

MODEL FOR EDUCATIONAL LEADERSHIP DEVELOPMENT IN  
THE DIGITAL ERA OF UNIVERSITIES IN GUANGXI

WANG QING

A thesis submitted in partial fulfillment of the requirements for  
the Degree of Doctor of Philosophy Program in Educational Administration


Academic Year 2024

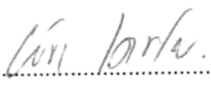
Copyright of Bansomdejchaopraya Rajabhat University

Thesis Title                      Model For Educational Leadership Development in the Digital Era of  
Universities in Guangxi

Author                              Mr.Wang Qing

Thesis Committee

 ..... Chairperson  
(Associate Professor Dr. Niran Sutheeniran)

 ..... Committee  
(Assistant Professor Dr.Patchara Dechhome)

 ..... Committee  
(Assistant Professor Dr. Kanakorn Sawangcharoen)

---

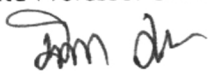
Accepted by Bansomdejchaopraya Rajabhat University in Partial Fulfillment of  
the Requirements for the Degree of Doctor of Philosophy in Educational Administration

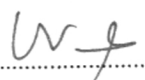
 ..... Dean of Graduate School  
(Assistant Professor Dr. Nukul Sarawong)

 ..... President  
(Assistant Professor Dr. Kanakorn Sawangcharoen)

Defense Committee

 ..... Chairperson  
(Associate Professor Dr.Achara Niyamabha)

 ..... Committee  
(Assistant Professor Dr.Teerawat Montaisong)

 ..... Committee  
(Associate Professor Dr.Wisut Wichitpatcharaporn)

Thesis	Model for educational leadership development in the digital era of universities in Guangxi
Author	Wang Qing
Program	Educational Administration
Major Advisor	Associate Professor Dr.Niran Sutheeniran
Co-advisor	Assistant Professor Dr.Patchara Dechhome
Co-advisor	Assistant Professor Dr.Kanakorn Sawangcharoen
Academic Year	2024

### ABSTRACT

The objectives of this research were: 1) to explore the current situation of the educational leadership of continuing education administrators in the digital era of universities in Guangxi. 2) to propose the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi. 3) to evaluate the suitability and feasibility of the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi. The sample group were 226 administrators from 10 universities in Guangxi. Research instruments include: 1) questionnaire, 2) structured interview, and 3) evaluation form. data analysis by using percentage, mean, standard deviation and content analysis.

The results were found that: 1) The current situation of the educational leadership of continuing education administrators in six aspects was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was individual consideration, followed by inspirational motivation, and High performance expectations was the lowest mean. 2) The model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi in 6 aspects, which contain 49 measures. There are 8 measures for increasing idealized influence, 8 measures for developing inspirational motivation, 8 measures for improving intellectual stimulation,

8 measures for enhancing individualized consideration, 8 measures for strengthening team construction, and 9 measures for promoting high performance expectations.

3) The suitability and feasibility evaluation results of the models are at highest level.

**Keywords:** Educational Leadership, Development Model, Continuing Education Administrators

ชื่อเรื่อง	รูปแบบการพัฒนาภาวะผู้นำทางการศึกษาในยุคดิจิทัลของมหาวิทยาลัยในมณฑลกวางสี
ชื่อผู้วิจัย	วัง ชิง
สาขาวิชา	การบริหารการศึกษา
อาจารย์ที่ปรึกษาหลัก	รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์
อาจารย์ที่ปรึกษาร่วม	ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโฮม
อาจารย์ที่ปรึกษาร่วม	ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ
ปีการศึกษา	2567

### บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อสำรวจสภาพปัจจุบันของภาวะผู้นำทางการศึกษาในยุคดิจิทัลของผู้บริหารคณะการศึกษาต่อเนื่องมหาวิทยาลัยในมณฑลกวางสี 2) เพื่อเสนอรูปแบบการพัฒนาภาวะผู้นำทางการศึกษาในยุคดิจิทัลของมหาวิทยาลัยในมณฑลกวางสี และ 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการพัฒนาภาวะผู้นำทางการศึกษาในยุคดิจิทัลของมหาวิทยาลัยในมณฑลกวางสี กลุ่มตัวอย่างในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารมหาวิทยาลัย จำนวน 10 แห่ง รวมทั้งสิ้น 226 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ 1) แบบสอบถาม 2) แบบสัมภาษณ์แบบมีโครงสร้าง และ 3) แบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) สภาพปัจจุบันของภาวะผู้นำทางการศึกษาในยุคดิจิทัลของผู้บริหารโดยภาพรวมทั้ง 6 ด้าน อยู่ในระดับปานกลาง เมื่อพิจารณาเป็นรายด้าน พบว่า การคำนึงถึงความเป็นปัจเจกบุคคล มีค่าเฉลี่ยสูงสุด รองลงมาคือ รองลงมาคือ แรงบันดาลใจ ส่วนความคาดหวังด้านประสิทธิภาพ มีค่าเฉลี่ยต่ำสุด 2) รูปแบบการพัฒนาภาวะผู้นำทางการศึกษาในยุคดิจิทัลของมหาวิทยาลัยในมณฑลกวางสี ประกอบด้วย 6 ด้าน รวมทั้งสิ้น 49 มาตรการ ได้แก่ เพิ่มอิทธิพลด้านอุดมคติ จำนวน 8 มาตรการ ส่งเสริมแรงบันดาลใจ จำนวน 8 มาตรการ พัฒนาการกระตุ้นทางปัญญา จำนวน 8 มาตรการ ส่งเสริมการคำนึงถึงความเป็นปัจเจกบุคคล จำนวน 8 มาตรการ เสริมสร้างการสร้างทีม จำนวน 8 มาตรการ และ เสริมสร้างความคาดหวังด้านประสิทธิภาพ จำนวน 9 มาตรการ 3) ผลการประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบ มีค่าเฉลี่ยอยู่ในระดับสูงสุด

**คำสำคัญ:** ภาวะผู้นำทางการศึกษา รูปแบบการพัฒนา ผู้บริหารคณะการศึกษาต่อเนื่อง

## Acknowledgements

Time flies. Where there's a will there's a way. As I approach the end of my three years of study in Thailand, I would like to express my sincere gratitude to Bansomdejchaopraya Rajabhat University! I think I am fortunate to have met a respectful group of teachers and a lovely group of like-minded students here, and I felt the enthusiasm of everyone and enjoyed the happiness of academic success.

I was fortunate to be able to carry out my PhD research under the supervision of Associate Professor Dr.Niran Sutheeniran, whose profound academic knowledge and rigorous, meticulous approach to learning were all examples for me to follow. I would also like to thank my co-advisors, Assistant Professor Dr.Patchara Dechhome and Assistant Professor Dr.Kanakorn Sawangcharoen, who have helped me tremendously in my PhD studies and from whom I have learned so much. I have learnt a lot from them. I think that without them, my journey would not have been so smooth.

I would like to thank Ms. Wu Jianling, and the many teachers who have helped me! I would like to thank many of my fellow classmates who lent a helping hand when I was in trouble.

In addition, I would like to thank my wife and two lovely children who give me the motivation to keep moving forward and who always give me confidence when things get tough.

Finally, I would like to thank all the teachers, scholars and experts of the defense committee who helped me, which I will always remember in my heart.

As I graduate, I wish my alma mater to thrive and prosper. I also hope that I can be a good higher education administrator and repay my alma mater for its training.

Wang Qing

# Contents

	Page
Abstract.....	i
Acknowledgements.....	iv
Contents.....	v
List of Figures.....	vii
List of Tables.....	viii
Chapter	
<b>1 Introduction.....</b>	<b>1</b>
Rationale.....	1
Research Questions.....	4
Objectives.....	5
Scope of Research.....	5
Advantages.....	7
Definition of Terms.....	7
Research Framework.....	10
<b>2 Literature Review.....</b>	<b>12</b>
Concept of Educational Administration.....	12
Concept of Leadership.....	21
Concept of Leadership in digital era.....	30
Concept of model for Leadership development.....	33
Concept of Educational leadership in digital era.....	38
Related Research.....	61
<b>3 Research Methodology.....</b>	<b>73</b>
<b>Phase 1.....</b>	<b>73</b>
Key informations.....	73
Research Instruments .....	74
Data Collection.....	76
Data Analysis.....	76

## Contents (Continued)

	Page
<b>Phase 2</b> .....	77
Key informations.....	77
Research Instruments .....	77
Data Collection.....	78
Data Analysis.....	78
<b>Phase 3</b> .....	79
Key informations.....	79
Research Instruments .....	79
Data Collection.....	80
Data Analysis.....	80
<b>4 Results of Analysis</b> .....	<b>82</b>
Symbols and abbreviations.....	82
Presentation of Data Analysis.....	82
Results of Data Analysis.....	83
<b>5 Conclusion Discussion and Recommendations</b> .....	<b>132</b>
Conclusion.....	132
Discussion.....	140
Recommendations.....	161
Future Researches.....	163
<b>References</b> .....	<b>164</b>
<b>Appendixes</b> .....	<b>183</b>
A List of Specialists and Letters of Specialists Invitation for IOC Verification.....	184
B Official Letter.....	191
C Research Instrument.....	217
D The Results of the Quality Analysis of Research Instruments.....	265
E Certificate of English.....	279
F The Document for Accept Research.....	281
<b>Research Profile</b> .....	<b>283</b>



## List of Figures

Figure		Page
1.1	Research Framework.....	11
4.1	Model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi.....	111
4.2	The model of Increasing idealized influence.....	112
4.3	The model of developing inspirational motivation.....	113
4.4	The model of improving intellectual stimulation.....	114
4.5	The model of enhancing individualized consideration.....	115
4.6	The model of strengthening team construction.....	116
4.7	The model of promoting high performance expectations.....	117

## List of Tables

Table		Page
2.1	Reseach on the characteristics of educational leadership.....	44
3.1	Lists of university and sample size.....	74
3.2	Summary of research methods.....	81
4.1	Basic information statistics.....	83
4.2	The mean and standard deviation of the current situation of the educational leadership of continuing education administrators in six aspects.....	86
4.3	The mean and standard deviation of the current situation of the educational leadership of continuing education administrators in idealized influence.....	87
4.4	The mean and standard deviation of the current situation of the educational leadership of continuing education administrators in inspirational motivation.....	89
4.5	The mean and standard deviation of the current situation of the educational leadership of continuing education administrators in intellectual stimulation.....	92
4.6	The mean and standard deviation of the current situation of the educational leadership of continuing education administrators in individualized consideration.....	94
4.7	The mean and standard deviation of the current situation of the educational leadership of continuing education administrators in team construction.....	97
4.8	The mean and standard deviation of the current situation of the educational leadership of continuing education administrators in high performance expectations.....	100
4.9	Personal information of interviewee.....	103

## List of Tables (Continued)

Table	Page
4.10 Model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi.....	108
4.11 The mean and standard deviation of the evaluation of the suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi in six aspects.....	119
4.12 The mean and standard deviation of the evaluation of the suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi in increasing idealized influence.....	120
4.13 The mean and standard deviation of the evaluation of the suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi in developing inspirational motivation.....	122
4.14 The mean and standard deviation of the evaluation of the suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi in improving intellectual stimulation.....	124
4.15 The mean and standard deviation of the evaluation of the suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi in enhancing individualized consideration.....	126

## List of Tables (Continued)

Table		Page
4.16	The mean and standard deviation of the evaluation of the suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi in strengthening team construction.....	128
4.17	The mean and standard deviation of the evaluation of the suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi in promoting high performance expectations.....	130

# Chapter 1

## Introduction

### Rationale

In foreign countries, the continuing education of colleges and universities in developed countries in Europe and the United States started early, and after decades to nearly a hundred years, a relatively mature continuing education theoretical system and a relatively complete system management system have been formed. French educator Paul Lengrand put forward the theory of lifelong education in the book "Introduction to Lifelong Education" published in 1970, pointing out that due to the new challenges of the living environment of human society, traditional school education is increasingly difficult to meet the needs of the survival and development of social members, which provides a stage for lifelong education, and the era of learning society will inevitably come. The theory of lifelong education has had a profound impact on the development and reform of adult education in various countries in the world. David N. Aspin et al., *Lifelong Learning: Concepts and Conceptions*, argues that the field of lifelong learning refers to a variety of forms of learning that occur throughout life in a variety of situations. Since continuing education is after compulsory and tertiary education, the economic environment of developed societies requires the ability to acquire more skills throughout life, and its contribution is becoming increasingly important. Kruno Hemaut, a former senior official of the European Federation of Professional Associations, pointed out the path of continuing education reform and development in the article "The State of Engineering Education in Germany and Europe": first, it is necessary to closely follow the supply and demand of talents in the market and fully respect the development needs of the educated; Second, pay attention to the use of the government's macro-adjustment means to strengthen the introduction of third-party cooperation resources in the society; Third, based on the national level, and on this basis, focus on global competition participation; Fourth, strictly implement quality assurance to ensure the results of continuing education; Fifth, flexible and diverse teaching methods are adopted, and

those with remarkable results are promoted and used. Alan Smithers, a professor at the University of Buckingham, proposed the key elements of continuing education reform in his article "Summary of Continuing Education in the UK": first, the formation of a broad continuing education conceptual identity; Second, the state comprehensively uses legal, economic and cultural means to escort the development of continuing education; Third, in the case of expanding the enrollment of colleges and universities, it is still necessary to ensure the development status and space of continuing education; Fourth, strive to enhance the close connection and coordinated development of continuing education and other education systems.

Under the lifelong education system, China's continuing education has undertaken the important task of transforming China's populous country into a large country of human resources, and transforming population advantages into human resource advantages through the development of college degree continuing education is one of the basic goals of education. On this basis, the state attaches increasing importance to continuing education with ordinary college degrees, which is mainly reflected in a series of policy documents. In 2012, the Ministry of Education pointed out in the "Several Opinions on Accelerating the Development of Continuing Education" that it is necessary to "steadily develop higher education continuing education and strengthen the training of application-oriented, composite and innovative high-level talents", which clarifies the goals and scope of the development of continuing education from the policy level. In 2016, the Ministry of Education issued the "Measures for the Management of the Establishment of Higher Degree Continuing Education Majors", which determines the conditions and procedures, supervision and evaluation of the professional establishment of higher education continuing education from the top-level design level, so as to strengthen the overall planning and macro management of the professional setting of higher degree continuing education. In 2019, the Central Committee of the Communist Party of China and the State Council issued the "China Education Modernization 2035", pointing out that one of the ten strategic tasks for education modernization is to "build a lifelong learning system that serves the whole people, build a more open and smooth talent growth channel, and improve the enrollment and enrollment, flexible learning and continuing education system",

and the lifelong learning service function of continuing education with college degrees was further recognized.

