues, including resource allocation, faculty evaluation and promotion, and office supply allocation. Faculty members believe that administrators "place a strong emphasis on careful planning and clarifying work schedules and time frames." With a mean of 4.39, the highest rating, this indicates the strongest of the structural leadership skills. This indicates that there is "a strong emphasis on careful planning and clarity of work schedules and timelines." Where it was perceived as being done well by the faculty, its importance also converged with the research of Bolton. Bolton. (1973, p.352-369). conducted a study of Cincinnati University and found reliable avenues for facilitating organisational development at the faculty level and noted that good communication, decision-making, and problem-solving were the key factors in increasing the level of and that good communication, decision-making and problem-solving skills are important facilitators of decision-making at the faculty level.

The survey found that college faculty and staff believe that administrators' interpersonal leadership "is respectful and caring and supportive of the faculty and

staff at large." The mean ranked the highest, which indicates that in Interpersonal Leadership the leader is perceived to do the best job. "Sensitive and highly caring to the needs of faculty and staff." The lowest mean ranking, which indicates that in interpersonal leadership is perceived by the subjects to be doing a poor job, suggesting that faculty and staff need a high level of care from their managers and that the managers themselves do not perceive that they are doing a good job in caring for their staff. The doctrine of transformational leadership, as proposed by Bass. (1985, p.30), emphasises idealised influence, motivational drive, intellectual stimulation and personalised care.

It was found through the survey that college faculty and staff perceived the political leadership of administrators to be "open to listening to and accepting input from faculty and staff." The mean ranked the highest, which indicates that in political leadership the subjects believe that leaders do the best job. This indicates that the subjects valued the importance of communication. As Wheatley. (1992, p.38), an American scholar, argues that power in an organisation is tied to the ability to manage relationships, and that a dean who lacks access to the faculty and does not communicate loses the basis of power. College staff perceived administrators' political leadership to include "the ability to anticipate and deal tactfully with a variety of conflicts within the college." With a mean of 4.33, the lowest rank, which indicates the weakest in political leadership, suggests that the resolution of conflicts within the college may lead to dissatisfaction of the faculty and staff as a result of compromising the interests of some groups. This situation is as Sarros et al. (1999, p: 165-185) pointed out that the dean has to navigate between groups belonging to different subcultures with different interests, and has to satisfy the needs of different stakeholders, which are sometimes in conflict with each other.

The survey found that college faculty and staff ranked the cultural leadership of administrators as "being able to look beyond the existing conditions of the college to develop new opportunities." The lowest mean ranking indicates the weakest cultural leadership and suggests that administrators may not be doing enough to develop new opportunities beyond the conditions of the college. "Developing a clear educational mission, beliefs, and philosophy for the college." The highest mean ranking, which indicates that in cultural leadership administrators are recognised by the subjects in this area. As Dong. (2020, p.77-83). argues that leadership stems from

a leader's character, disposition, and values, and is a collection of practical abilities to manage, control, or influence the behaviour of groups of people in order to achieve a collective goal. Alban. (2021, p.50). et al. (2021, p.50), by examining the impact of dean of higher education and faculty director on the perceptions of transformational leadership practices in Colombian higher education institutions, found that administrators can improve leadership, enhance the quality of education, and increase organisational effectiveness by improving leadership commitment, shared vision, idealised influence, motivational incentives, intellectual stimulation, organisational performance, and future direction.

The survey found that college faculty and staff believe that administrators' educational leadership "discusses new ideas and methods of teaching and learning with faculty." "Gathering all kinds of advanced information to improve the educational effectiveness of the college." The mean rankings were all very low, which means that in educational leadership was perceived as the weakest by the subjects. This indicates that the administrators are not perceived to be discussing new ideas and methods of teaching and learning in education with the teachers in their work and not doing enough in the collection of advice. Without improvement, administrators will not be able to demonstrate educational leadership ideally. As Shao. (2018, p.72-76). argues that teacher leadership is the rediscovery of the role of the educational subject of school teachers under the concept of governance, which manifests itself as an interstitial influence, a flexible ability to influence, and consists mainly of curricular leadership, educational leadership, scientific research leadership and social leadership. Educational Leadership for Administrators "Encourages teachers to pursue continuous learning to enhance professional competence." The highest ranked mean indicates the strongest educational leadership. This indicates that administrators are perceived to be doing the best job of "encouraging teachers to pursue continuous learning to enhance their professional competence." Doing the best. As Bolton and Boyer. (1973, p.352-369). showed in their study of Cincinnati University, the results showed that leaders at the faculty level played a dual role of teaching and administration in between.

Part 2 Leadership Guidelines for Administrator

In the focused case study, the researcher synthesized the conversation and concluded that guidelines for enhancing structural leadership, interpersonal

leadership, political leadership, cultural leadership, and educational leadership are all useful for the overall enhancement of college administrators' leadership.

Ways to enhance structural leadership include (1) Strengthening the study of social policies and school systems. (2) Clarifying one's role and improving the organizational structure so that faculty and staff can perform their respective roles. (3) Seek external resources to promote the development of the college. As Tucker & Bryan. (1988, p.108). argued, decision-making is the dean's legal duty and the dean's power. To make good decisions administrators must understand social policies and the university system in order to grasp the direction of the college. Research by Boer also argues that changes in the social environment have had an impact on organizational change at the university, and consequently the administrators' own roles have changed. A study by Boer, Goedegebuure. (2009, p.347-364). et al. points out that in the last 25 years, changes such as massification of higher education, diversification of funding sources, individual sharing of the cost of education, social accountability, and emphasis on organizational performance have formed the backdrop for organizational change in universities.

Some of the ways to enhance interpersonal leadership are (1) Being sensitive to the needs of faculty and staff, caring and respecting them. (2) Helping faculty and staff and meeting their legitimate needs. (3) Enhancing consultation and negotiation skills. Bolman & Deal's Human Resource Frame, which is largely derived from psychology, views the organization as a family containing a number of people with needs, emotions, biases, and abilities, who have the ability to learn as well as old-fashioned attitudes. The key thing about this framework is to make the organization fit the people so that people have jobs while feeling good about what they do. Ways to Enhance Interpersonal Leadership sees the role of the manager as reconciling the atmosphere within and between organizations. Good managers need to break down the undesirable factors and climate in the college that may affect interpersonal leadership, and purposefully regulate their own behavior to encourage positive interpersonal relationships within the organization and enhance interpersonal leadership.