The document "Implementation Opinions of the Ministry of Education on Promoting the Reform of Continuing Education for Ordinary Colleges and Universities in the New Era" issued by the Ministry of Education in 2022 states that higher education is an important part of higher education, an important part of building a lifelong learning education system that serves the whole people, and an important way for the people to create a better life and achieve common prosperity. In recent years, the rapid development of academic continuing education organized by ordinary colleges and universities has made important contributions to promoting the popularization, popularization and equity of higher education, and promoting economic and social development and the construction of a learning society, but there are also prominent problems such as insufficient clear school-running positioning, imperfect institutional standards, insufficient governance system, and low quality of talent training, which cannot well meet the requirements of high-quality development of education, evaluation system and other sound guarantee mechanisms of the new development pattern. Therefore, the continuing education of Chinese universities will undergo major changes.

Guangxi as a province in the central and western regions of China, continuing education, especially ordinary colleges and universities continuing education than other regions, started late, developed slowly, has not yet formed a similar to developed areas of multi-type schooling, teaching multi-form, object multi-level school-running pattern, although it has cultivated a large number of professional talents urgently needed by society, promoted the popularization of Guangxi's higher education, and become an important part of Guangxi's higher education, but there is a certain gap with the developed areas on the eastern coast. According to public data, in 2020, the gross enrollment rate of higher education in Guangxi was 47.9%, lower than the national average. Guangxi has few undergraduate colleges, a low proportion of graduate and undergraduate students, and the development of higher education is relatively lagging behind.

In recent years, in the process of reform and development of continuing education in colleges and universities in Guangxi, there are still some prominent and urgent problems to be solved, such as the lack of school-running philosophy, ambiguous school-running positioning, insufficient standardized management, chaotic order of some schools, uneven quality of education, failure to follow up the requirements of social development in the direction of running schools, inconsistent training between talent training and social needs, disorderly competition among different education subjects in the continuing education market, inefficient utilization of educational resources or even waste, etc., which are incompatible with the requirements of the sustainable development of continuing education in universities in Guangxi. To solve these problems, we can dig deep into the reasons from the continuing education management system of Guangxi colleges and universities, and sort out the many factors that restrict its healthy development.

Based on literature review and theoretical research, this study selected continuing education managers from 10 undergraduate universities in Guangxi as research samples. SPSS and MAXQDA software were used to perform descriptive statistical analysis and difference analysis of the questionnaire data, and the educational leadership level of continuing education managers in undergraduate colleges and universities in Guangxi was obtained. Based on the statistical analysis results and research model, in order to provide some references for the adaptation of continuing education in Guangxi colleges and universities to the reform, development and construction in the new stage, based on the continuing education system, this paper proposes the educational leadership development model of continuing education managers in Guangxi colleges and universities, and evaluates the suitability and feasibility of the development model.

## Research Questions

1. What is the level of the educational leadership of continuing education administrators in universities in Guangxi?
2. What is the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi?



3. Is the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi suitability and feasibility?

## **Objectives**

1. To explore the level of the educational leadership of continuing education administrators of universities in Guangxi?
2. To propose the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi?
3. To evaluate the suitability and feasibility of the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi.

## **Scope of the Research**

### **Population and the Sample Group**

#### **Population**

The population were 524 staffs from 10 universities in Guangxi.

#### **The Sample Group**

According to Krejcie and Morgan (1970) sampling table, the sample group of this research were 226 staffs and teachers from 10 universities in east, west, south, north and central area in Guangxi. The sample group selected by proportional sampling and random sampling.

The 10 universities include: East: Hezhou University, Wuzhou University; West: Baise University, Hechi University; South: Beibu Gulf University, Guangxi University; North: Guangxi Normal University, Guilin University of Technology; Central: Guangxi University of Science and Technology, Guangxi Science and Technology Normal University.

#### **Interview**

This research will interview 20 continuing education administrators of 10 universities in Guangxi. To understand the current educational leadership situation of continuing education administrators in Guangxi, The qualifications of interviewees are

as follows: 1) At least 8 years of university administration experience; 2) Academic title is associate professor or above; 3) Graduated with master's degree or above.

### **Evaluate**

The experts for evaluating the suitability and feasibility of model for the educational leadership development of continuing education administrators in the digital era was 15 high-level experts (Including 5 academic administrators, 5 human resource managers, 5 senior university administrators) in Guangxi. The qualifications of the experts are as follows: 1) At least 10 years of work experience in high-level administrators in universities, 2) Graduated with master's degree, 3) Academic title is associate professor or above.

### **The Variable**

The educational leadership of continuing education administrators was a variable in this study. It is a comprehensive ability of continuing education management and the innovative development of change leadership, and the characteristics of educational leadership are mainly determined from the dimension of change leadership in this study. According to the research findings of Bass, B. M. (1995), Wang, X. H. F., & Howell, J. M. (2010) and Leithwood, K., & Jantzi, D. (1995) leithwood, the characteristics of continuing education administrators in educational leadership are as follows:(Please refer to Chapter 2 for details, Table 2.1 Research on the characteristics of Educational leadership)

1. Idealized influence
2. Inspirational motivation
3. Intellectual stimulation
4. Individual consideration
5. Team construction
6. High performance expectations

## Advantages

1. Taking this model as a reference, it improve the educational leadership of continuing education administrators in the digital era of universities in GuangXi.

2. Taking this model as a reference, it encourages the innovation and reform of continuing education administrators, and promotes continuing education administrators to better adapt to the changes and challenges of the times.

3. Take this model as a reference, it bring a positive organizational culture to the continuing education cause of universities in GuangXi, improve the morale and satisfaction of employees, thereby enhancing the cohesion of the continuing education management team, and provide support for the high-quality development and construction of continuing education in universities in GuangXi.

## Definition of Terms

**1. Model for educational leadership development** refers to the identification of six major factors affecting educational leadership through the search of literature, Based on six main factors, 226 staff from 10 universities in Guangxi Province conducted a questionnaire survey on the status quo of continuing education administrators' leadership. Then, through structural interviews with 20 experts from 10 universities in Guangxi, and puts forward 49 effective measures for the leadership of continuing education administrators of universities in Guangxi.

**2. Educational leadership** refers to the leaders of the School of Continuing Education using key factors such as idealized influence, inspirational motivation, individual consideration, intellectual stimulation, team construction, high performance expectations to improve the quality of education, improve teaching standards, enhance service capability, meet the needs of adult learners, and lead the faculty and staff of the School to continue to promote the rapid development of the school.

**3. Idealized influence** is also known as leadership charisma, which refers to the unique charisma and influence that a leader shows in an organization. It comes from a combination of a leader's intelligence, emotional intelligence, charisma, and communication skills. Leaders with charismatic leadership are not only the decision-makers and executors of the organization, but also the leaders and role models of the

team. They have a clear vision and sense of mission, can win the respect and trust of team members, form a good leadership and leadership relationship, and promote the whole team to achieve common goals and realize the long-term development of the organization. Leadership charisma also involves empowering and trusting team members to inspire their creativity and motivation, and digital leaders also require modern competencies such as data-driven, cybersecurity awareness and innovative communication.

**4. Inspirational motivation** refers to the leaders inspire the passion, motivation of employees through a clear vision and sense of mission on the basis of inspiring their emotions, enthusiasm and motivation, and motivate them to pursue goals and performance far beyond their personal expectations. Leaders are able to inspire the intrinsic motivation of their employees so that they are passionate about their work, strive for excellence and contribute to the growth and success of the organization. In the digital era, motivational focuses on digital intelligence, personalized motivation, virtual teamwork, encourages innovation, emotional intelligence, and sustainability, inspires employee passion, promotes teamwork, and responds to the rapidly changing digital environment.

**5. Intellectual stimulation** refers to the use of various effective methods to stimulate the enthusiasm and creativity of employees, encourage them to challenge existing concepts, propose new ideas, and dare to explore new ways to solve problems, so that the tasks of the organization can be successfully completed and the goals of the organization can be achieved. Leaders encourage team members to constantly learn and pursue knowledge, encourage the team to think strategically, and develop their critical thinking. Through intellectual motivation, leaders develop teams with innovative awareness and problem-solving skills to drive change and innovation in the organization. In the digital era, intellectual stimulation relies on the support of digital technologies to provide individuals with more diverse and rich learning opportunities through online learning platforms, online discussions and virtual reality (VR) technology, so that they can continuously improve their knowledge and abilities.

**6. Individual consideration** refers to leaders should provide personalized, customized support and guidance to each employee's individual needs, talents, and development goals. Leaders care not only about their employees' work performance, but also about their personal lives, hobbies, and ambitions. Leaders are willing to help employees achieve personal and organizational goals, enhance employee self-esteem, confidence, and belonging, and increase employee job satisfaction and loyalty. This helps organizations build stronger teams, improve overall performance, and become more competitive. In the digital era, personalized care utilizes big data and artificial intelligence technologies to enhance virtual communication, provide real-time feedback, encourage personalized learning, enhance team cohesion, and improve performance and satisfaction.

**7. Team construction** refers to leaders promote close relationships and common goals by enhancing cooperation, collaboration, trust and transparency among team members, thereby improving team cohesion, execution and creativity. Leaders play a key role in shaping harmonious, efficient and adaptable teams by clarifying the roles and responsibilities of team members, encouraging innovative thinking, establishing transparent communication channels, providing necessary training and learning opportunities, and motivating team members. In the digital era, team construction should shape an innovative, efficient and cross-cultural team environment through virtual cooperation, digital communication and other means to adapt to the rapidly changing modern work environment.

**8. High performance expectations** refers to the higher level of expectations that are set for leaders and team members when an organization or team changes. This expectation requires that leaders have the ability to drive change, clearly communicate the vision for change, encourage team innovation, and guide teams to adapt to changing circumstances. High-performing teams are expected to have excellent teamwork skills, work together, tackle challenges, and achieve common change goals. High performance expectations in the digital era require employees with digital skills, remote collaboration, innovation, and rapid adaptability to respond quickly to market needs, make data-driven decisions, be customer-oriented, and collaborate flexibly in a remote collaboration environment.

**9. Educational administration** refers to a process that involves planning, organizing, leading, and supervising educational resources and activities aimed at achieving the educational goals of a school, institution, or system, improving the quality of education, supporting the professional development of educators, and meeting the needs of learners.

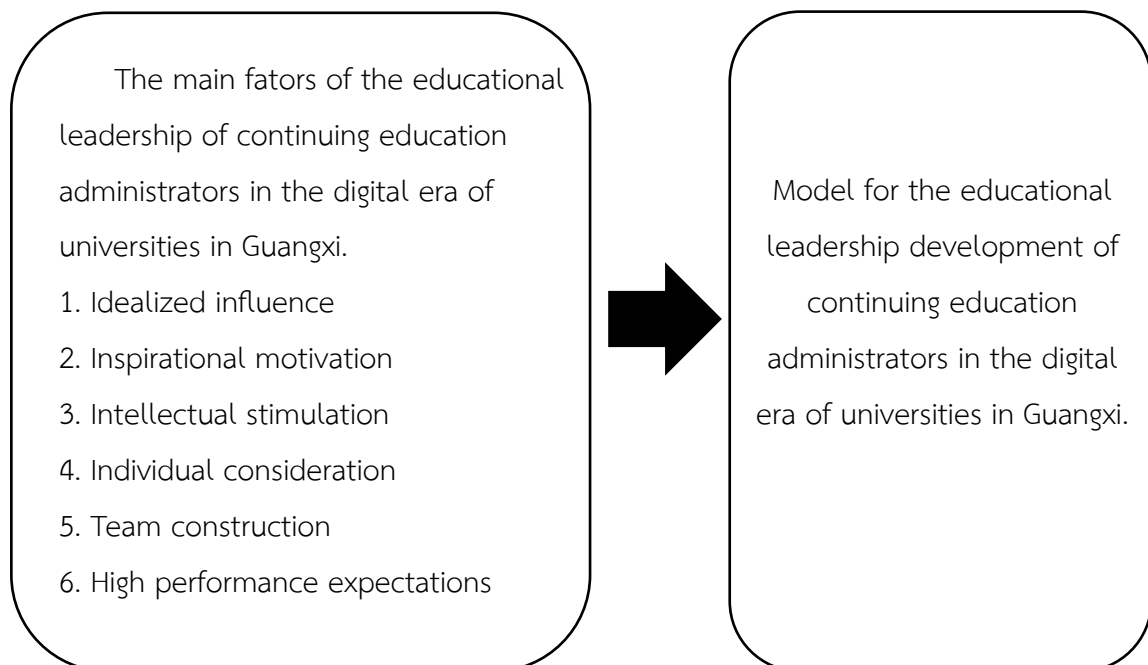
**10. Continuing education in universities** refers to the re-education carried out by colleges and universities by using their own majors, courses, teachers and teaching resources to meet the needs of people in society to improve their academic qualifications. At present, there are two major categories of continuing education in colleges and universities in China: one category is academic continuing education, including adult education, online education, open education, and higher education self-study examinations. Relying on the professional advantages of colleges and universities, teach students theoretical knowledge, supplement knowledge, and improve students' professional quality; The other major category is non-academic continuing education, which is mainly training, and improves students' practical ability by using the school's characteristic professional advantages to carry out pre-job, professional skills training and order-based training.

**11. Continuing education administrators of universities in GuangXi** refer to administors who are mainly responsible for planning, organizing, coordinating and supervising continuing education activities of universities in GuangXi. Continuing education administrators need to have skills in education management, policy development, project planning, and team coordination. In this study, continuing education administrators in universities in Guangxi refer to all administrators engaged in continuing education in universities.

## Research Framework

The educational leadership of continuing education administrators was a variable in this study. It is a comprehensive ability of continuing education management and the innovative development of change leadership, and the characteristics of educational leadership are mainly determined from the dimension of change leadership in this study. By analyzing the following literature on

transformational leadership: Bass, B. M. (1995); Podsakoff, P. M., et al. (1990); Carless, S. A. (1998); Rafferty, A. E., & Griffin, M. A. (2004); Hipp, K. A., & Bredeson, P. V. (1995); Li Chaoping, & Shi Kan. (2005); Wang, X. H. F., & Howell, J. M. (2010); Chen Lei. (2012); Leithwood, K., & Jantzi, D. (1995); Gill (2003); Hooper & Potter (2000); Zhang Shuang & Meng Fanhua (2010). The variables for educational leadership in this study were: 1) Idealized influence; 2) Inspirational motivation; 3) Intellectual stimulation; 4) Individual consideration; 5) Team construction; 6) High performance expectations. (Please refer to Chapter 2 for details, Table 2.1 Research on the characteristics of Educational leadership), Through the questionnaire, the educational leadership level of continuing education administrators in Guangxi colleges and universities was explored. Through interviews, the educational leadership model of continuing education administrators in Guangxi colleges and universities was constructed. Finally, evaluation experts were invited to evaluate the feasibility and suitability of the educational leadership model for continuing education administrators in the digital era of universities in Guangxi. The research framework of this paper is shown in Figure 1.1.