Ways to enhance political leadership include (1) dealing with issues through rational judgment, based fully on facts. (2) Anticipating and tactfully handling internal college conflicts. (3) Gaining support and adherence from upper and lower levels and

building mutual trust. Political leadership focuses on the need for administrators to be able to persuade faculty and students, to organize members to work together as a team, and to be able to effectively resolve conflicts and contradictions among members of the organization. As Clark & Neave. (1992, p.1390 - 1396). argued, deans are only temporary positions with administrative or managerial functions, and they bridge the communication gap between faculty and administrators. Administrators who are able to deal with problems through rational judgment, anticipate and deal tactfully with conflicts within the college, naturally gain support and adherence from their superiors and subordinates.

Ways to enhance cultural leadership include (1) clarifying the mission and philosophy of the college. (2) Enhancing college cohesion so that faculty and staff have a sense of mission and responsibility. (3) Boosting morale and inspiring faculty and staff to perform at their best. As research by scholars such as Kouzes. (1987, p.152-167). confirms the common characteristics of becoming a successful dean and department chair, i.e., co-envisioning to inspire others, challenging the status quo, and making the crowd walk. The cultural leadership approach represents the administrator's personal charisma, which builds a sense of mission and value that affects the individual or team, as well as regulates the organizational culture. Each university or college has its own cultural heritage, and the culture of the college should be attributed to the school culture, but also should have its own disciplinary characteristics. As Jin et al. (2014, p.3-8). studied the appeal of college presidents, he believes that appeal is an internal attraction composed of personal beliefs, knowledge, wisdom, talent, cultivation, etc., and is a core factor for leaders to achieve successful leadership. The study constructed a model of college dean's appeal in combination with the organizational characteristics of colleges and universities, and proposed that the dean's appeal should be enhanced by using virtue, talent, reason, emotion and strategy.

The methods to enhance educational leadership include (1) enhancing one's own professionalism in educational work and playing a good leading role. (2) Collecting advanced counseling, learning advanced concepts, and discussing with college faculty and staff to make progress together. (3) Encourage faculty and staff to pursue continuous training to enhance the overall professional competence of the college. Educational leadership is the cornerstone of administrator leadership and

characterizes college administrators. As Mercer. (1997, p.31-50). found in his study of academic middle leaders, academic middle leaders are the driving force of the college organization and are the key to improving the quality of teaching and learning. As academic leaders, they are empowered to plan the direction of the college. This study by Seale. (2015, PhD Thesis). reveals a world in which deans, as traditional academic leaders, must now navigate and negotiate the demands of executive management, which some find particularly challenging. Zhang. (2014, p.93-98). argues that the president should be a unifier of the three roles of educator, leader, and administrator.

Part 3 Assessing the feasibility of the guidelines

For the guidelines proposed by the study, the researcher invited five experts in pedagogy to evaluate and draw conclusions. The researcher created an expert evaluation form and invited experts to evaluate the guidelines. This ensures the feasibility and professionalism of the guidelines. By inviting experts to evaluate the guidelines, the researcher will not only be able to verify that they meet the intended objectives, but will also be able to gather feedback from the experts. This process will help in verifying that the guidelines are recognized by the professionals and will be able to gain valuable assistance from their experience and expertise. Inviting experts to evaluate the guidelines will also help to ensure their applicability in practice and to make the necessary modifications and improvements to ensure their effective implementation. Based on their practical experience and knowledge of the field, experts can provide valuable suggestions and advice to help researchers identify potential problems or points for improvement. It will help to improve the quality and implementation effectiveness of the guidelines and provide better guidance for future decisions and actions. The evaluation found that "Seek external resources for the development of the college." "Clarify their roles and improve their organizational structure so that faculty and staff can do their jobs." "Helps faculty and staff and meets their legitimate needs." "Enhance the cohesion of the college so that faculty and staff have a sense of mission and responsibility." "Encourage faculty and staff to pursue continuous training to enhance the overall professional competence of the college." The average scores were all 4.8, the most recognized by experts across the leadership aptitudes. As Zhang & Hu. (2018, p.15-24). argued that research on principal leadership in China has been conducted more in a number of

dimensions, such as educational leadership, transformational leadership, distributed leadership, etc., and lacks a more comprehensive assessment; and that most of the measurements of principal leadership are based on teacher evaluations, and that most of the correlation analyses of principal leadership and teacher development outcomes are conducted directly at the teacher level, or the Measures of principal leadership were mostly based on teacher evaluations, and analyses of the association between principal leadership and teacher development outcomes were mostly conducted directly at the teacher level or averaged out across schools, with less assessment of the rationale for this practice. This suggests that guideline-specific assessments are particularly important. According to Wang. (2015, p.1-6), in China, there are many studies on student management, learning and teaching, teachers and principals, but there are few more comprehensive and in-depth studies on deans and their work. The core skill of the dean is communication. The dean creates a climate of dialogue and solidifies the environment for communication by building systems and organizational structures that make decision-making through communication a culture and tradition of the college. The dean must show the utmost respect for the faculty and a sincere interest in their interests. Through communication, the dean can motivate the faculty. The dean should especially listen to those faculty members who are on the fringes of the college, even those who often hold opposing views, and in communication the dean should focus on the positive aspects of these faculty members, thus creating a more congenial environment and a more positive attitude. Wang's research also demonstrates the positive impact of improved communication, creating a climate, building systems, and focusing on the interests of employees on the development of administrators' leadership.

Recommendations

Recommendations for the Application of Research Findings

Structural Leadership

(1) Strengthen the study of social policies and school systems. College administrators' decisions must be in line with the scientific development concept that is fundamental to human beings in the new historical environment, comprehensively implement the education policy that meets the national

requirements, promote modernized quality education, comprehensively implement the new curriculum reform, realize the strategy of developing the country through science and education, the strategy of strengthening the country through talents, and improve the ability of independent innovation. This requires managers to have a high level of policy and the ability to grasp the policy, and be able to improve the school and college management regulations based on the social environment and college environment.