**Figure 1.1** Research Framework

## Chapter 2

### Literature Review

This chapter focuses on the research questions proposed in the first chapter, combines the relevant theoretical research of educational management at home and abroad, expounds the theory of educational administration, leadership, educational leadership, and related literature and concepts, and analyzes the theory and research, which lays a theoretical foundation for this research. It mainly includes the following aspects.

1. Concept of Educational Administration
2. Concept of Leadership
3. Concept of Leadership in digital era
4. Concept of model for Leadership development
5. Concept of Educational leadership in digital era
6. Related Research

#### Concept of Educational Administration

##### Definition of educational administration

Educational administration refers to the process in which educational objectives, improve educational quality, effectively allocate resources, and promote the development of teachers and students, through the planning, organization, leadership, coordination and control, so as to ensure the normal operation and continuous optimization of educational institutions. Education management involves the planning, guidance, coordination and supervision of educational resources, manpower, finance, courses, classrooms, students and teachers.

The objectives of education management include, but are not limited to: formulating and implementing educational policies, plans and programs; optimizing the allocation and utilization of educational resources; ensuring the improvement of educational quality and standards; improving the teaching methods and curriculum design; cultivating and developing the ability of educational practitioners; promoting



the comprehensive development of students' comprehensive quality; and maintaining the good operation and reputation of educational institutions.

Educational managements need to have certain management knowledge and skills, including organizational and leadership skills, communication and coordination skills, problem-solving skills, and decision-making skills. At the same time, with the continuous change and development of the field of education, education management also needs to constantly adapt to and innovate to cope with new challenges and opportunities.

Kang Cuiping (2000, p.27-34) believed that education administration is a practical activity in which education managers effectively use relevant resources through certain management methods in accordance with certain social requirements and educational laws, promote human reproduction, and make education serve society.

Sun Yuli (2003, p.18-20) believed that education management lies in the pursuit of the spirit of freedom in the main body of education management, with orderly, standardized, self-directed and creative coordinated activities, to organize educational resources efficiently, to create aesthetic education, and to better promote the healthy, sustainable and coordinated development of society on the basis of cultivating a free and harmonious aesthetic personality.

Xu Jinhai, & Zhang Xinping (2013, p.20-25) analyzed the essential connotation of education management from the four perspectives of management activities, occupational nature, education system, policies and regulations, and believe that the content of education management is different from different perspectives. For example, from the perspective of policies and regulations, education management is the act of leadership and management education carried out by managers under the influence of national education policies and regulations.

Deng Huan (2013, p.10) believed that education administration is the state's macro administration of education and the micro administration of schools. Educational management is to serve the realization of the school's educational goals, and plays the role of planning, organizing, coordinating, supervising and evaluating the school's educational activities. It is generally believed that educational administration

refers to the standard organizational form and process adopted by various educational institutions to achieve certain educational goals under the guidance of certain educational ideas and educational policies.

Yu Mingming (2010) believes that education management is the state's macro administration of education and the micro administration within the school.

Wu Zhihong (2006, p.20-40) believes that educational administration is the use of educational resources by educational administrators in educational organizations to achieve educational goals.

Yang Jing (2022) believed that education administration is to achieve educational management goals and educational management strategies to fully mobilize school teachers, teaching infrastructure and other educational resources, including school system, teaching plan, teacher team training, teaching quality evaluation, logistics support and other major management work.

Di Weifen (2022) believed that educational administration refers to the rational allocation of human, material and financial resources in the educational environment by managers under the guidance of certain educational ideas, educational policies and educational management concepts, in order to achieve the educational goals of the school, and to plan, organize, coordinate, supervise and evaluate various educational activities of the school, so as to achieve the coordinated operation of the entire educational activities.

In summary, educational administration is a process that involves planning, organizing, leading, and supervising educational resources and activities aimed at achieving the educational goals of a school, institution, or system, improving the quality of education, supporting the professional development of educators, and meeting the needs of learners. This process involves coordinating educational activities, personnel and resources to ensure effective educational operations and positive learning outcomes.

## **The theory of educational management**

### **1. Administrative management theory**

As an important aspect of state administration, educational administration is the guide, management, supervision and standardization of education, and plays a huge and irreplaceable role in the smooth progress of national education.

Wayne.K Hoy & Cecil Miskel (2007, p.50-80) believes that the connotation of educational administration is derived from administrative management, which is the educational management implemented by state administrative agencies through administrative means in accordance with the law, which refers to the management and regulation of education through policy measures and other means to achieve the specific purpose of educational development. Through certain institutional management measures, education administrative departments guarantee the public education rights of education targets, promote educational progress, coordinate management, formulate overall plans, and ensure the stable and healthy development of education.

Dong Jianying (2001, p.170-173) believes that educational administration is considered to be a sectoral administration. Improving the efficiency of education administration is of great practical significance to the further deepening of educational reform. The main ways to improve the efficiency of educational administration are: rationalization of educational administrative organization; modernization of the quality of educational administrators; Scientific methods of educational administration.

Yu Xianzhao (2021, p.123-124) believes that educational administration is to stimulate the vitality of school development and formulate effective and reasonable management methods in line with students, so as to provide a comfortable educational environment for college students.

In summary, educational administration is an important part of the education management system and plays a leading and decisive role in educational management. The main contents of educational administration include: the training and planning of specialized talents, the development planning and planning management of education, the structure and layout of education, the education management system, the education system, the management of education funds, the

institutions and personnel of educational administrative organizations, the evaluation of education quality, educational legislation, and the theory and methods of educational management. In China, as far as educational administrative organs are concerned, they mainly refer to the activities of educational administrative organs; In terms of the level of education administration, it refers to both macro and micro education administration; In terms of the scope of educational administration, from the formulation of guidelines, policies, regulations and educational systems, to the implementation of specific rules and regulations, should be included in the teaching Educational leadership theory is a management theory that studies educational leadership, which can be regarded as a specific branch of the field of management, focusing on the study and exploration of how to effectively lead and manage in an educational environment. This theoretical framework not only takes into account the principles of traditional management, but also applies them to the specific context and needs of the field of education.

## 2. Educational leadership theory

Educational Leadership Theory is a management theory that studies educational leadership, which can be regarded as a specific branch in the field of management, focusing on the study and exploration of how to effectively lead and manage in an educational environment. This theoretical framework not only takes into account the principles of traditional management, but also applies them to the specific context and needs of the field of education.

Cunningham W.G.& Cordeiro P.A (2000, p.202-244) pointed out that the new leadership theory that is very important to the development of the school includes excellent leadership, order leadership, field leadership, basic leadership, transformation leadership, cultural leadership, overall quality management leadership, etc.

Cai Yi (2007, p.23-26) conceptualizing educational leadership theory into six levels of concepts, namely teaching leadership, transformational leadership, moral leadership, participatory leadership, managerial leadership and change leadership, the six types of leadership concepts are types that cannot be completely separated, and it is believed that transformational leadership is the leadership concept that focuses

most on organizational culture among the six types of leadership, but the theory of teaching leadership and ethical leadership also emphasizes organizational culture.

Sun Xiaodong (2017, p.18-20) believes that educational leadership theory not only emphasizes the personal qualities and leadership behaviors of leaders, but also considers the interaction between leaders and organizations. He suggested that leaders need to adapt to different organizational cultures and educational environments and lead the organization through positive change and innovation. In addition, educational leadership theory should also pay attention to the development and cultivation of educational leadership, establish and improve leadership evaluation and improvement mechanisms, and improve the management level and ability of leaders.

Xiao Meiyan & Hu Center (2019, p.144-151) believes that educational leadership is a type of learning situational leadership, emphasizing that the implementation of leadership should rely on socio-ecological contexts outside the classroom, rather than being limited to the classroom and the leaders themselves. The proposal of educational leadership theory provides an idea for the research of educational leadership that has been committed to model development, and has important enlightenment significance for the current research and practice of educational leadership in China.

In summary, educational leadership theory is a set of principles, perspectives, and methods on how to effectively guide, manage, and improve educational institutions, organizations, and teams. These theories provide a framework to guide educational leaders on how to act in different contexts to achieve the organization's mission, goals, and vision. Educational leadership theory covers a wide range of areas, including educational policy, teaching methods, school management, educational reform, and various concepts related to the roles and responsibilities of leaders.

### 3. Change administration theory

The administration theory of educational reform refers to any meaningful change in the current situation of education, with obvious specific effects or specific results.

Qian Minhui (1996, p.26-30) believed that Educational change is considered to be the difference between the initial state of educational activity and its future state, which can be either positive or reverse, and does not refer at all to human motivation or consciousness. He further explained that there are three possible states of educational reform, namely educational development, educational stagnation, and educational regression, that is, educational reform does not simply refer to a positive development state, but also pays attention to the situation of stagnation or even regression, which is a normal phenomenon in the process of change.

Li Heping (2007, p.8-11) pointed out that educational reform is the inevitable development of history, the call of the times, and the choice of reality, which is the consensus of the education community. Today's educational reform has become historical because of the call of the information era, the rise of postmodernism, the needs of social development and the awakening of subjective consciousness. Although we cannot clearly foresee the significance of educational change, what we can do is to explore the laws of educational change, and then use effective strategies to promote educational change.

Cheng Qianji (2016, p.24-27) believes that the development of digitalization has put forward new requirements for education: education methods should be more personalized, educational information should be more generalized, educational environment should be more intelligent, and education evaluation should be more intelligent. These new requirements have led to educational reform, but they have also encountered certain resistances, namely questioning the depth of learning, insufficient technology-led classrooms, and lagging behind teachers. In the digital era, educational transformation should include learning content, learning groups, teaching groups, teaching methods, and teacher-student relationships.

In summary, educational change management theory refers to a series of theoretical systems of principles, methods, and strategies for leading, planning, and implementing change in the field of education. It helps educational institutions, government departments, school leaders and other relevant stakeholders effectively address the challenges that arise in the education system and promote innovation in the quality of education.

#### 4. Theory of educational governance

Education governance theory is a series of theoretical views about how the education system and institution are organized, managed and regulated. It is an important part of education management theory.

Chu Hongqi (2014, p.4-11) believes that education governance is a process of multi-subject joint management of education public affairs, which presents a new type of democracy. The direct goal of education governance is good governance, that is, "good governance"; The ultimate goal is "good education", that is, to establish a new pattern of efficient, fair, free and orderly education. Improving the education governance system is the key to promoting education governance, and its core is to adjust and optimize the power and responsibility relationship of the co-governance subject through decentralization and centralization, and solve the outstanding problems in education management, such as insufficient social participation, insufficient autonomy in running schools, insufficient government macro-management capabilities, and imperfect internal governance structures of schools.

Wang Xiaohui (2007, p.5-14) believes that the theoretical conception of education governance should include: first, we should respect the diversity of educational subjects, the goal of education should not only conform to the highest interests of national development, but also ensure the legitimate rights and interests of education organizers and the educated; secondly, we should connect the government and the school by contract. The best strategy between the government and the market is to establish a contract with the government and other social partners; and then to establish a consultative educational decision-making mechanism. Through dialogue, discussion and consultation, to reach some consensus. The education system is mainly composed of four stages, such as information acquisition, diagnosis status quo, action determination and problem solving. It is constantly circulating, but must be linked to the target determined goals.

Sun Jieyuan (2020, p.5-11) believes that the modernization of education governance, as an important part of the modernization of national governance, should be classified as a comprehensive category of political science, sociology, education and management. The modernization of education governance includes the

modernization of the education governance system and the modernization of educational governance capabilities, and the main purpose is to solve the institutional obstacles, conflicts of interests, and power conflicts encountered in the process of education development, so as to achieve an educational power.

In summary, education governance refers to the process of planning, coordinating and implementing the organization, management, supervision and evaluation of the education system. It includes aspects such as the formulation of educational policies, the functioning of schools, school management and the allocation of educational resources. The goal of education governance is to ensure that the education system is able to provide students with high-quality education and to promote social equity and economic development. Governance of education includes not only the role of government, but also the cooperation of parents, students, education professionals, social institutions and the private sector.

#### 5. Theory of education quality management

The theory of education quality management focuses on improving education quality as the core.

John Brennan, Tarla Shah (2005) advocated for the use of "quality management" in the field of higher education, and they believe that quality management can be used to describe "the whole process of judgment, decision-making, and action on quality in higher education.

Sun Hua (2021, p.59-60) believed that to integrate the theory of total quality management into the education quality management of higher education, it is necessary to regard the education work of colleges and universities as a multi-functional and multi-level system, conduct all-round and systematic analysis of the elements related to education quality, and ultimately achieve the purpose of improving the quality of higher education teaching and cultivate more outstanding talents for the country. Total quality management theory follows the principle of "three complete" management, that is, all staff, whole process, all-round, in which all staff refers to all staff in colleges and universities, and the quality of work of any staff member has an important relationship with the overall teaching quality of colleges and universities.



Liu Zhize (2022, p.20) believed that the quality management of higher education is a series of measures and systems that colleges and universities observe, control and supervise the process of college students' education, so that the level and effect of education are in line with expectations. The quality management of higher education education is not equal to the management of colleges and universities, according to the ISO9000 provisions on quality management, "quality management refers to one aspect of all management functions".

In summary, the theory of education quality management covers a range of perspectives and methods on how to assess, improve and maintain the quality of education. These theories aim to ensure that students receive a high-quality education, and that educational institutions and systems can be continuously improved to adapt to changing needs and challenges.

## **Concept of Leadership**

### **Definition of Leadership**

The father of leadership, Bennis, W. G., & Nanus, B. (1985, p.3-15) believed that leadership is the ability to turn a vision into a reality.

James Kuzes, Barry Posner (2009, p282-293) pointed out that leadership is the ability of leaders to motivate others to excel in an organization.

Famous American leadership expert John C. & Lubenfour (2017, p.121) believed that leadership was influence.

Bass, B. M. (1985, p.26-40) believed that leadership should be seen as the key to the process of group development.

James Kouzes, & Barry Posner (2009, p.282-293) defined leadership as the art of mobilizing people to work toward a shared vision.

Hughes, L.M. (2004) believes that leadership is the result of a complex interaction between leaders, followers, and situations.

John & Gardner (2007) believe that the core of leadership is the interaction between leaders and subordinates.

McCauley, C. D., & Ruderman, M. N. (Eds.) (2010, p.345-346) believe that leadership has common elements: processes that influence others, personality traits

of leaders, and the impact of situations on leadership behavior. That is, leadership is essentially a social process that influences others; So, influence is a core element of leadership. The character of the leader determines the leadership style; Contextual differences affect the effectiveness of leadership, and context is a prerequisite for leadership to function.

Wu Weiku (2010, p.99-103) believed that leadership is about learning about how to lead successfully.

Wang Yi (2003) believes that leadership comes from genetics, childhood influences, personal experiences, and self-awareness.

Huang Ying (2006, p.40-41) believes that leadership refers to the synergy generated by the comprehensive action of various factors such as leadership functions, leadership systems, and leadership qualities, which is the force endogenous in the leadership field and acts on the process of leadership resource allocation, and is the core force used by the leadership subject to respond to the challenges brought by the object and environment, and guide and promote a group, organization or society to achieve common goals.