(2) Define their own roles and improve the organizational structure so that the faculty and staff can perform their respective duties. Most of the universities have a lengthy hierarchical structure, and the actual school management structure tends to be loosely coupled structure, reduce the intermediate links, increase the management range, can, to a certain extent, increase the understanding of the hierarchy, reduce the cost of decision-making, and increase the sense of responsibility and motivation of the members of the organization. As the main person in charge of the college, the dean plays the role of a leader and a big steward. His main task is to improve the construction of disciplines and specialties of the college, and to lead all the faculty and staff of the college to move forward in talent cultivation, scientific research, cultural heritage, social services and international exchanges. The role of the dean is mainly to play the role of the upper and lower levels, and actively communicate with the senior management of the school, but also to understand the actual needs and visions of the college staff in a timely manner, and timely convey the relevant spirit of the higher levels to the teachers of the college, but also the difficulties faced in the construction of the college when reflecting to the relevant departments to obtain the support of both sides.

(3) Strive for external resources to promote the development of the college. External resources include resources outside the college and resources outside the school. As far as the college is concerned, other second-level colleges are both competitors and partners in the same school. College administrators should try to fight for more resources in the school's functional departments, such as enrollment quotas, school grants, etc. They should also try to integrate internal resources with other colleges to form a research and development group or a reporting group to enhance the college's original research or teaching ability. For external resources,

administrators can obtain information resources on policies and regulations through the websites of governmental departments and databases of policies and regulations, so as to understand the national policies in a timely manner and formulate reasonable development strategies. It is also possible to obtain research technology, scientific research results and experience through off-campus research organizations. Through cooperation with research organizations, the college can obtain research resources, conduct cutting-edge research, and improve the academic level and competitiveness of the college.

Interpersonal Leadership

(1) To feel sensitive to the needs of faculty and staff, and to care for and respect them. Understand faculty and staff deeply, go into the grassroots of the staff, observe the actual work, the help needed, and understand the difficulties of the staff. Help staff to do career planning, understand the growth route of teaching staff, planned organizational training. Care for the safety and health of teaching staff, pay attention to the spiritual construction of teaching staff, reasonably give employees the power to manage and control their own work, and stimulate the staff's working spirit.

(2) Help teaching staff and meet their reasonable needs. Listen to the voices of the teaching staff, pay attention to the demands of the staff, and incorporate psychological care into the scope of regular ideological work. For most of the teaching staff, salary income can not be fundamentally satisfied, the staff's demand for economic and salary is endless, a salary level is impossible to get most people satisfied, after meeting a certain income requirements, will sprout new requirements, so the staff's needs can be from the direction of the working environment, career advancement and psychological care. Creating a comfortable working environment includes the decoration of the office area, supplies and other aspects to provide work convenience. In terms of psychological care, the ideological situation of college staff should be analyzed regularly, and different psychological guidance should be carried out for different positions, different job nature, different titles and different links. Employees are thirsty for fairness and hope that the fruits of their labor will be recognized by the organization, and that there will be promotion opportunities for their positions or titles to reach a higher work platform.

(3) Improve consultation and negotiation skills. Good use of different communication methods can improve the efficiency of consultation. Oral communication, in the form of verbal language, a mode of information exchange, including speeches, consultations, discussions, dialogues, talks, etc., the advantage is that rapid feedback can enable both sides of the communication on the asymmetry of information to make timely corrections, and the disadvantage of weak authority, randomness, confidentiality and so on. Written communication, in the form of written text for a mode of information exchange, including letters, notices, etc., the advantage of normative, authoritative, accurate, heterogeneous preservation, conducive to review, the disadvantage of slow efficiency, poor timeliness, lack of flexibility. Electronic media communication, electronic equipment for a mode of information exchange, the advantage is not subject to the restrictions of time, location, space, disadvantages and oral communication similar to the lack of formality. Managers should flexibly use communication methods according to the actual situation and broaden communication channels at the right time. The role of the manager of the second level college is to carry on the top and start the bottom, to do to improve the consultation, negotiation ability to use the appropriate channels to do a good job in the upper and lower levels of communication as well as the level of communication. Not only pay attention to the needs, expectations, and management of faculty and staff, but also pay attention to the communication and negotiation of various departments within the university.

Political Leadership

(1) Fully based on facts and dealing with problems through rational judgment. Rationality generally refers to concepts, judgment, reasoning and other forms of thinking or developmental activities, dealing with problems in accordance with the laws of the development of things and the principles of natural evolution to consider the attitude, consider the problem, deal with things not impulsively, not only based on feelings to do things. Reason discovers the truth through arguments and persuasive arguments, and obtains conclusions, opinions and reasons for action through logical reasoning rather than relying on appearances. Dealing with problems through rational judgment based on facts likewise satisfies the faculty's quest for fairness and impartiality without favoritism. Beneficial to the cooperation and interaction of the members of the organization, to create harmonious interpersonal

relations, to ensure that the individual interests of the individual faculty and staff deserve, so that individuals get to feel the dignity and improve the efficiency of the work. Create coordinated interests, link collective conflicts, reduce conflicts within the organization, and maintain organizational order.

(2) Anticipate and tactfully deal with internal conflicts in the college. Anticipation of conflicts is important, by anticipating events, college leaders or managers can perceive potential conflicts and problems before they escalate. This helps them to take timely action to prevent the conflict from escalating further and affecting the overall functioning of the college. When dealing with internal college conflicts, appropriate steps are taken to resolve the issues. This includes techniques such as effective communication, mediation and negotiation that can reduce the negative impact of conflict. College administrators can take proactive steps to prevent conflict and promote teamwork and collaboration. Conflict within the College can consume a great deal of time and energy and interfere with the progress of teaching and research. By anticipating and tactfully managing conflict, the disruptions that cause it can be reduced and productivity increased. This is critical to the stable operation of the college, teamwork, and maintenance of points.

(3) Gaining support and admirers from above and below and building mutual trust. This can help within the college, achieve common college goals, and improve efficiency. Gaining support from all levels promotes the entire college team to work in a congenial manner towards common endeavors and to pursue the college's mission and goal vision together. The support of superiors leads to more resources and support, and the championing of subordinates leads to a higher level of motivation for faculty and staff and helps to reduce barriers that impede the progress of the College's work. DEDICATION AND RESPECT FOR OTHERS: Lay a foundation of mutual trust for others and dedication. Supervisors should respect the views, problems, and needs of their superiors and provide support, respect, and assistance. Subordinates should also respect the decisions and guidance of their superiors and actively participate in the goals and work of the College. Specific practices include: Building teamwork: Encouraging the building of a teamwork spirit promotes the building of mutual trust and encourages employees to support each other, share knowledge and experience, and work together to achieve work goals. Establishing shared values: Ensuring that the College's values and philosophies are

consistent with those of its employees. Shared values help to build a sense of sincerity and identity, further enhancing a relationship of mutual trust. Demonstrate values and results: Earn recognition and respect from supervisors and subordinates by demonstrating values and results at work. Strive to achieve excellent performance at work and, at the same time, support subordinates in achieving success at work by providing them with the necessary resources and support. Build Trust: Honesty, transparency and consistency are key elements in building trust. Keep your promises, honor your commitments to your subordinates and share with them the motivations and reasons for information and decisions.