Wang Xiuhe (2002, p.40-43) believes that leadership is the use of leadership power influence and non-power influence by leaders (leadership groups) who implement scientific leadership, and in the realization of law-compliant leadership practice, they act on the objective environment with the leader and produce the sum of corresponding material and spiritual forces.

John S. P. Kotter (2019, p.50-120) indicated that leadership is generally the process of moving a certain group or groups in a certain direction through non-coercive means. Leadership is not exclusive to senior officials or senior officials, leadership can be found and needed at almost all levels in complex structures. At the same time, it is pointed out that the necessary conditions for effective leadership in top management positions include: knowledge of the industry and organizational structure, relationships established in the company and industry, reputation and track record, competence skills, personal values, motivation and motivation.

Jim Kuzes, Barry Posner (2013, p.45-90) believed that leadership is a special kind of person with the influence between people is the relationship between the leader and the led. It also points out that great leadership has five behaviors: leading by example, inspiring vision, challenging the status quo, making people act, and motivating.

Burns (1996, p.15-45) believed that the relationship between leaders and followers is both power domination, as well as the relationship of mutual desire, mutual evaluation and mutual need, which is transformational leadership, which focuses more on the charisma of leaders, the inner needs of followers, and the value of leadership activities.

Jiao Runkai & Liu Dan (2017, p.76-89) believed that school transformational leadership refers to the ability of school leaders to promote the sustainable development of schools by improving the level of teachers' intrinsic needs, continuously improving teachers' identification with school goals, and continuously motivating teachers' self-growth.

Tong Zhongxian (2002, p.95-97) pointed out that leadership refers to the power acting on the process of leadership resource allocation in the leadership field, that is, the sum of various forces derived from the nature of leadership, leadership style, leadership structure, realized by the leadership mechanism, and reflecting the leadership function and leadership law. It is mainly composed of five main forces, such as leadership attention, motivation, decision-making, control, and friction, which are interrelated and interact, affecting the existence and operation of leadership.

Hu Zongren (2019, p.20) pointed out that leadership is not equal to leadership position, not equal to leadership ability, is a leadership behavior in a broad sense, is an activity, is a process, and is dynamic. The paper summarizes the components of leadership into three types, one is innate-acquired elements, the second is rigid-flexible elements, and the third is formal-informal elements, and believes that the leadership model used today is basically the result of screening and reorganizing the above elements.

Sun Hong, & Li Zhao (2019, p.8) believed that the most effective leadership method is transformational leadership, emphasizing the charisma factor of leaders and the inner needs of followers, and stimulating and promoting each other. Complex leadership environments require transformational leadership, mature followers call for transformational leadership, and weakened leadership expects transformational leadership.

Miao Jianming & Huo Guoqing (2006, p.20-23) believed that leadership is the ability of leaders to attract and influence followers to achieve goals in specific situations, mainly refers to leadership ability, this paper proposes the five forces model that constitutes leadership: first, the appeal of the top level; the second is foresight and influence at the intermediate level; The third is the decisiveness and control at the implementation level.

Liang Zhongming (2007, p.50-80) believed that leadership can be described as a combination of a series of behaviors of a leader, such as foresight and planning, communication and coordination, sincerity and balance, and so on. Leadership refers to the process by which a leader, with the combined effect of his or her personal qualities, influences the voluntary follow-up or obedience of the leader to accomplish the set goal.

Wang fang (2009, p.29-31) believed that leadership is composed of a variety of leadership traits, including personality, intellectual factors, motivation and values, as well as tacit knowledge, interpersonal skills, and problem-solving skills related to specific leadership situations.

Miao Gui'an (2017, p.36-38) believed that Bass's transformative leadership model is the most influential one, which is divided into four leadership behaviors: idealized influence, inspirational motivation, intellectual stimulation, and personalized care.

Yang Yugang (2011, p.82-84) defined leadership as an art of foresight and planning, communication and coordination, sincerity and balance.

LI Yongrui (2011,p.5-20) defined leadership as the influence exerted by an individual or organization on the decisions and behaviors of individuals or groups in order to gain a comparative competitive advantage and successfully transform it into a core competency.

Robert House, Mansour Javidan, Paul Hanges,etal. (2002, p.3-10) defined a leader as a much more powerful attitude, performance, or decision-making of the whole group than the average group member.

In summary, leadership is the ability to influence, motivate, and enable others to contribute to the success of an organization. Leadership encompasses multiple dimensions, including personal traits, ways of behaving, and ways of interacting with others. Different leaders may emphasize different aspects depending on the organization, culture, and context. Effective leadership helps organizations achieve goals, develop employees, and adapt to changing circumstances.

### **Development of Leadership Theory**

The development of leadership theory has gone through different stages such as trait theory, leadership style and behavior theory, leadership situation theory, and modern leadership theory, and leadership trait theory mainly studies the personal characteristics that leaders should have. Leadership style and behavior theory mainly studies the work style of leaders. Modern leadership theory is based on the theory of change and through detailed discussion, many new research results have been obtained, mainly including attribution leadership behavior, charismatic leadership behavior, transactional leadership behavior and transformative leadership behavior. (Song Na.2007)

#### **1. Theory of leadership traits**

Bass B MT. (1995, p.463-478) believed that the characteristics of effective leaders are: a strong sense of responsibility in completing tasks, energetic and persistent pursuit of goals, risk-taking and creativity in problem solving, the ability to use initiative in a social environment, self-confidence and unique discernment, willingness to endure setbacks and delays, and the ability to influence the behavior of others.

Chao Yufang, & Wang Qinggang (2012, p.77-82) proposed the theory of leadership traits as a theory about the personal and personality traits that leaders possess, and how these traits affect their leadership behavior and effectiveness. In the early 20th century, researchers tried to explain the success of leadership by analyzing the personal characteristics of leaders. These traits may include self-confidence, decisiveness, self-discipline, etc.

House R J. (1995. p.16) argued that these charismatic leaders influence the behavior of their subordinates through personal appeal, and that their talents can also be acquired through training.

Wang Benmei (2015, p.138-139) believes that leadership trait theory is an early leadership theory, which holds that leadership traits such as physical, personality, temperament, intelligence and other factors are innate. Effective leadership is associated with seven characteristics: intrinsic drive, leadership ambition, honesty and integrity, self-confidence, intelligence, work-related knowledge, and extraversion.

Wen Xiaoli & Chen Chunhua (2014, p.20-40) argued that the third research peak of leadership trait theory occurred in the 80s and 90s of the 20th century, during which researchers conducted in-depth and comprehensive discussions through technological progress, trait aggregation research, and consideration of cognitive traits and contextual factors, which brought new understanding and progress to the field of leadership research.

In summary, the theory of leadership traits is a theory about the specific personal traits and personality traits that leaders have. This theory assumes that leaders possess certain traits in terms of innate or gifted nature that make them more likely to be great leaders. The central idea of leadership traits theory is that the success and effectiveness of leaders are closely related to their innate character, traits, and personal qualities.

## 2. Leadership style and behavioral theory

Leadership style and behavior theory began in the 40s of the 19th century, and many scholars have found a close relationship between leaders' leadership behavior and their leadership. As a result, the researchers turned their attention to the behavior patterns of leaders, not just personal characteristics. The theory holds that

leadership behavior can be divided into task-oriented and human-oriented. However, it does not determine which situation that behavior is appropriate for.

Lewin K. Lippitt R. & White R K. (1939, p.229-271) proposed three theories of leadership styles: authoritarian, democratic, and laissez-faire.

Tannenbaum & Schmidt (1973, p.127-231) measured leadership style on a continuous dimension in terms of the degree of subordinate involvement in decision-making. This theory holds that there are different degrees of combination between the two extremes, and the closer to the left end, the more authoritarian leadership is preferred; Conversely, the more democratic leadership is preferred.

Likert (1967, p.562-574) proposed to divide leadership styles into exploitative and authoritative leadership, benevolent authoritative leadership, deliberative democratic leadership, and participatory democratic leadership.

Gao Yunqing (1998, p.32-33) proposed that effective leadership is one of the determinants of collective achievement and success. Leadership behavior theory focuses on the influence of leadership work style and behavior on leadership efficiency, and the main research results include: Liu Wen's Three Leadership Style Theory. Likert's four management style theories, leadership quartile theory, management grid theory, leadership continuum theory, etc.

Jian Wenxiang & Wang Ge (2014, p.80-85) believed that theory of leadership behavior refers to a theoretical framework that studies the behavior and roles of leaders in organizations. The theory attempts to explain how leaders influence employees, organizational performance, and aspects of overall organizational culture.

In summary, leadership style and behavior theory is a theory about how leaders act and interact in an organization or team. It emphasizes that the specific behaviors and ways of doing things of leaders have a significant impact on organizational performance and the performance of team members. Leadership style and behavior theory focuses on the interaction between leaders and employees, and the way leaders behave in different situations, this theory emphasizes that the behavior of leaders is critical to the success of organizations and teams, and that the behavior and style of leaders can be improved through training and development.

### 3. Leadership Situation Theory

Leadership situation theory was developed in the 70s of the 20th century, researchers through trait theory and behavior theory to explore the best leadership style without results, began to pay close attention to the impact of situational factors on leadership effectiveness, this is contingent theory or situation theory, contingent theory is leadership matching theory, that the degree of matching between leadership style and specific situations determines leadership effectiveness. It focuses on the interaction between the behavior of the leader and the led and the environment.

Fielder F E. (1967, p.234-236) believes that a certain kind of leadership is not suitable for any environment, but should be determined by whether the leadership behavior is compatible with the situation, and that for the leadership method to be effective, it can start by changing the situation, such as improving the relationship between subordinates, making the work more routine, or increasing the leader's right to reward and punish.

Chang Gai (2009, p.127) proposed that the theory of leadership change, also known as leadership change theory, which mainly studies the potential impact of situational factors related to leadership behavior on leadership effectiveness. There are four main theories of leadership situations: Fiedler's theory of contingency, path-goal theory, Pellern and Yedon's model of leadership engagement, and leadership life cycle theory.

Fang Zhiyuan (1994, p.25-26) believed that "Situational leadership" is a leadership concept proposed by American scholars Kenneth Blanchard and Pant Hersey, emphasizing that leaders should adjust their leadership style according to the maturity of team members and mission requirements. Depending on the skill and confidence level of team members, leaders can adopt different leadership behaviors, including task-oriented and relationship-oriented.

In summary, leadership context theory refers to the change of leadership style by leaders in response to environmental changes, which emphasizes that leaders should adopt different leadership styles in different situations to best meet the needs of the organization or team. This theory holds that there is no one-size-fits-all leadership style that applies to all situations, and that leaders should choose the most



appropriate leadership behavior based on the characteristics of the current situation. This theory helps leaders better understand how to respond to different situations to effectively lead and manage teams.

#### 4. Modern leadership theory

On the basis of the theory of contingency, modern researchers have obtained many new research results through detailed discussion, completing another breakthrough in the field of leadership theory. There are mainly attribution leadership behavior, charismatic leadership behavior, transactional leadership behavior and transformational leadership behavior.

Gooding, Kinicki, Ashkanasy and Gallois (1995, p.32) argued that a leader's interpretation of what causes employee performance influences a leader's judgment of an employee, i.e., an attribution model.

Conger J. & Kamngo R N. (1998, p.25-45) argued that leaders influence followers primarily by mobilizing their emotional commitment to the vision and sharing a set of value principles, i.e., charismatic leadership.

Bass B M. (1995, p.463-478) proposed the theory of transactional leadership behavior and the theory of transformational leadership behavior. Transactional leadership refers to influencing followers through timely exchanges on a reward-based basis. This leadership behavior leads subordinates in a rewarding way, and when subordinates complete specific tasks, they give promised rewards, and the whole process is like a transaction. Transformational leadership is the process by which leaders and subordinates increase each other's levels of maturity and motivation. It pushes employees through inspiring ideals and moral values, rather than using intimidation, greed or hatred to raise subordinates' levels of awareness.

Yukl Gary, Gordon Angela, Taber Tom (2002, p.15-32) studied various leadership theories, has found that transformational leadership is the most valuable form of leadership.

Zhao Shuming, Zong Qian & Wu Cisheng (2004, p.54-60) believed that transformational leadership is more likely to drive high performance in organizations in innovation and change.

In summary, modern leadership theory is a series of new ideas and concepts about leadership, emphasizing that leadership is a complex, multidimensional concept that can be influenced by a variety of factors. These theories reflect the changing organizational environment and leadership roles, while emphasizing that leaders should adapt and respond to these changes in order to achieve organizational success.

### **Concept of Leadership in Digital Era**

Tong Linjie & Hou Jiayue (2021, p.64-70) pointed out that colleges and universities can combine the characteristics of the digital era to establish a digital learning community, so that teachers can innovatively use digital and information-based channels to share and learn new knowledge and experience, so that they can share digital information resources while strengthening communication and cooperation, and effectively enhance the information leadership of each teacher.

Wang Xiaofeng (2018, p.28-30) pointed out that with the rapid innovation of knowledge and technology, college teachers must insist on learning to constantly refresh themselves, accelerate the adaptation of the information teaching mode in the digital era, improve their own information professional quality, and then through the sharing of knowledge and experience among college teachers, drive other teachers to participate in accelerating the learning of new knowledge and new skills, and promote the professional development of the teacher group.

Zhao Mengqin & Luo Huaiqing (2016, p.287) believed that in the digital era, improving the information leadership of university teachers plays an important role in teaching and scientific research.

Zhang Suhua (2020, p.129) believed that improving the informatization leadership of college teachers has a positive effect on improving teachers' teaching ability and the leadership of college students.

Xue Qingwen (2012, p.6) pointed out that the "Capabilities for the 21st Century" Commission in the United States, through long-term and extensive research on American educators and business leaders, has produced a spectrum of core knowledge and competencies needed in the 21st century, and believes that the digital

era should have the ability to learn and innovate, information, media and technology, and life and professional capabilities.

Alnuaimi B K, Singh S K, & Ren S, et al. (2022, p.10-25) pointed out that in the digital era, the transformational leadership of enterprises must integrate digital technology and digital characteristics to meet the new requirements for business leaders in the digital era and effectively promote the digital transformation process. They believe that leadership in the digital era refers to the leadership ability of leaders who are passionate about and use digital technologies and digital means to generate a clear and idealized digital vision to inspire employees to create their creative potential and make positive and effective changes to achieve the organization's digital goals, thereby helping organizations continuously change and seize digital opportunities.

Mihardjo (2019, p.673-680) pointed out that leadership in the digital era is the integration of digital culture with digital capabilities, the ability to use digital technologies as part of a leadership style to create value for an organization.

Swift & Lange (2018, p.36-56) pointed out that in the digital era, leaders also need to possess the following three competencies to become qualified leaders who drive digital change in their organizations. First, we must keep up with the development trend of emerging technologies such as digital technology, and be good at using digital technology; Second, it is necessary to clarify the direction and investment strategy of digital transformation; The third is to be able to lead the team to change quickly and precisely.