Cultural Leadership

(1) Clarify the mission and vision of the college. Clarify and communicate the mission and vision of the college to all faculty and staff. This can be done through internal communication, training, etc. A clear mission and vision helps to inspire a sense of belonging and purpose to the college. It stimulates a sense of involvement and participation among faculty and staff and encourages them to be actively involved in the decision-making and planning process of the college so that they feel their voices are heard and valued. Emphasize the distinctiveness of the college and find the uniqueness of the college, linking it to the mission and philosophy of the college. Emphasize the college's areas of specialization, educational methods, and research priorities so that faculty and staff can recognize the importance and value of the college in specific areas.

(2) Enhance the cohesiveness of the college so that faculty and staff have a sense of mission and responsibility. Promoting open and transparent communication ensures that members of the college can freely communicate and share information. This helps to reduce information inaccuracies and speculation. Creating shared experiences and organizing college-wide events and programs that enable college members to participate together, including hosting academic seminars, social events, volunteer activities, etc. Shared experiences and activities help build connections and gathering power. Encourage staff development and growth by providing opportunities for staff development and growth that express support for their personal and professional goals while integrating with the College's development goals. Some degree of empowerment of faculty and staff to participate in the decision-making process through regular team meetings, workshops, and planning

sessions allows them to feel that their voices are heard and valued. Faculty members' participation in the decision-making process can increase their sense of belonging and responsibility to the college.

(3) Encourage morale and motivate faculty members to perform at their best. Communicating positive feedback and recognition, giving timely affirmation and admiration to faculty and staff, and increasing their self-confidence and motivation can inspire faculty and staff to work more actively. Foster a focus on teamwork, encourage cooperation and collaboration among teaching staff, and cultivate team spirit. Organize some team building activities to enhance mutual trust and cooperation among members. Working together and achieving results together can motivate members to work together. Providing a positive, supportive and patient working atmosphere can increase job satisfaction and participation of the teaching staff and motivate them to work. Providing appropriate rewards and benefits motivates faculty and staff to better engage in their work. Setting clear goals and expectations ensures that faculty and staff understand their job responsibilities and know how to achieve them. This helps to clarify their work priorities and enhances staff motivation. Provide positive feedback and recognition to recognize staff's achievements and excellence in a timely and specific manner to motivate staff and drive them to work.

Educational Leadership

(1) Enhance your own professionalism in educational work and take a good lead. College administrators are also the leaders of the college. Failure to keep up with the pulse of the times will inevitably lead to the whole college lagging behind the times, and even affect the development of the teaching staff and the college. Therefore, college administrators need to keep up with the continuous development in the field of education by actively participating in professional training, seminars and academic conferences, continuous learning and self-improvement, and updating their knowledge and skills. In addition, reading education-related books, journals, and research reports is an important way of continuous learning. Network and collaborate with other educators and participate in education professional organizations and online communities to share experiences, resources and best practices. Through exchanges with peers, one can learn from the experiences and teaching methods of others and continuously improve one's professionalism. Regularly reflect on teaching

and self-reflection, their own teaching effectiveness and methods, and discover their own strengths and room for improvement. Keeping abreast of the development of education technology and exploring new teaching methods and technologies, e.g. using online learning platforms, multimedia resources and educational applications to provide students with richer, more interactive and personalized teaching-learning experiences. Participate in professional development projects organized by the education sector or schools, such as curriculum design and reform, pedagogical research, assessment and evaluation. These programs provide opportunities to gain insight into the latest developments and trends in the field of education and to enhance one's professional knowledge and skills. Maintain professional ethics and morals and comply with the norms and requirements of the education profession. Establishing good teacher-student relationships, respecting the diversity and needs of students, and upholding the principles of fair standards, impartiality and transparency are all important aspects of enhancing professionalism in educational work.

(2) To collect advanced counseling, learn advanced concepts, and discuss with college faculty and staff for mutual improvement. Read specialized books, journal articles, research reports, etc. related to education. These documents usually contain the latest theoretical research, practical cases and educational innovations, which can help administrators understand and apply advanced educational concepts. Collaborate with professional educational consultants or educational consulting organizations, who usually have rich educational experience and professional knowledge, and can provide advice and guidance tailored to specific needs, as well as help identify problems, develop improvement strategies, and provide advanced educational concepts and practical experience. Establishing links with other schools and educational organizations for exchanges and cooperation. Through inter-school exchanges and cooperation, successful experiences and best practices can be shared, and advanced educational concepts and teaching methods of other schools can be learned. Schedule time to visit and observe schools and teachers who have achieved excellence in education. Observation allows for first-hand experience of advanced teaching environments and practices, and promotes their educational philosophies and methods. Make use of online resources and platforms on the Internet, which offer a wide range of educational topics and sharing by educators, and have access to a wealth of examples of advanced ideas and practices.

(3) Encourage faculty and staff to pursue continuous training to enhance the overall professional competence of the College. The College provides appropriate provision of financial support, including subsidizing the cost of faculty and staff participation in professional development activities such as training, seminars, and academic conferences. This can motivate faculty and staff to take the initiative to engage in learning and enhance their professional competence. Work with teaching staff to formulate individual professional development plans with clear short-term and long-term goals, so as to help them understand their own development direction and have a place to choose suitable training courses and learning opportunities. Organize in-house training and sharing sessions to enable teaching staff to share their experience, expertise and best practices with each other. Encourage faculty and staff to participate in training and host sharing sessions to enhance the professional competence of the whole team. Establish a mentorship system between experienced and competent staff and new staff. Mentors can provide guidance, support and feedback to new staff to help continuously improve their professional competence. Create a culture that encourages learning and professional growth. Leadership sets an example by actively learning and encouraging staff to participate in learning activities, and at the same time, provides learning resources, libraries and learning spaces to create a favorable learning environment for staff. Help faculty and staff plan their career paths and professional development so that they understand their own development potential and opportunities, and provide them with appropriate training and support.

Suggestions for Future Research

The leadership research in this study mainly involves multi-dimensional information such as leaders' traits, personal competence, organizational context, organizational vision, etc. The focus is mainly on the manager's self, the manager's relationship, the manager's competence, the manager's practice, etc., and not enough attention is paid to the manager's external environment. In future research, we can continue to explore the five dimensions of leadership and explore the relationship, influence, and focus of each variable, as well as explore the external environment of managers, and explore the influence of managers beyond their own dimensions, in order to provide more benefits to leadership development. In the following, some possible directions for future research are provided:

Appointment system of college administrators

Currently, the appointment of college administrators in China is mainly an appointment system, which is directly appointed by the personnel department of the organization at the higher level where the college administrator is located. Before appointment, college administrators are interviewed by the higher-level organization and personnel department, which also seeks to interview employees within the organization, after which the appointment is made public. The appointment system has the characteristics of centralized power, unified command, high efficiency and smooth order, but it is difficult to fully adapt to the career and professional characteristics of the managers.

Evaluation System of College Administrators

The evaluation of college administrators is based on the four basic dimensions of "virtue, ability, diligence and performance", but in practice, some dimensions are difficult to quantitatively assess. It is easier to evaluate "performance" because it can be presented in the form of indicators and data, which can give the evaluator intuitive results. Virtue refers to a person's moral character, moral code and moral behavior. It includes traits such as honesty, integrity, kindness, respect for others, and responsibility. However, moral character is subjective and internal, and it is difficult to measure it through objective standards or quantitative indicators. This, in turn, happens to be a very important condition in education. Moral qualities vary from person to person because different people have different understandings and values of morality. Moral qualities are also intrinsic and not easily measurable. They reflect a person's heart, beliefs, and intentions, and these are difficult to determine through quantitative testing. Although people's behavior can provide some clues, behavior alone often does not provide a full picture of a person's moral character.

Training system for college administrators

It can be found in the key case studies that each college manager is interested in regular professional learning, balanced with the development of managerial skills, learning and further training. In terms of professional learning, it is more dependent on the manager's own grasp of the content of knowledge, a process that may not be sufficiently objective and rational, although the manager himself may already be an expert in his field of specialization. For management ability, it is more dependent on the training of managers by the higher functional

departments or the organization and personnel departments, which does not guarantee sufficient selectivity and relevance, and does not necessarily meet the actual needs of the managers. After the centralized training, the effect and efficiency of training is not significant, whether it is the manager's superiors or subordinates can not clearly appreciate the effect of training, and such training often need to consume a lot of energy and time costs of managers.

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Appendixes

Appendix A

List of Specialists and Letters of Specialists Invitation
for IOC Verification

Ref. No. 0643.14/ 813

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9 August 2023

Subject Request letter for instrument validation

Dear Professor Ma Huanling, Guangxi Normal University

Attachment 1 questionnaire

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan　　Advisor
2. Associate Professor Dr. Niran Sutheeniran　　Co-advisor
3. Assistant Professor Dr. Patchara Dechhome　　Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.　(662) 4737000
Fax.　(662) 4737000

Ref. No. 0643.14/ 814

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9 August 2023

Subject   Request letter for instrument validation

Dear   Professor Li Guanghai, Guangxi Normal University
Attachment   1 questionnaire

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor
2. Associate Professor Dr. Niran Sutheeniran   Co-advisor
3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
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Ref. No. 0643.14/ 815

Bansomdejchaopraya Rajabhat University

1061 Itsarapap 15 Itsarapap Rd.

Thonburi Bangkok 10600

9 August 2023

Subject   Request letter for instrument validation

Dear   Professor Lu Qian, Guangxi Normal University

Attachment   1 questionnaire

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan	Advisor
2. Associate Professor Dr. Niran Sutheeniran	Co-advisor
3. Assistant Professor Dr. Patchara Dechhome	Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000

Fax.   (662) 4737000

Ref. No. 0643.14/ 816

Bansomdejchaopraya Rajabhat University

1061 Itsarapap 15 Itsarapap Rd.

Thonburi Bangkok 10600

9   August 2023

Subject   Request letter for instrument validation

Dear   Professor Yang Danjiang, Guilin University of Electronic Technology

Attachment   1 questionnaire

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor
2. Associate Professor Dr. Niran Sutheeniran   Co-advisor
3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000

Fax.   (662) 4737000

Ref. No. 0643.14/ 817

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9 August 2023

Subject   Request letter for instrument validation

Dear   Professor Meng Yongxiang, Guilin University of Technology

Attachment   1 questionnaire

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor
2. Associate Professor Dr. Niran Sutheeniran   Co-advisor
3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

Appendix B
Official Letter

Ref. No. 0643.14/ 818

Bansomdejchaopraya Rajabhat University

1061 Itsarapap 15 Itsarapap Rd.

Thonburi Bangkok 10600

9 August 2023

Subject   Request for evaluation of strategies

Dear   President of Guangxi Normal University

Attachment   Evaluation sheets

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor

2. Associate Professor Dr. Niran Sutheeniran   Co-advisor

3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

The guideline for developing the leadership of administrators will be developed in this research. Knowing administrators in your university have experience in the field of the said research, the researcher would like to ask for their assistance in evaluating the guideline. The researcher is glad to hear their suggestions for the improvement of the guideline for developing the leadership of administrators. their positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000

Fax.   (662) 4737000

Ref. No. 0643.14/ 819

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9 August 2023

Subject   Request for evaluation of strategies

Dear   President of Guilin University of Electronic Technology
Attachment   Evaluation sheets

      Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

      1. Assistant Professor Dr. Luxana Keyuraphan   Advisor

      2. Associate Professor Dr. Niran Sutheeniran   Co-advisor

      3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

      The guideline for developing the leadership of administrators will be developed in this research. Knowing administrators in your university have experience in the field of the said research, the researcher would like to ask for their assistance in evaluating the guideline. The researcher is glad to hear their suggestions for the improvement of the guideline for developing the leadership of administrators. their positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

Ref. No. 0643.14/ 820

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9   August 2023

Subject   Request for evaluation of strategies

Dear   President of Guilin University of Technology
Attachment   Evaluation sheets