Benitez J, Arenas A, & Castillo A. (2022, p.65-70) pointed out that digital leadership refers to the ability of digital leaders in an organization to digitally transform the organization by applying digital, market, business, and strategic leadership skill sets to lead and manage people across disciplines.

Toduk Y, & Gande S. (2016) proposed five characteristics of digital leadership: creativity, deep knowledge, strong networking, a collaborative vision, and curiosity about new technologies

Weber E, Krehl E H, & Buttgen M. (2022, p.6-22) pointed out that organizations with digital leaders who are adept at developing digital, imaginative visions and transformational digital leadership are willing to invest resources to achieve these visions through creative working methods.

Porfirio J A, Carrilho T, & Felicio J A. (2021, p.610-619) confirmed that leadership is critical to digital transformation, and that organizations in the digital era need leaders who can develop digital strategies and drive effective integration of digital strategies with organizations.

Kane G, Phillips A., & Copulsky J. (2019, p.34-39) pointed out that leadership in the digital era can drive digital transformation by enabling organizations to hire digital talent, update digital literacy, create an internal environment suitable for digital business development, and foster a culture of experimentation.

In summary, leadership in the digital era refers to the ability to have multiple digital skills. Leaders are digitally literate and able to understand and apply technologies such as artificial intelligence and big data to enable data-driven decision-making. Have the ability to innovate and change, encourage team innovation, and adapt to market and technological changes. Having a digital communication and networking presence enables leaders to build trust and social media reach in a virtual environment. The ability to lead teams requires cross-cultural and cross-geographic team management, as well as effective handling of dispersed virtual teams. In addition, leaders need to have digital ethics, care about social responsibility, and drive sustainable development. Continuous learning and suitability enable leaders to keep up with technology and industry developments, remaining creative and flexible. Together, these skills can be used in the digital era to enable leaders to lead organizations through rapidly changing challenges and achieve continuous innovation and success.

## Concept of Model for Leadership Development

Liu Lan (2018) argued that the primary definition of leadership is leading a team to achieve goals. It includes two basic dimensions of leadership behavior: task behavior (achieving goals) and relational behavior (leading others). At the same time, a primary model of leadership is constructed, which includes the interaction between the three elements of leader, follower, and goal, and emphasizes that the environment has an important impact on leadership behavior.

John Maxwell. (2017, p.15-55) believed that leadership can be developed in 5 levels, and there is a level of leadership: the first level is the position, one by one, people follow you because they have to listen to you; The second level is to identify that people follow you because they want to listen to you; The third level is production, one by one, people follow you because of your contribution to the organization; The fourth level is to establish people one by one and people follow you because of what you have given to them; The fifth level is the pinnacle, where people follow you because of who you are and what you represent. The 5-level theory of leadership is of great guiding significance for the construction of leadership model, and no matter how the leadership dimension model is considered from the aspects of quality, ability and characteristics, the theoretical basis can be found from the five levels.

Li Zheng & Hu Zhongfeng (2017, p.30) pointed out that the WICS model is a leadership model proposed by Robert J. Sternberg (2014) based on the theory of successful intelligence. The WICS model recognizes that effective leaders have four key characteristics of continuous development: intelligence, intelligence, creativity, and their integration, while leadership is a decision-making process based on intelligence and developed in parallel with creativity. The WICS model is meaningful to the construction of educational leadership models because it explores the construction of leadership models from the perspective of psychological literacy.

David S. V. Day & John Antonakis. (2015, p.20-60) proposed the competitive charisma-transformational model, which mainly includes charisma trait theory, self-concept and charisma, visionary leadership, and change-transactional leadership model.

James S. M. Kuzes, Barry S. Z. Posner. (2015, p.21) developed a leadership model based on interviews with leaders , which includes five basic practices: 1) lead by example, i.e., leaders should be clear about their values; 2) Enlightening the vision together, that is, by drawing the vision, looking forward to the future, and inspiring followers to strive for the realization of the vision; 3) Challenge the status quo, that is, leaders have the courage to create, dare to try and even risk changing the status quo; 4) Make everyone act and be good at using the ability to follow to complete goals and tasks; 5) Motivation, that is, leaders encourage their subordinates by motivating their achievements, and recognize the contributions of others by recognizing individual excellence.

Research Group of "Science and Technology Leadership Research", Chinese Academy of Sciences. (2006, p.636-648) formulated the "Five Forces Model of Leadership", and they proposed a scientific and practical leadership model and theory. i.e., the ability to develop goals and strategies that correspond to the goals of the group or organization; Corresponds to or derives from the ability of the led, including the ability to attract the led, charisma, and the ability to influence the led and the situation - influence; The ability corresponding to the goal realization process of the group or organization mainly includes the ability to make correct and decisive decisions, and the ability to control the goal realization process. These five key leadership competencies make up the Five Forces of Leadership model.

Xunjing (2008, p.10-45) pointed out that a leadership model is the sum of the best behavioral and leadership models that must be in place to support an organization in achieving its stated strategic goals and driving organizational development under specific organizational, industry, and environmental requirements. The leadership model is a synthesis of leadership competency elements, a unity of quality, ability, attitude and behavior, and in the previous research on leadership model modeling, three leadership model construction methods such as strategic orientation method, benchmarking research method and behavioral event interview method were proposed.

Wooden, J. & Jamison, S. (2007, p.188) revealed that the successful leader model consists of five layers of 15 success factors, the first layer has 3 elements: diligence, enthusiasm, and persistence; The second layer has 4 elements: self-control, alertness, initiative, and concentration; The third layer has 3 elements: state, skill, and unity; The fourth layer has 3 elements: calmness, self-confidence, maximum competitiveness; The fifth (top) has 2 elements: faith and patience.

Stephen Covey (2008, p.23-25) investigated the reasons for success and common behavioral habits of successful people in the United States in the past two hundred years, applied behavioral science research methods, and accumulated a large number of cases and behavioral patterns of historical figures and outstanding managers in modern multinational companies. Data, and finally summarized the seven habits of successful (highly effective) people. That is: be proactive, start with the end in mind, put first things first, win-win thinking, know your enemy and yourself, integrate and synergize, and constantly update.

Avolio (2005, p.5-55) put forward a new model of leadership development from a multi level perspective, analyzing the life experience of individual leaders from the perspective of lifelong development and summarizing all aspects and elements of leadership development. Avolio believes that each person's different intelligence and strengths determine his or her life experience, and proposes the "river of life", which is "the cumulative amount of time since you were born that determines how you choose to affect yourself and others". People's environment, vision and culture affect people's leadership development, and the same environment has different impacts and influences on leadership training for different people.

Li Yixuan (2022, p.86-92) pointed out that leadership models in the digital era are mainly data leadership models. Data leadership refers to the ability of leaders to integrate, integrate and systematically reconstruct data in the use of big data to solve real problems, which is the core competitiveness of leaders in the digital era and one of the specific indicators to measure the work ability of leaders in the future. The core of the leadership model in the data era is the governance ability of leaders in the data era, including the ability to integrate, analyze, and apply data.

In summary, the Leadership Development Model is a systematic framework that helps individuals and organizations understand, develop, and evaluate leadership. It refers to the combination of the best leadership model and best behavior that an organization must have to achieve the set strategic goals under specific organizational, industry and environmental requirements. The model is based on research and practice, including leadership traits, behaviors, leadership styles, situational leadership theory and stages of development. It emphasizes the skills, knowledge, and suitability that leaders need to have to meet diverse challenges. The model also emphasizes 360-degree feedback, building effective communication, motivating teams, setting goals, and responding flexibly in different contexts to achieve better leadership results and drive organizational growth and success. The theoretical basis of the leadership model is the iceberg model and the onion model. The leadership development model for the digital era emphasizes technology-driven, innovation-adapted, and data-driven decision-making. Leaders need to have technical insights, data interpretation, cross-cultural communication, and emotional intelligence to foster team innovation and continuous learning and development to lead their organizations to success in a rapidly changing digital era.

### **Concept of Educational Leadership**

#### **Definition of educational leadership**

Nannar Keohhan (2018, p.104-110) argued that leadership in American colleges and universities is about setting or clarifying goals and motivating group members to work toward those goals.

Sergiovannit J. (1998, p.37-46) believed that leadership in pedagogy is capacity building through the development of students' social, academic and faculty intellectual and professional capital.

Hargreaves, A., & Fink, D. (2004, p.8-13) argued that sustainable leadership is a broad and sustained competency that focuses on the sharing of responsibilities.

Bush T. (2008, p.1-6) argued that educational leadership is not just the leadership of principals or educational institutions, but also the leadership of teachers in schools.



Xu Guodong & Hu Zhongfeng (2013, p.11-17) believed that the various phenomena of leadership affecting the effectiveness of educational activities in the field of education are called educational leadership, which includes the functional leadership of government education administrative departments in a broad sense, and the organizational performance and individual excellence of schools and individuals in a narrow sense.

Wang Minglu & Wang Shizhong (2016, p.6-8) believed that the essence of educational leadership is influence, which is the ability of educational leaders to change the cognition and attitude of educational objects, and urge them to adopt or abandon certain behaviors.

Wen Hengfu (2011, p.390) pointed out that educational leadership is defined as the ability of educational leaders to create shared visions and goals, select and employ people, influence people, achieve goals and visions, and bring rewards to the organization and members. And further show that education leaders can carry out these aspects of activities well, successful completion can be said to have high leadership, if can not or can not better build the vision and goals, can not properly select and employ people, influence people, can not effectively achieve organizational goals, can not bring greater returns to the organization and members, it means that the leader's leadership is not high or low. At the same time, "seven-dimensional educational leadership" is proposed: that is, to improve the educational leadership ability from the seven dimensions of improving the direction, morality, scientificity, effectiveness, artistry, innovation and sustainable development of educational leadership activities, that is, to improve the overall ability of educational leadership activities by improving the directional leadership, moral leadership, scientific leadership, effectiveness leadership, artistic leadership, innovative leadership and sustainable development leadership of educational leadership activities.

John West-Burnham (2016, p.1) pointed out that due to the reform and development of education, educational leadership must be transformed on the basis of improvement, and in the process of educational leadership transformation, it is necessary to deal with the relationship between multiple factors such as innovation, democracy, interpersonal communication, and spiritual strength.

Chen Yao, Huang Qian, & Yin Shoufu (2022, p.136-144) believed that the educational leadership of principals is a force or influence generated by the combination of various abilities and qualities of principals.

Yan Shouxuan & Sun Xuecong (2023, p.91-95) pointed out that educational leadership is a hot issue in the field of education research in the 21st century, and all countries attach great importance to the construction of educational leadership.

In summary, educational leadership refers to the sum of abilities and forces formed by school educators in the process of guiding and motivating teachers or students to consciously follow and strive to achieve school development goals based on the influence of their positions and roles and their own qualities. The definition includes the following meanings: first, educational leadership is a narrow concept, which mainly refers to the educational leadership of school educators, that is, the principal leadership and teacher leadership of the school's main teaching party, and principals and teachers are the main body of educational leadership; Second, educational leadership is a kind of influence, which refers to the ability and power of principals to teachers and teachers to students that can make people please and consciously follow, which is the essence of educational leadership; Third, educational leadership is a collection of multiple abilities and forces, which is the combined force of influence, leadership, organization, cohesion, creativity, conduction, shaping, impetus, execution and other abilities and forces, which is the main content of educational leadership; Fourth, educational leadership is a kind of moral leadership, which pays attention to the all-round development of moral cultivation and students, which is also the foundation of educational leadership.

### **Concept of Educational Leadership in Digital Era**

Adams, D., Kutty, GR, & Zabidi, ZM (2017, p.1-4) pointed out that educational leadership is accelerating in the digital era, constantly driving school change, nurturing and supporting school leaders, adapting teachers to new professional development models, personalized and blended learning, leveraging resources, and most recently partnering with communities. In an industry that is clearly "results-driven," education leaders are under unprecedented pressure to be accountable. As these environmental

pressures intensify, leaders and managers need more understanding, skills, and resilience to sustain their institutions.

Brooks, J.S. & Nomore, AH (2010, p.52-82) pointed out that contemporary education leaders must develop local global literacy in nine specific areas of knowledge: political literacy, economic literacy, cultural literacy, moral literacy, pedagogical literacy, information literacy, organizational literacy, spiritual and religious literacy, and secular literacy. Each field is dynamic and interconnected.

Baporikar, N. (2018, p.241-255) pointed out that educational leadership is the ability and approach to guide and manage all stakeholders to achieve common goals". In the digital era, educational leadership needs to adapt to new technologies and teaching strategies to improve the quality of education.

Sun Lingling (2022) pointed out that the current educational environment is changing rapidly, which puts forward higher requirements for principals' educational leadership. Principals should have educational concepts and professional qualities that keep pace with the times, always enhance their awareness of educational leadership, introduce advanced educational concepts, adjust educational goals in a timely manner, create a good educational environment, strengthen the construction of school-based curriculum, fully mobilize and coordinate educational resources in all aspects, and improve the quality of school education.

Yang Nan (2021, p.4-15) Pointed out that in the digital era, educational leadership needs to possess the following characteristics: Ability to apply information technology and be able to use information technology for teaching, management and decision-making; Have the ability to think innovatively, and be able to constantly update educational concepts and promote educational reform according to the needs of the development of the times; Have teamwork ability, be able to lead the team to complete educational tasks and improve the quality of education. Communication and coordination ability: able to communicate effectively with people in different departments and fields, coordinate the interests of all parties, and promote the development of education.

Hu Zhongfeng & Wang Yining (2015, p.1-11) pointed to the ability of education leaders to effectively manage and direct educational organizations using information technology, data analysis, and other means in a digital environment. This kind of educational leadership requires leaders to have innovative thinking, technology application capabilities, data analysis capabilities and other qualities to adapt to the educational transformation and development in the digital era.

Yang Xuemei (2016, p.65-68) pointed out that in the digital era, leaders have had a huge and profound impact on promoting higher education cooperation and exchanges, promoting the development of higher education in the direction of personalization, and accelerating the global sharing of high-quality higher education resources. At the same time, the speed of updating knowledge and skills in the digital era is accelerating, and the traditional education methods are changing, which has promoted higher education to take the road of characteristic development and quality improvement, which has brought new challenges to university reform and leadership.

Wang Minglu & Wang Shizhong (2016, p.6-8) pointed out that in the new technology environment such as digitalization, informatization, and intelligence, education leaders have the ability to lead education organizations to adapt to the changes of the times, achieve educational goals, and improve education quality.

In summary, educational leadership in the digital era refers to the comprehensive literacy and leadership skills of education leaders in the digital technology and information environment, who master advanced technology, lead schools to implement innovative education, promote online learning and distance education, have data analysis capabilities, and optimize educational resources and teaching quality. Education leaders should also have skills such as interdisciplinary collaboration, cybersecurity, privacy protection, and more to keep students safe online. In the digital era, they need to focus not only on local education, but also on global perspectives, enabling schools to partner with international educational institutions to provide a diverse educational experience. Education leaders also need to encourage teachers and students to engage in innovative practices in a digital environment that fosters creativity and problem-solving skills. In the digital era, the mission of educational leaders is not only to provide knowledge, but also to cultivate

students' comprehensive literacy and adapt them to the challenges and opportunities of the future society.

### **Characteristics of Educational Leadership Research**

The educational leadership of continuing education administrators was a variable in this study. It is a comprehensive ability of continuing education management and the innovative development of change leadership, and the characteristics of educational leadership are mainly determined from the dimension of change leadership in this study.

Bass, B. M. (1995, p.463-478) pointed out that when constructing the theoretical framework of transformational leadership, he divided the content of transformational leadership into four dimensions: Charisma or Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration.

Podsakoff, P. M., et al. (1990, p.107-142) pointed out that based on interviews with leaders, he developed a model of transformational leadership that includes five basic practices: 1) building vision, 2) modelling behavior, 3) setting group goals, 4) individual support, 5) intellectual stimulation, and 6) high performance expectations.

Carless, S. A. (1998, p.353-358) proposed a seven-dimensional transformational leadership model, which divides transformational leadership into supporting employees, establishing leadership influence, demonstrating and empowering, encouraging, building vision and innovation.

Rafferty, A. E., & Griffin, M. A. (2004, p.329-354) proposed five more focused subdimensions of transformational leadership, vision, inspirational communication, intellectual stimulation, supportive leadership, and personal recognition. Confirmatory factor analysis provides support for evaluating the hypothetical factor structure of the measures selected for these subdimensions, as well as for the discriminant validity between subdimensions.

Leithwood, K., & Jantzi, D. (1995, p.386-485) constructed a transformational leadership framework, includes 8 components: identifying and articulating a vision, providing the right model, fosters the acceptance of group goals, provides individualized support, providing intellectual stimulation, conveys high performance

expectations, builds a productive school culture, helps structure the school to enhance participation in decisions

Hipp, K.A., & Bredeson, P. V. (1995, 136-150) pointed out that transformational leadership styles highlight the transformative effects of leaders on organizations and individuals. Building on Leithwood's research, he proposed a 5-factor model of transformational leadership. This includes role model behavior, encouraging group goals, offering unexpected rewards, placing high hopes, and providing support.

Li Chaoping & Shi Kan. (2005, p.803-811) used the inductive method, it is concluded that the structure of transformational leadership in China includes four dimensions and forms the corresponding measurement scale. These four dimensions are: leadership charisma, vision motivation, individualized consideration and moral example. The structure obtained by the study is both related to and somewhat different from that of Bass. Among them, leadership charisma and vision motivation are basically consistent with the connotation referred to in Bass theory, and personalized care is broader than the personalized care referred to by Bass, Bass's personalized care mainly emphasizes the attention to the work and personal development of employees, and the personalized care concluded by the study not only emphasizes the attention to the work and personal development of employees, but also emphasizes the concern for employees' families and lives.

Wang, X. H. F., & Howell, J. M. (2010, p.1134) developed a dual-level transformational leadership scale to measure individual-focused behavior at the individual level and group-focused behavior at the group level. There are four individual-focused TFL dimensions that can empower and develop individual followers: (a) communicating high expectations, (b) follower development, (c) intellectual stimulation, and (d) personal recognition. There are three group-focused TFL dimensions: (a) emphasizing group identity, (b) communicating a group vision, and (c) team-building.

Chen Lei (2012) pointed out that transformational leaders can constantly influence subordinates through motivational methods, stimulate and encourage subordinates to develop their potential, motivate subordinates to maintain an optimistic attitude, and outline a beautiful vision for subordinates. The characteristics

of transformational leadership are mainly the following 5 aspects: vision, motivation, care, development, charisma and team awareness.

Gill (2003, p.307-318) pointed out that there are four dimensions of competence in change leadership: cognitive, emotional, spiritual, and behavioral. Correspondingly, he believes that effective leadership in the context of organizational change should be a comprehensive model, including six elements: vision, expectations, strategy, empowerment, motivation, and inspiration.

Zhang Shuang, & Meng Fanhua (2010, p.30-33) believed that educational leadership refers to the process and result of interaction between members of the school organization and the internal and external environment of the school, in order to achieve the vision and goals of the school organization, promote the development and change of the school, influence others, and thus interact with the school organizational structure. Their educational leadership is summarized into 4 dimensions: shared vision, goals, team building, and high performance expectations.

Hooper & Potter (2000, p.33-48) believed that change leadership is when key leaders establish a vision for the future, develop strategies to achieve that vision, and ensure that all members of the organization work towards this common goal. So they believe that change leadership includes the following dimensions: establishing a vision for future development, developing strategy, strengthening team building, and achieving common goals.

**Table 2.1** Research on the characteristics of Educational leadership

Scholars	Main Characteristics									
	Idealized influence	Inspirational motivation	Intellectual stimulation			Model behavior	Culture shaping	Architecture innovation	Behavioral fluence	High performance expectations
Bass, B. M. (1995)	√	√	√	√						
Podsakoff, P. M., et al. (1990)	√		√	√		√				√
Carless, S. A. (1998)	√	√		√		√				
Rafferty, A. E., & Griffin, M. A. (2004)	√	√	√	√						
Hipp, K. A., & Bredeson, P. V. (1995)		√		√		√				√
Li Chaoping, & Shi Kan. (2005)	√	√		√			√	√		
Wang, X. H. F., & Howell, J. M. (2010)		√	√		√				√	√
Chen Lei. (2012)	√	√	√	√	√			√	√	
Leithwood, K., & Jantzi, D. (1995)		√	√	√	√					√
Gill (2003)		√								√
Hooper& Potter (2000)		√			√				√	
Zhang Shuang & Meng Fanhua (2010)		√			√		√	√		√
<b>Total</b>	<b>6</b>	<b>11</b>	<b>6</b>	<b>8</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>6</b>



According to Table 2.4, researchers analyzed literature, concepts, theories related to educational leadership by school administrators, including Bass, B. M. (1995); Podsakoff, P. M., et al. (1990); Carless, S. A. (1998); Rafferty, A. E., & Griffin, M. A. (2004); Hipp, K. A., & Bredeson, P. V. (1995); Li Chaoping, & Shi Kan. (2005) ; Wang, X. H. F., & Howell, J. M. (2010); Chen Lei. (2012) ; Leithwood, K., & Jantzi, D. (1995); Gill (2003) ; Hooper& Potter(2000); Zhang Shuang & Meng Fanhua (2010). The researchers selected suitable characteristics from the table as the framework for this study, and by selecting features with frequency 5 or higher, the 6 variables of educational leadership were derived as follows:

1. Idealized influence
2. Inspirational motivation
3. Intellectual stimulation
4. Individual consideration
5. Team construction
6. High performance expectations

#### **1. Idealized influence**

Idealized influence, also known as charisma, refers to leadership behavior that "reflects the values and beliefs of leaders, their perception of tasks and goals, and their moral orientation";

B.M. Bass (1985, p.66) believed that charisma is related to the follower's reflection of the leader, and when the follower feels that it is a pride to be connected to the leader, feels that the leader inspires their enthusiasm for work, and sees the leader as a symbol of success, it indicates that the leader has extraordinary qualities, that is, "charisma". This reaction from followers is due to the leader's high level of self-confidence, vision for the future, and excellent linguistic charm, which forms a strong emotional bond between the leader and the follower.

House. Robert J.A. (1977, p.189-207) argued that the term "charisma" should be described in terms of the leader's affiliation, that is, the leader's influence on his followers. He believes that charismatic leadership refers to a leadership style that can influence group members to: make group members accept their beliefs and be able to fully believe in the correctness of the leader's beliefs; To enable group members

to accept, respect and obey the leader unconditionally; enable members to identify with leaders and imitate their behavior; It can enable members to have a sense of mission for the realization of organizational goals.

Podsakoff (1990, p.107-142) showed that the trust of subordinates in leadership as a mediating variable can better explain the influence of leadership charisma on employees' organizational citizenship behavior.

Jay A. Conger, & Rabindra N. Kanungo (1988, p.78-97) believed that leaders with the following behavioral traits are easily attributed to attractiveness by subordinates: sensitivity to changes in the environment; Dare to take risks; exhibit unconventional behavior; Have a strategic vision and be able to describe it clearly; Very sensitive to the needs of members of the organization.

Feng Jiangping & Luo Guozhong (2009, p.207-209) conducted a study on the trait structure of charismatic leadership in China, and surveyed 209 managers and employees of enterprises through open-ended questionnaires. A data analysis found that China's charismatic leadership includes seven traits. Based on this questionnaire and exploratory analysis, charismatic leadership traits were developed and the study showed that charismatic leadership is a five-factor structure: affinity, innovative spirit, vision planning, caring for employees and business ability.

Li Chaoping, Tian Bao, & Shi kan (2006, p.297-307) explained why certain leaders can improve employee motivation, commitment, loyalty, and performance; It focuses not only on the leader's influence on employee satisfaction and general work behavior, but also on the leader's influence on employee trust, self-esteem and emotions, as well as the subordinates' identification with the leader's values, vision, etc.

Judge, T. A., & Piccolo, R. F. (2004, p.755) compiled articles and papers on the study of transformational leadership from the PSYINFO database from 1987 to 2003 and concluded that outcome variables such as transformational leadership and subordinates' job satisfaction were significantly correlated.

Zhang Jing (2022) emphasized that leaders should have superb business level, rich leadership and management experience, open-mindedness, rigorous and pragmatic work style, and pragmatic ability to make progress.

Max, & Weber (1997, p.10-55) believed that the so-called "charm" refers to a person with extraordinary qualities, they are regarded as having a supernatural role or high level that others cannot play because of their charm, and they are considered to be sent by the gods, they are role models, and they become "leaders" in people's minds.

Jon S. L. Pierce, & John S. By W. Newstrom (2003, p.13) Believed that changemakers are different from creators and sustainers, he argues that the creativity and transformative nature of leadership goals are partly responsible for the formation of charismatic gifts.

Lowe K B, Kroeck K G, & Sivasubramaniam N.(1996, p.385-425) conducted a meta-analysis of 38 previous studies, and the results also showed that there is a clear positive relationship between transformational leadership and various indicators of leadership effectiveness.

In summary, Idealized influence is also known as leadership charisma, which refers to the unique charisma and influence that a leader shows in an organization. It comes from a combination of a leader's intelligence, emotional intelligence, charisma, and communication skills. Leaders with charismatic leadership are not only the decision-makers and executors of the organization, but also the leaders and role models of the team. They have a clear vision and sense of mission, can win the respect and trust of team members, form a good leadership and leadership relationship, and promote the whole team to achieve common goals and realize the long-term development of the organization. Leadership charisma also involves empowering and trusting team members to inspire their creativity and motivation, and digital leaders also require modern competencies such as data-driven, cybersecurity awareness and innovative communication.

## **2. Inspirational motivation**

Inspirational motivation also known as charisma, refers to inspiring employees by drawing attractive visions to them, and working hard for future development with optimism and hope by providing meaningful and challenging work and expressing high expectations for them.

Lucas (1994,p.10-35) described transformational leadership: Transformational leadership creates a shared vision that creates an organizational climate that helps others realize the value of interaction and feel appreciated by communicating the vision at different levels, motivating and stimulating others to go above and beyond in different ways, and providing personalized care.

Xiang Hongzhuan & Liu Haiyang (2019, p.24-28) pointed out that the theory of transformational leadership emphasizes the stimulation of the intelligence of leaders to subordinates and the catalysis of high-level psychological needs, and through stimulating vision, motivation mainly refers to motivating everyone to work together by creating a beautiful blueprint in the development process, establishing common value orientation, action goals, organizing the bridge between the ideal scene of the present and the future, putting forward insights, stimulating the self-realization needs of faculty and staff, and driving all staff to actively participate in and organize school affairs, thereby improving teachers' ability to deal with problems.

David S. W. Johnson, & Roger S. T. Johnson (2003, p.15-45) argued that vision is the single most powerful and motivating factor in human organizations.

Kotter J.P. (1997, p.33-35) believed that vision-driven refers to the ability of organizational leaders to organize the direction of change and ensure that work moves in that direction.

Roger G. (2001, p.307-318) presented a comprehensive model of leadership in organizational strategic change in a study that includes will the five dimensions of landscape, value, strategy, empowerment and motivation reflect the emotional, cognitive and behavioral requirements of change leadership.

Yu Wen & Chen Ming (2006, p.4) believed that the ability to successfully lead change refers to the ability of entrepreneurs to form beyond the status quo by accumulating resources, so as to further transform into the ability to solve the future, and this ability to solve the future is closely related to the insight and implementation of entrepreneurs.

Ren Yandong & Jiao Xiaowen (2013, p.178-179) find that entrepreneurs' vision leadership skills ensure that companies seize opportunities and stay on the right path.

Luo Tianxin (2008) developed four dimensions of change leadership in the context of internationalization, including vision driven, culture shaping, creative breakthrough and architectural innovation, among which vision driving includes the complete process from establishing a vision, communicating the vision, and guiding all employees to work together, and has a significant positive impact on organizational performance.

Tang Linlin (2009, p.52) considering the role and significance of the four dimensions of change leadership at different stages, the vision driving force is the premise and foundation of change, and it plays more role in the early stage of change.

Luo Li & Hong Xiumin (2012, p.25-28) investigated and analyzed the current situation of principal leadership, and conclude that principal leadership mainly refers to the ability of principals to guide and motivate teachers and children to establish and realize a common vision, which is the core issue of kindergarten management and development.

Yukl G. (1989, p.251-289) believed that transformational leadership refers to the process of establishing a commitment to organizational goals and empowering subordinates to accomplish those goals. Transformational leaders develop their subordinates' skills and increase their confidence to take on more responsibility, and support and encourage them when they face obstacles, difficulties, and exhaustion.

Daft, R. L. (1999, p.10-50) defined transformational leadership by focusing on intangible qualities such as vision, shared values, and ideas, rather than a process of exchanging tangible incentives.

In summary, Inspirational motivation refers to the leaders inspire the passion, motivation of employees through a clear vision and sense of mission on the basis of inspiring their emotions, enthusiasm and motivation, and motivate them to pursue goals and performance far beyond their personal expectations. Leaders are able to inspire the intrinsic motivation of their employees so that they are passionate about their work, strive for excellence and contribute to the growth and success of the organization. In the digital era, motivational focuses on digital intelligence, personalized motivation, virtual teamwork, encourages innovation, emotional intelligence, and

sustainability, inspires employee passion, promotes teamwork, and responds to the rapidly changing digital environment.

### **3. Intellectual stimulation**

Intellectual stimulation refers to using various means and methods to stimulate employees' work enthusiasm and creativity, improve their work efficiency and quality, and achieve organizational goals. In the studies of Chinese scholars, the word is also known as Virtue and exemplary.