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor
2. Associate Professor Dr. Niran Sutheeniran   Co-advisor
3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

The guideline for developing the leadership of administrators will be developed in this research. Knowing administrators in your university have experience in the field of the said research, the researcher would like to ask for their assistance in evaluating the guideline. The researcher is glad to hear their suggestions for the improvement of the guideline for developing the leadership of administrators. their positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

Ref. No. 0643.14/ 821

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

๙ August 2023

Subject   Request for data collection

Dear   President of Guangxi University

Attachment   1. Questionnaires
                        2. Structured interview

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor
2. Associate Professor Dr. Niran Sutheeniran   Co-advisor
3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

Ref. No. 0643.14/ 822

Bansomdejchaopraya Rajabhat University

1061 Itsarapap 15 Itsarapap Rd.

Thonburi Bangkok 10600

9 August 2023

Subject   Request for data collection

Dear   President of Guangxi Normal University

Attachment   1. Questionnaires

2. Structured interview

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor

2. Associate Professor Dr. Niran Sutheeniran   Co-advisor

3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000

Fax.   (662) 4737000

Ref. No. 0643.14/ 823

Bansomdejchaopraya Rajabhat University

1061 Itsarapap 15 Itsarapap Rd.

Thonburi Bangkok 10600

9 August 2023

Subject Request for data collection

Dear President of Guilin University of Electronic Technology

Attachment 1. Questionnaires

2. Structured interview

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor

2. Associate Professor Dr. Niran Sutheeniran   Co-advisor

3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000

Fax.   (662) 4737000

Ref. No. 0643.14/ 824

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9 August 2023

Subject Request for data collection

Dear President of Guilin University of Technology

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor
2. Associate Professor Dr. Niran Sutheeniran   Co-advisor
3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

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Ref. No. 0643.14/ 825

Bansomdejchaopraya Rajabhat University

1061 Itsarapap 15 Itsarapap Rd.

Thonburi Bangkok 10600

9 August 2023

Subject   Request for data collection

Dear   President of Guilin University

Attachment   1. Questionnaires

2. Structured interview

Regarding Mrs. He Shuying with student code 6373104118, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Developing the Leadership of Administrators in College in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor

2. Associate Professor Dr. Niran Sutheeniran   Co-advisor

3. Assistant Professor Dr. Patchara Dechhome   Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

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Appendix C

Research Instrument

Information On Research Tools

Title: Guidelines for developing the leadership of administrators in college in Guangxi
Objectives

     1. In order to study the current situation of the leadership of administrators in college in Guangxi.

     2. In order to present the guidelines for developing the leadership of administrators in college.

     3. To assess the feasibility of the guidelines for developing the leadership of administrators in college.

Definition of terms

     Variable:

     The first: structural leadership means that school leaders think through and come up with clear goals and policies for members of the organisation to implement, and provide technical support to plan, coordinate and implement the policies.

     The second: Interpersonal Leadership refers to the school leader's ability to point out members, encourage participation, facilitate co-operation, increase members' sense of responsibility and acquisition, and encourage positive interpersonal relationships.

     The third: political leadership means that school leaders can persuade members of teacher and student organisations to work together in unity and cooperation, and can effectively resolve conflicts and contradictions among members of the organisation.

     The fourth: Cultural leadership means that the headmaster is good at motivating organisational members, has personal charisma and is able to establish a sense of mission and values that affects an individual or a team, and also regulates the culture of the organisation.

     The fifth: Educational Leadership means that the school leader emphasises and encourages professional development and instructional improvement, identifies problems in the educational process, and provides professional advice and improvement in educational matters in the school.

College Administrator Leadership Questionnaire

Explanation

1. This questionnaire is designed to understand the current leadership status of university administrators within the Guangxi Zhuang Autonomous Region, and is not directed at any particular university or leader. This questionnaire is for personal research use only, and all information will be treated anonymously and not used for other purposes.

2. The questionnaire is divided into two parts, the first part is the basic information about the leaders of the respondents' colleges, and the second part is a survey on the current situation of leadership among the leading executives of colleges and universities in Guangxi, with a total of 18 questions.

3. Please draw "√" on the corresponding options you agree with according to your own experiences or feelings. Your support is important to the completion of this study and is sincerely appreciated!

He Shuying

A doctoral student in Educational administration program

Bansomdejchaopraya Rajabhat University

Part I: Basic information

1. Gender of the leader: A. Male B. Female

2. Age of the leader: A. <40 years old B. 40-50 years old C. >50 years old

3. the leader's education: A. Bachelor's degree B. Master's degree C. Doctor's degree

4. The leader's years of service: A. <2 years B. 2-5 years C.6-9 years D. >9 years

Part II: Survey of the Current State of Leadership among College Administrators

5 indicates a very high level of leadership among college administrators

4 indicates a high level of leadership among college administrators.

3 indicates a moderate level of leadership among college administrators.

2 indicates a low level of leadership among college administrators.

1 indicates a very low level of leadership among college administrators.

No.	Variables/ Questions	5	4	3	2	1
	Structural leadership					
1	Great emphasis is placed on careful planning and clear work schedule and time limit.					
2	Able to set clear objectives and make responsibilities clear to faculty and staff.					
3	Ability to formulate or implement reasonable and clear policies and regulations.					
4	Be good at obtaining various resources outside the school to promote the development of the school.					
5	Pay attention to clear organizational structure and exert command function.					
	Interpersonal leadership					
1	Sensitive and sensitive to the needs of faculty and staff.					
2	Respect, care and support the faculty and staff.					
3	Help faculty and staff regularly and try to meet their needs.					
4	A skilled and astute organizer of negotiations and negotiations.					
5	Manage relationships and defuse tensions quickly and tactfully.					
	Political leadership					
1	Approach problems based on facts and rational judgment.					
2	Anticipates and deftly manages conflicts within the Faculty of Science.					

No.	Variables/ Questions	5	4	3	2	1
3	Can build trust through candid and cooperative relationships.					
4	Willing to listen to and accept faculty and staff opinions.					
	Cultural leadership					
1	Formulate a clear educational mission, belief and philosophy for the College.					
2	Can form the value consensus of the faculty with symbolic things.					
3	Inspire a strong sense of mission and responsibility among faculty and staff.					
4	Good at inspiring morale and motivating faculty and staff to perform at their best.					
5	Able to go beyond the existing conditions of the college and explore new development opportunities.					
	Educational Leadership					
1	Lead teachers and emphasize the professionalism of education.					
2	Discuss new ideas and methods of teaching and learning with teachers.					
3	Collect advanced information to improve the educational effectiveness of the College.					
4	Securing and providing teachers with the variety of teaching resources they need.					
5	Encourage teachers to continue to study to enhance their professional competence.					