Schuckert M, Kim T T, Paek S & Lee G. (2018, p.776-796) believed that inspirational motivation includes aspects such as monetary incentives, non-monetary incentives, humanistic incentives, and development opportunities. The characteristics of inspirational motivation include strong targeting, high flexibility, diversity, timeliness, and sustainability.

Bass, B. M. (1985, p.26-40) believed that transformational leaders can cultivate the optimistic spirit and perseverance of subordinates by optimistic assessment of the specific situation of subordinates, providing personalized guidance and support, etc., and improving their resilience to cope with difficulties and pressures through intellectual stimulation and personalized care for subordinates.

Bass. B.M., & Avolio. B.J. (1994, p.11-14) believed that intellectual stimulation refers to the ability to motivate subordinates to think creatively and solve problems, including instilling new ideas in subordinates, inspiring and encouraging subordinates to propose new ideas and use new methods to solve work problems. Intellectual stimulation can enhance the cognitive and comprehension ability of subordinates, improve their interest in problem recognition and problem-solving ability.

Seltzer, J., & Bass, B.M. (1990, p.693-703) believed that transformational leaders motivate their followers through inspirational leadership (charisma), work with employees on an individual level to meet their developmental needs (individualized consideration), and stimulate employees to take new approaches and expend more effort when problem solving (intellectual stimulation).

Li Rui, & Ling Wenquan (2008, p.70-78) pointed out that intellectual stimulation is to instill new ideas in subordinates, stimulate the sense of innovation and creativity of subordinates by proposing problem hypotheses, constructing problems, and solving old problems in new ways.

Li Yuan, Qu Shiyu, & Xu Feng (2019, p.125-133) pointed out that transformational leaders provide employees with information and resources that promote their own development, encourage them to continue learning, and deepen their communication, learning and interaction behaviors. Through in-depth learning, employees are better equipped to form their own thinking and innovate.

Hamstra. M. R. W, Van Yperen & N. W, Wisseb (2014, p.643-656) Pointed out the unique way of caring for employees, showing sympathy for their misfortunes, appreciating their achievements or efforts, and supporting employees in need, so that employees are bold, confident, and have the resources and ability to try to test new ideas.

Huang Qiufeng & Tang Ningyu. (2016, p.60-64) Pointed out that transformational leaders continue to inspire employees and encourage them to think outside the box and adopt an exploratory way of thinking. When faced with problems, transformational leaders are often able to take an unusual perspective or motivate employees to take a critical look at existing things and working methods, and inspire employees to innovate and change the status quo.

Newman A, Tse H, Schwarz G et al. (2018, p.1-9) believed that inspirational incentives can improve employees' work enthusiasm and satisfaction, promote employees' work performance and creativity, and achieve organizational goals. The mechanism of inspirational motivation includes stimulating employees' intrinsic motivation, improving employees' self-efficacy and enhancing employees' work identity.

Riza MF, Nimran U, Musadieg M A & Utami H N. (2020, p.51-55) believed that the implementation strategies of inspirational motivation include stimulating employees' work enthusiasm, improving their job satisfaction, promoting their career development and improving their work performance.

In summary, Intellectual stimulation refers to the use of various effective methods to stimulate the enthusiasm and creativity of employees, encourage them to challenge existing concepts, propose new ideas, and dare to explore new ways to solve problems, so that the tasks of the organization can be successfully completed and the goals of the organization can be achieved. Leaders encourage team members to constantly learn and pursue knowledge, encourage the team to think strategically, and develop their critical thinking. Through intellectual motivation, leaders develop teams with innovative awareness and problem-solving skills to drive change and innovation in the organization. In the digital era, intellectual stimulation relies on the support of digital technologies to provide individuals with more diverse and rich learning opportunities through online learning platforms, online discussions and virtual reality (VR) technology, so that they can continuously improve their knowledge and abilities.

#### **4. Individual consideration**

Individualized consideration refers to the leadership behavior of "providing individualized social-emotional support to subordinates and developing and empowering subordinates".

Detert, J. R., & Burris, E. R. (2007, p.869-884) suggested that transformational leaders' individualized attention to subordinates promotes two-way communication and effective listening, and their enthusiasm for the organization's vision and goals enhances the sense of organizational commitment and empowerment, so these subordinates are more willing to contribute ideas to improve the organization.

Rank, J., & Nelson, N. E., Allen (2009, p.465-489) argue that transformational leadership motivates subordinates to exhibit more innovative behavior. Generally speaking, transformational leaders have a positive evaluation of innovation and change, and are willing to support the innovative behavior of subordinates, and after



being encouraged and supported by superiors, subordinates will have a stronger belief in taking risks and solve problems in work in innovative ways.

Li Chaoping, & Shi Kan.(2005, p.803-811) believed that leaders should not only pay attention to the working conditions of employees, actively create opportunities and platforms for employees' career development, but also pay attention to the physical and mental development of employees and other life situations.

Jia Jingwen (2020) believed that the handling of interpersonal relationships by school leaders affects teachers' professional satisfaction and self-efficacy, and thus the quality of teaching. To a certain extent, the more humane the principal cares for the staff, the warmer the staff feels, the higher the career satisfaction, and the better the performance.

Hong Yan (2019) believed that leaders can more motivate employees to work by leading by example and their own charisma, and influencing employee behavior through role models and role models.

Ni Chenchen (2014) confirmed that the leadership charisma, moral example, and individualized care of transformational leaders have a positive impact on employees' work engagement, motivating employees to devote themselves to work.

Shamir B, House R J, & Arthur M B. (1993, p.60-64) argued that transformational leadership emphasizes the connection between the individual and the collective, thereby increasing the self-efficacy and collective efficacy of subordinates

Hughes, R.L., Ginnett, R.C., & Curphy, G.J. (1999, p.1-17). pointed out that the individualized care, feedback, guidance, and support that transformational leaders give to their subordinates make them feel that they can improve their work.

Tao Houyong, Hu Wenfang & Guo Qianqian (2015, p.24-33) pointed out that open communication between leaders and subordinates and positive evaluation of subordinates' behavior can strengthen employees' self-efficacy.

Harland.L., Harrison.W, Jones.J. R., & Reiter-Palmon.R. (2005, p.2-14) found that leadership charisma, intellectual stimulation, and individualized care were all positively correlated with the resilience of subordinates.

Strauss et al. (2009, p.279-291) found that the position of leaders in the organization can determine the direction of employees' initiative, the transformational leadership behavior of team leaders affects the initiative behavior of team members, which is manifested in their efforts to improve the team environment and working methods, and the transformational leadership behavior of organizational leaders predicts the initiative of employees who are members of the organization, and employees will be more proactive in making suggestions to improve the status quo of the organization.

In summary, Individual consideration refers to leaders should provide personalized, customized support and guidance to each employee's individual needs, talents, and development goals. Leaders care not only about their employees' work performance, but also about their personal lives, hobbies, and ambitions. Leaders are willing to help employees achieve personal and organizational goals, enhance employee self-esteem, confidence, and belonging, and increase employee job satisfaction and loyalty. This helps organizations build stronger teams, improve overall performance, and become more competitive. In the digital era, personalized care utilizes big data and artificial intelligence technologies to enhance virtual communication, provide real-time feedback, encourage personalized learning, enhance team cohesion, and improve performance and satisfaction.

### **5. Team construction**

Fan Xiaoxuan (2006, p.106-107) believed that leadership and leadership behaviors play an important role in team development. Effective team leaders should strengthen leadership and play their due role to improve team performance and development, while helping the team adapt to the external environment to ensure team success.

Lu Jie, Zhang Fan, & Huang Xinjian (2008, p.34-36) believed that team building as an organizational innovation. With the development of modern economy, team building will play an increasingly important role in enterprise management, which will help enterprises better explore the potential of employees and make great contributions to building high-performance enterprises. This paper analyzes the theoretical basis and existing problems of team building, and puts forward the idea

that high-performance teams must be built in terms of establishing a common vision, cultivating the collaborative spirit of the team, establishing a team with leadership and execution, building a harmonious communication channel, and establishing an incentive mechanism.

George A. Neuman (2017, p.97-123) emphasized that trust between team members is an essential factor in the formation of team cohesion, and effective communication within the team can promote the establishment and development of trust relationships.

Katzenbach (2015, p.48-61) emphasized that matching the skills and experience of team members is very important, and when organizations develop business goals and break them down into teams, teams need to select members with matching skills and conditions to maximize team effectiveness.

Hao Jinlei, YIN Meng (2018, p.43-49) emphasized that task-based conflicts can improve team performance, while relational conflicts can reduce team performance, and by improving the frequency of team communication, improving the timeliness of communication feedback, maintaining a good learning state can optimize team communication, reduce team conflicts, and promote team performance improvement.

Gilli Katharina (2022, p.325-337) examined the relationship between satisfaction and individual and team performance in global virtual teams, the study shows that increased individual effort and performance satisfaction with teams is negatively correlated with individual performance in global virtual teams, and that an increase in average satisfaction within a team will promote team and individual performance.

Ye Xiaoqian (2022, p.106-118) pointed out that team performance pressure has a significant positive impact on team performance and a significant negative impact on individual work withdrawal behavior, and the positive emotional performance of leaders can positively adjust the impact of team performance pressure on the emotional tone of positive teams.

Wang X H, Howell J M. (2010, p.1134-1144) pointed out that there are three dimensions of team-focused change leadership, namely group identity, group vision, and team building, focusing on the impact of change leadership on company

performance, organizational citizenship behavior, organizational climate, team creativity and team cohesion.

Bao Mingxu (2017) pointed out that team building is concerned with improving the level of team identity, that is, members' recognition of team goals, norms, and values. The study points out that team-oriented change leadership promotes team recognition and affects resource integration. A lack of identity can lead to disengagement and weaken team innovation and leadership. Leaders need to create a culture of inclusion, understand the needs of members, shape influential team identities, set fair rules, and increase identity. After strengthening the team's identity, employees will be more active in safeguarding the interests of the team and working hard for the goal.

Tu Yanhong, Yuan Ling, & Zhang Leilei (2019, p.6) pointed out that the key to team building is to fully consider the differences in team members' work ability and the interdependence of goals, and adopt appropriate management strategies to maximize team and individual performance. Specifically, team managers need to create a team atmosphere of "you chase me to catch up" and promote the "catfish" effect, and at the same time should adopt effective communication methods and cooperative goals to strengthen the trust relationship between team members and team members, avoid team members from using improper means to suppress and crush teammates, make good use of the differences in work ability between team members, and fundamentally improve team and individual performance.

In summary, Team construction refers to leaders promote close relationships and common goals by enhancing cooperation, collaboration, trust and transparency among team members, thereby improving team cohesion, execution and creativity. Leaders play a key role in shaping harmonious, efficient and adaptable teams by clarifying the roles and responsibilities of team members, encouraging innovative thinking, establishing transparent communication channels, providing necessary training and learning opportunities, and motivating team members. In the digital era, team construction should shape an innovative, efficient and cross-cultural team environment through virtual cooperation, digital communication and other means to adapt to the rapidly changing modern work environment.

## 6. High performance expectations

Jacobsen, C.B., & Andersen, L.B. (2019, p.108-118) pointed out that high performance expectations are the ambitions that leaders expect employees to exceed a set of performance standards and achieve high-achieving goals. At the same time, it means that leaders set ambitious achievement goals and show employees what they expect from them.

Yuan F, Woodman R W. (2010, p.323-342) pointed out that for employees, leadership high performance expectations are an important source of stimulation in the workplace, triggering both employee proximity and employee avoidance responses, which depend on the employee's tendency to approach or avoid, especially idiosyncratic factors such as performance convergence or performance avoidance goal orientation.

Nie Qi, Zhang Jie, Lu Yuan & Bi Yanzhao (2022, p.53-63) pointed out that for employees whose performance is goal-oriented, leading high performance expectations will motivate employees to work hard, thereby improving employee task performance (approach path); For performance-avoidance goal-oriented employees, high leadership expectations can lead employees to avoid leadership, which in turn reduces employee task performance.

Ma Jun, Zhu Mengting & Yang Yaping. (2022, p.47-63) pointed out that high performance expectations refer to the organization's expectations that star employees will perform well at work, and generally give these employees higher work goals and higher work pressure.

Dirks (2002, p.611-628) pointed out that the direct supervisor and the subordinate will have many opportunities for communication and contact at work, based on the theory of social exchange and reciprocity, and eventually form the subordinate's trust in the direct supervisor. Based on the theory of reciprocity, the direct supervisor cares for and empathizes with employees, and employees will feedback with positive behavior, and try their best to use new ways and new ideas to gradually improve the level of performance.

Zhang Ying. & Yang Fu (2018, p.1121-1122) pointed out that leadership high performance expectations can prompt employees to continuously self-adjust according to standards and goals to meet role expectations, while feedback-seeking behavior as a self-adjustment strategy to meet employees' self-adjustment needs can help employees obtain feedback information conducive to achieving goals.

Yukl G. (1989, p.251-289) pointed out that leaders influence employees to change their attitudes and assumptions about the organization and commit to mission goals, with special emphasis on empowering employees to make decisions and adjust culture and structure to achieve organizational goals.

Podsakoff P M, MacKenzie S B, Moorman R H, et al. (1990, p.107-142) pointed out leaders insist on the best performance as the standard, and motivate employees to do challenging work by clearly expressing their expectations for excellence and high performance to their subordinates, so that employees can complete tasks with high quality.

Chen Wenjing & Shi Kan (2007, p.22-29) pointed out that employees need to increase their level of needs and internal motivation to motivate employees to challenge and surpass themselves and strive to achieve higher-level goals.

Bass B M. (1985, p.25-40) pointed out that transformational leaders can lead by example at work, set a good example for employees, articulate the vision of the organization and express expectations for high performance, motivate employees to cooperate and work towards common goals, care for the emotions and development of subordinates, and stimulate creative thinking about work.

In summary, High performance expectations refers to the higher level of expectations that are set for leaders and team members when an organization or team changes. This expectation requires that leaders have the ability to drive change, clearly communicate the vision for change, encourage team innovation, and guide teams to adapt to changing circumstances. High-performing teams are expected to have excellent teamwork skills, work together, tackle challenges, and achieve common change goals. High performance expectations in the digital era require employees with digital skills, remote collaboration, innovation, and rapid adaptability to respond

quickly to market needs, make data-driven decisions, be customer-oriented, and collaborate flexibly in a remote collaboration environment.

### **Context of Universities in Guangxi**

#### **The concept of colleges and universities in Guangxi**

According to the Chinese dictionary "Dictionary Editing Office (1978, p.431), Institute of Linguistics, Chinese Academy of Social Sciences", colleges and universities refer to schools of higher education, which is the collective name of undergraduate colleges, specialized colleges and junior colleges, referred to as colleges and universities. Colleges and universities are mainly divided into ordinary colleges and universities, vocational colleges and adult colleges and universities.