Interview outline:
Interview Outline for College Administrators

1. Dear President, please tell us about your administrative experience and the development of the College?

2. as a college leader, what role do you think a leader should play and do you play it well in practice?

3. How do you think leadership can be improved? How to improve the quality of teaching and management of the college? What is your role in the development of the college?

4. What are your highlights and difficulties in your work?

5. Please tell me about your own learning and further education?

Appendix D
The Results of the Quality Analysis of
Research Instruments

The Index of Objective Congruence (IOC)
Guideline for Developing the Leadership of Administrators in College in Guangxi

Title   Guideline for Developing the Leadership of Administrators in College in Guangxi

Author   Ms. He Shuying

Research Purpose

1. in order to study the current situation and factors influencing the leadership of college administrators

2. in order to propose guidelines on how to develop leadership among college administrators

3. To evaluate the guidelines for leadership of college administrators

Operation Definition

Bolman's (1984) study on organizational leadership, Sergiovanni's (2002) Five Forces Model of Leadership in Educational Organizations, and Zheng's Five Directions Model (1993) have all produced corresponding empirical findings in educational organizations. educational organizations have corresponding empirical findings. The researcher agrees with and draws on the dimensional settings of the three studies on structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership, and proposes the factors affecting the leadership of college administrators, with the following operational definitions:

Structural leadership means that school leaders think through and come up with clear goals and policies for the organization members to implement and provide technical support to plan, coordinate and implement the relevant policies.

Interpersonal Leadership means that the school leader points out members, encourages participation, facilitates cooperation, promotes a sense of responsibility and accessibility, and encourages positive interpersonal relationships.

Political leadership means that school leaders are able to persuade members of the teacher-student organization to work together in unity and cooperation, and are able to effectively resolve conflicts and contradictions among members of the organization.

Cultural leadership means that the school leader is good at radicalizing the members of the organization, has personal charisma, and can establish a sense of mission and value that affects individuals or teams, and can also regulate the culture of the organization.

Educational leadership means that school leaders emphasize and encourage professional development and instructional improvement, judge problems in the educational process, and give professional advice and enhancement on school educational matters.

Study area: Guangxi Zhuang Autonomous Region, China.

Part I: Personal Information of Respondents

Note: Please check the box in ☐ that matches your situation ✓

Question	Expert			
	+1	0	-1	Suggestion
1. Gender of respondents ☐ male ☐ female				
2. Gender of managers ☐ male ☐ female				
3. Age of managers ☐ (1) Less than 40 years of age ☐ (2) 40-50 years ☐ (3) Older than 50 years				
4. The highest degree for managers ☐ (1) Bachelor's degree or equivalent ☐ (2) master's degree ☐ (3) doctoral degree				
5. Length of service of managers ☐ (1) Less than 2 years ☐ (2) 2-5 years ☐ (3) 6-9 years ☐ (4) Greater than 9 years				

Part II: Questionnaire for Comments on Leadership Development Guidelines for College Administrators

Experts are requested to test the consistency, coverage, and completeness of the questionnaire "Leadership Development Guidelines for College Administrators (Topics)" in which the behaviors to be measured are scored on three characteristics as shown in the attached document and checked off in the table at ✔ as follows:

Numerical Value
+1   Means that the issue is consistent with the definition of its terminology
Refers to uncertainty as to whether the issue is consistent with the definition of its terminology.
-1   Means that the issue is inconsistent with the definition of its terminology

Guideline for Developing the Leadership of Administrators in College	Expert			
	+1	0	-1	Suggestion
Structural Leadership				
Strong emphasis on careful planning and clear work schedules and timelines.				
Ability to set clear objectives and make clear to faculty and staff their respective responsibilities.				
Ability to formulate or implement reasonable and clear policies, rules and regulations.				
Ability to mobilize resources from outside the college for the development of the college.				
Emphasis on clear organizational structure and functioning as a commanding officer.				

Guideline for Developing the Leadership of Administrators in College	Expert			
	+1	0	-1	Suggestion
Interpersonal Leadership				
Sensitive and highly caring to the needs of faculty and staff.				
Ability to respect, care for and support the faculty and staff.				
Regularly assists faculty and staff and strives to meet their needs.				
A skillful and astute organizer of consultations and negotiations.				
Handles relationships and eases tensions quickly and skillfully.				
Political leadership				
Approach problems with factual basis and rational judgment.				
Ability to anticipate and deal tactfully with a variety of conflicts within the College.				
Ability to build mutual trust through open and cooperative relationships.				
Willingness to listen to and accept input from faculty and staff.				
Cultural Leadership				
Form a clear educational mission, beliefs, and philosophy for the college.				
Can form a consensus of values among faculty and staff with symbolic things.				
Able to inspire a strong sense of mission and responsibility among faculty and staff.				
Adept at boosting morale and inspiring faculty and staff to perform at their best.				
Able to go beyond the existing conditions of the college to open up new opportunities for growth.				

Guideline for Developing the Leadership of Administrators in College	Expert			
	+1	0	-1	Suggestion
Educational Leadership				
Lead teachers and emphasize professionalism in educational work.				
Discuss new ideas and methods of teaching and learning with teachers.				
Gather information to improve the educational effectiveness of the college.				
Seek and provide teachers with all the teaching resources they need.				
Encourage teachers to pursue continuing education to enhance their professional competence.				

The Index of Objective Congruence (IOC)
Guideline for Developing the Leadership of Administrators in College in Guangxi
Data presentation

Question	Expert					IOC	Validlity
	No. 1	No. 2	No. 3	No. 4	No. 5		
1. Gender of respondents ☐ male ☐ female	1	1	1	1	1	1	Valid
2. Gender of managers ☐ male ☐ female	1	1	1	1	1	1	Valid
3. Age of managers ☐ (1) Less than 40 years of age ☐ (2) 40-50 years ☐ (3) Older than 50 years	0	1	1	1	1	0.8	Valid
4. The highest degree for managers ☐ (1) Bachelor's degree or equivalent ☐ (2) master's degree ☐ (3) doctoral degree	1	1	1	1	1	1	Valid

Question	Expert					IOC	Validlity
	No. 1	No. 2	No. 3	No. 4	No. 5		
5. Length of service of managers ☐ (1) Less than 2 years ☐ (2) 2-5 years ☐ (3) 6-9 years ☐ (4) Greater than 9 years	1	1	1	1	1	1	Valid

Guideline for Developing the Leadership of Administrators in College	Expert					IOC	Validlity
	No. 1	No. 2	No. 3	No. 4	No. 5		
Structural Leadership							
Strong emphasis on careful planning and clear work schedules and timelines.	1	1	1	1	0	0.8	Valid
Ability to set clear objectives and make clear to faculty and staff their respective responsibilities.	1	1	1	1	1	1	Valid
Ability to formulate or implement reasonable and clear policies, rules and regulations.	1	1	1	1	0	0.8	Valid
Ability to mobilize resources from outside the college for	1	1	0	1	1	0.8	Valid

Guideline for Developing the Leadership of Administrators in College	Expert					IOC	Validlity
	No. 1	No. 2	No. 3	No. 4	No. 5		
the development of the college.							
Emphasis on clear organizational structure and functioning as a commanding officer.	1	0	1	1	1	0.8	Valid
Interpersonal Leadership							
Sensitive and highly caring to the needs of faculty and staff.	1	1	1	1	1	1	Valid
Ability to respect, care for and support the faculty and staff.	0	1	1	1	1	0.8	Valid
Regularly assists faculty and staff and strives to meet their needs.	1	0	1	1	1	0.8	Valid
A skillful and astute organizer of consultations and negotiations.	1	1	1	0	1	0.8	Valid
Handles relationships and eases tensions quickly and skillfully.	1	1	1	1	1	1	Valid
Political leadership							
Approach problems with factual basis and rational judgment.	1	1	1	1	1	1	Valid
Ability to anticipate and deal tactfully with a variety of conflicts within the College.	1	1	1	1	0	0.8	Valid

Guideline for Developing the Leadership of Administrators in College	Expert					IOC	Validlity
	No. 1	No. 2	No. 3	No. 4	No. 5		
Ability to build mutual trust through open and cooperative relationships.	1	0	1	1	1	0.8	Valid
Willingness to listen to and accept input from faculty and staff.	0	1	1	1	1	0.8	Valid
Cultural Leadership							
Form a clear educational mission, beliefs, and philosophy for the college.	1	1	1	1	1	1	Valid
Can form a consensus of values among faculty and staff with symbolic things.	1	1	0	1	1	0.8	Valid
Able to inspire a strong sense of mission and responsibility among faculty and staff.	1	0	1	1	1	0.8	Valid
Adept at boosting morale and inspiring faculty and staff to perform at their best.	1	1	1	0	1	0.8	Valid
Able to go beyond the existing conditions of the college to open up new opportunities for growth.	0	1	1	1	1	0.8	Valid
Educational Leadership							
Lead teachers and emphasize professionalism in educational work.	1	1	1	0	1	0.8	Valid
Discuss new ideas and methods of teaching and learning	0	1	1	1	1	0.8	Valid

Guideline for Developing the Leadership of Administrators in College	Expert					IOC	Validlity
	No. 1	No. 2	No. 3	No. 4	No. 5		
with teachers.							
Gather information to improve the educational effectiveness of the college.	1	1	1	1	1	1	Valid
Seek and provide teachers with all the teaching resources they need.	1	0	1	1	1	0.8	Valid
Encourage teachers to pursue continuing education to enhance their professional competence.	1	1	1	1	0	0.8	Valid

Appendix E

Certificate of English

BS
RU BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mrs.Shuying He

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 6th August 2020

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

BSRU-TEP Criteria

CEFR Level	BSRU-TEP
A1	1 - 20
A2	21 - 40
B1	41 - 60
B2	61 - 80
C1	81 - 100
C2	101 - 120

No. ......CEFR 2020/0125............

Office of International Affairs and
ASEAN Network

English Language Proficiency Level Descriptors: Common European Framework of Reference for Languages (CEFR)

A1
- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction needs of a concrete type.
- Can introduce him/her and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

A2
- Can understand sentences and frequently used expressions related to areas of most immediate relevant (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in care of immediate need.

B1
- Can understand the main points of clear standard input on familiar matters regularly encountered in school, leisure, etc.
- Can deal with most situations likely to arise while travelling in an area where the language is spoken.
- Can produce simple connected text on topics that are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

B2
- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speaks quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C1
- Can understand a wide range of demanding, longer texts, and recognise implicit meaning.
- Can express ideas fluently and spontaneously without much obvious searching for expressions.
- Can use language flexibly and effectively for social, academic and professional purposes.
- Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

C2
- Can understand with ease virtually everything heard or read.
- Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.
- Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of mean even in the most complex situations.

Source: Common European Framework of Reference for Languages: Learning, teaching, assessment (www.coe.int)

Appendix F

The Document for Acceptance Research

SCIEDU™
Sciedu Press

August 12, 2023

Graduate School
Bansomdejchaopraya Rajabhat University
Bangkok, Thailand

Dear authors,

Thanks for your submission to *International Journal of Higher Education*.

We have the pleasure to inform you that your manuscript has been accepted for publication. It will be published on the Vol. 12, No. 5, in October 2023.
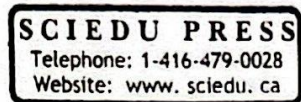
Title: Leadership Promotion Strategies for College Administrators

Authors: He Shuying, Luxana Keyuraphan, Niran Sutheeniran & Patchara Dechhome

If you have any questions, please do not hesitate to contact with us.

Sincerely,

Susan Sun

SCIEDU PRESS
Telephone: 1-416-479-0028
Website: www. sciedu. ca

Susan Sun

On behalf of,
The Editorial Board of *International Journal of Higher Education*

Researcher Profile

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Birthday: 30/09/1988

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Educational background:

- Doctor of Philosophy Program in Educational Administration, Bansomdejchaopraya Rajabhat University, in 2023
- Master of Management, Guangxi Normal University, in 2014
- Bachelor of Arts, Guangxi Normal University, in 2001

Work experience:

- Faculty of Economics and Management, Guangxi Normal University, from 2014 to the present

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