Guangxi Zhuang Autonomous Region is located in the south of China, compared with other provinces in China, is an economically underdeveloped province, located in a remote area, the region has a total of 89 colleges and universities, 38 undergraduate schools (including 26 public undergraduate colleges), 47 junior colleges, and 4 independent adult colleges and universities. As of 2022, there are a total of 1,839,200 college students, a total of 84,770 faculty and staff (including 51,929 at the undergraduate level), and a total of 167,300 adult majors enrolled in continuing education in the district, an increase of 61,000 over the previous year, an increase of 3.8%, and 367,600 students, an increase of 21,800 over the previous year, an increase of 6.3%. In general, higher education resources in Guangxi Zhuang Autonomous Region are relatively scarce, especially high-quality education resources, and there are few high-level universities. In recent years, Guangxi's colleges and universities have significantly improved their scale of education, discipline construction, transformation and upgrading, and serving local social and economic needs.

#### **University administrators**

Atbach (2001, p.5-55) believed that college administrators are those who are responsible for managing the daily affairs of the school and making decisions on the development plan of the school, mainly including the management of the decision-making level and the executive level. The management objects are: teaching, scientific research, administration, party affairs and group affairs. According to this, university administrators can be divided into four categories: personnel responsible for party and

government work in the party committee of colleges and universities; Managers responsible for teaching and research; managers in charge of mass work, such as trade unions of higher education institutions and the Communist Youth League; Administrators in direct and affiliated units of universities.

Dong Wei (2013, p.9). believed that the management of college students in China implements the party-government joint management system under the leadership of the party committee, and the president responsibility system under the leadership of the party committee. The heads of the various administrative bodies under the university are university administrators.

Guo Rong, & Yu Hong. (2003, p.66-68) believed that university administrators are an important force in the work of college education and play a decisive role in the long-term development of the entire university.

In summary, university administrators are a group of professional managers responsible for university administration, management education teaching and scientific research, class management, logistics management, financial management, campus safety management and other aspects. They have considerable experience and knowledge in the organization, coordination, and guidance of university affairs.

#### **Guangxi university continuing education administrators**

Hu Angang. & Zhou Shaojie (2016, p.17-22) considered continuing education to refer to various educational activities for members, especially adults, who have left school (including elementary, junior high school, high school, and university) and entered society.

He Aixia (2016, p.15-23) believed that the education objects of continuing education in ordinary colleges and universities in China are mainly adults after high school and university; The types of education include: higher education continuing education and higher non-degree continuing education; The forms of education include: adult college (correspondence, part-time/night university, off-the-job), online college (distance open major), higher education self-study examination, non-degree continuing education and training, etc.; Implementing educational institutions include: full-time universities and colleges, higher vocational and technical colleges/vocational



colleges, colleges of higher learning; Education levels include: undergraduate level education, specialist level education, on-the-job master's and doctoral education.

Xie Qin (2017, p.111-114) believed that most adult education managers in colleges and universities belong to administrative management positions, implement an 8-hour shift system every day, accept the guidance of superiors, and basically complete their own work in the office.

Zhang Fengnan (2014, p.116-117) believed that continuing education administrators are responsible for the organization, inspection and other aspects of school life, and only by maintaining a high quality can the management personnel maintain the normal operation of the school, ensure the normal teaching order, and improve the quality of teaching.

Zhao Yunchang, Wang Chun & Meng Fanru (2012, p.6-7) believed that the continuing education management team plays an irreplaceable role in stabilizing the order of running schools, improving teaching quality and maintaining the credibility of running schools. The quality and ability of the management team directly affect the level and efficiency of administrative work, which in turn affects whether teaching tasks can be carried out normally, and ultimately determines the level, quality and social reputation of continuing education management.

In summary, Guangxi continuing education managers are managers who are mainly responsible for planning, organizing, coordinating and supervising continuing education activities in universities in GuangXi. Continuing education administrators need to have skills in education management, policy development, project planning, and team coordination.

## **Related Research**

Zhang ping (2009) believed that the purpose of studying the leadership of principals from the perspective of change is to clarify the ability of principals to cope with change in the perspective of school change, and on this basis, a "self-brain" model of principal leadership is constructed to provide guidance for the work practice of principals.

Tan Tingting (2011, p.7-10) believed that as a hot spot in leadership research in the past two decades, transformational leadership occupies an important position in leadership research. This paper introduces the concept of transformational leadership and the structure and measurement of transformational leadership, reviews the effectiveness and mechanism of transformational leadership, and finally puts forward the prospect of transformational leadership research.

Li Huicai & Deng Xiaoke (2007, p.103-110) reviewed the course of research on the theory of change leadership, and summarizing the results of previous explorations on this issue, we can not only discover the rich wisdom in it, but also grasp the context of the research as a whole. The history of research on the theory of change leadership shows that leaders should see change as a joint action involving many actors; In such joint actions, building a relationship of trust that supports change determines the success or failure of change; And leaders should be the ones who build the relationship.

Li Huimei (2010, p.151-154) study the relationship between change leadership, change leadership and organizational commitment. Transformational leadership has a positive or negative impact on the group or organization, the organizational commitment of the leader's subordinates, etc. through mechanisms such as empowerment and trust.

Chen Liang, & Zhang Xiaolin (2014, 53-58) base on the theoretical perspective of social exchange and the model of change leadership, through the on-site survey of nearly 300 employees and their leaders, the impact of change leadership on employees' work passion and change support behavior, as well as the complete mediating role of work passion in change leadership and employee change support. The results of hierarchical regression analysis show that the stronger the change leadership, the higher the work enthusiasm of employees, and the more obvious the change support behavior.

Chen Yao, Huang Qian, & Yin Shoufu (2022, p.136-144) explored the appropriate theoretical framework and practical expressive characteristics of educational leadership of principals in ethnic minority areas in Yunnan by using Delphi expert interviews and case studies in the context of existing theoretical research and

policies, combined with the practice of primary and secondary school principals in ethnic minority areas in Yunnan. Studies show that principals have a conscious understanding of educational leadership development and are more inclined to implement a model of changeable leadership, which is adapted to the professional reflection, professional growth and school reform of primary and secondary school principals in ethnic areas.

Mao Fangcai (2021) through the study of "Educational Leadership of Second-level College Deans", the following conclusions are drawn: first, the dean's educational concept is the fundamental factor affecting the connotative development of second-level colleges; Second, the level of education, talent and power jointly determines the advanced nature of the dean's leadership concept, and then determines the development ideas and measures of the second-level college; Third, good personality charm, academic attainments and leadership art constitute the core leadership qualities and become the basis for advanced leadership concepts; Fourth, the dean can only lead the college well if he has key leadership skills such as the college's development planning, internal and external communication speech, school-running vitality and motivation, and college governance normative ability; Fifth, only with the ten dimensional elements of dean's educational leadership can be a good dean and undertake the mission of the times when the focus of university governance is shifting downward.

Xie Dan, & Peng Maohui (2012, 9-10) believed that the balance of educational leadership is a leadership style and art worthy of advocating in the field of education today. Educational leadership is an important measure to reflect and test the ethical standards and teaching quality in the field of education. Therefore, talking about educational leadership has an enlightening and guiding effect on the improvement of the overall operation ability of education administrative departments and the improvement of the management and operation effect of school institutions. In exploring the balance of educational leadership, they start from the unique characteristics of "heart-seeking" and "telecentric power" in China and the West, explore the performance of educational administration, analyze the existing problems of

educational leadership, and then explore the balanced development of educational leadership.

Song Baoping (2013, p.72-74) believed that the educational leadership of principals mainly depends on the principal's work with teachers to establish the school mission, create the school vision, improve the school culture and build the school curriculum. The improvement of educational leadership of principals requires continuous learning, emphasis on team building and integration of resources.

Nannar Keohhan (2018, p.104-110) believed that higher education in the United States faces four main problems: huge financial pressures, threats to academic freedom, Global cooperation and competition under political constraints and how to clarify the purpose and mission of universities. In the face of these difficulties, American higher education leadership is based on the principle of "co-governance", in which different institutions play legitimate roles in the decision-making process, including trustees. Each party, including the Board of Governors, the Principal and his administrative team, and the faculty, shall have their respective responsibilities. Each unit can play an important role in good leadership, and all perspectives are considered before any institution makes a prudent decision, and decisions made with the proper participation of all members are more likely to be successfully implemented and have lasting results.

Jiang Yuanyuan (2015, p.39-42) believed that the transformative capacity of university presidents should be placed in the strategic educational leadership practice model, so that change becomes a strategically executable language and opens the way to pluralistic understanding. In terms of the specific strategy of leadership improvement, university presidents should base themselves on the analysis of school conditions, effectively grasp the key factors affecting change, and shape the culture of school organizational change accordingly, and guide and control the reform and development process of the school; It is necessary to highlight strategic management, continue to promote management reform, continuously improve the competitiveness of the university, defend academic freedom, and govern the university with a moderately advanced strategic plan; It is necessary to ensure strategic priorities, take discipline construction and development as the core, establish forward-looking school-

running concepts and school-running ideas, adapt to the trend of globalization, and promote the diversified transformation of schools.

Zhang Jian (2017, p.5-7) believed that the development of higher vocational education is very good, and the state gives full support from policies, systems, manpower, funds and other aspects, and strives to build a modern vocational education system. In this context, exploring the leadership construction of higher vocational education with Chinese characteristics is of outstanding significance for improving the quality and connotation of higher vocational education. The establishment of scientific and standardized assessment, training, linkage and localized leadership research mechanisms in higher vocational education will surely lay a solid foundation for long-term and high-quality development.

Zhang Jian (2015, p.43-46) believed that educational leadership is an important foundation for vocational colleges to improve their ability to run schools. Higher vocational colleges should strive to improve educational leadership, and improve the leadership of higher vocational education by planning school vision, conducting leadership evaluation, and shaping school culture, so as to improve the quality of higher vocational education talent training.

Zhang Xiangzhong & Xu Anan (2023, p.17-20) believed that the improvement of school change leadership is the internal demand to achieve the overall transformation of schools, aiming to break through the separation of "management" and "leadership" and form a school leadership and management mechanism. School change leadership is the endogenous force that transforms passive response into active change. From the perspective of different roles and practices of responsible subjects, school change leadership can be divided into three types: principals, middle cadres and teachers.

Guo Baoyan (2021) believed that the leadership level of middle-level cadres in Guangdong public higher vocational colleges is not high on the whole, mainly due to the following reasons: the quality of middle-level cadres is not high enough, the sense of responsibility is not strong enough, the ideology is not broad enough, the selection and appointment system is not perfect enough, the post goal responsibility is not scientific enough, the education and training mode is not diverse enough, and

the supervision and security mechanism is not perfect. The following measures should be taken to improve the quality of middle-level cadres, create a harmonious and happy working atmosphere, pay attention to the personalized care of subordinates, and establish a sound long-term mechanism for the selection and appointment of middle-level cadres, assessment and evaluation, education and training, incentive protection, management and supervision.

Li Xiaomin (2021, p.79-81) believed that leaders in the new era should have strategic thinking, dialectical thinking, historical thinking, employing thinking and information thinking. The new era leadership environment challenges leaders' management style, service style and personal charm. Leaders can change their leadership thinking and improve their leadership by strengthening self-cultivation, innovating leadership methods, embracing technological achievements, and establishing security mechanisms.

Yang Xuemei (2016, p.65-68) believed that the digital era has a huge and profound impact on promoting cooperation and exchange in higher education, promoting the development of higher education in a personalized direction, and accelerating the global sharing of high-quality higher education resources. At the same time, in the digital era, knowledge and skills are being updated at a faster pace, and traditional education methods are changing, forcing higher education to take the road of characteristic development and quality improvement, which brings new challenges to university reform and leadership. College presidents should be clearly aware of the many changes brought by the digital era, constantly improve their clear-headed and keen judgment and decision-making ability, dare to innovate and start businesses, and establish an inclusive learning mentality, so as to build a capacity structure to meet the needs of the development of the digital era, and promote the reform and development of schools to continue to succeed.

Gao Qixun & Feng Qiulong (2012, p.62-66) believed that the four dimensions of idealization, intellectual stimulation, personalized care and inspirational motivation may have different degrees of influence on employees' task performance. Therefore, it is necessary to study the impact of transformational leadership behavior on employees' task performance by different dimensions. The results show that idealized

influence, intellectual stimulation and personalized care are significantly positively correlated with employee task performance, while inspirational motivation is not highly correlated with employee task performance.

Chen Yizhou (2019, p106-107) believed that principal leadership is embodied in five levels: teacher technical leadership, interpersonal leadership, educational leadership, symbolic leadership and cultural leadership. Good leadership can improve the enthusiasm of teachers and promote the development of school education. Therefore, the principal must pay attention to the improvement strategy, and realize the promotion and improvement of leadership through reasonable decentralization, improvement of management mode and improvement of training system.

Xiao Qi (2012) found that the relationship between leadership and team building: (1) Transformational leadership has a positive effect on team creativity; (2) Inter-team competitive climate moderates the relationship between transformational leadership and team creativity: Compared with high inter-team competitive climate, transformational leadership has a stronger positive effect on team creativity under low inter-team competitive climate; (3) The competitive atmosphere within a team moderates the relationship between transformational leadership and team creativity. The positive relationship between transformational leadership and team creativity is shown as follows: in the moderate competitive atmosphere within a team, the positive relationship between transformational leadership and team creativity reaches the best state; in the high and low competitive atmosphere within a team, the positive relationship between transformational leadership and team creativity is weakened.

Wang Di (2018) by studying the difference of the impact of change leadership on change performance, he believed that change leadership is a multidimensional concept at the organizational level, including four dimensions: environmental response, vision leadership, resource integration and internal drive. These four dimensions influence each other independently and affect the whole process of organizational change.

Li Zhaowang (2016) proved that transformational leadership can improve employees' followership, vision motivation and personalized care have a significant positive impact on employees' followership, while the influence of leaders' example

has no significant impact on employees' followership. Vision motivation, personalized care and leadership charm have positive effects on employees.

Waldman et al. (2001, p.134-143) believed that transformational leadership is a combination of behaviors that have a favorable influence on employees. Leaders express high expectations for employees by describing their vision and conveying their mission.

Chen Wenjing & Shi Kan (2007) believed that the personal charm of transformational leaders can influence the continuous progress of subordinates, give them care in work and life, explain the blueprint of the organization to subordinates in a timely manner, and motivate them to strive for common breakthrough goals.

Cameron & Green (2015) argued that by understanding employees' individual needs and motivations, providing support and incentives, they can be promoted to understand and embrace the goals of change. Leaders should increase employee engagement and adaptability through individualized support, adapting leadership styles and support methods by understanding each employee's individual needs and abilities.

Yukl, G. (2013, p.38-48) argued that the role and strategy of leaders in motivating employees to innovate and solve problems is positive. By establishing diverse communication channels, employees are free to share their ideas and feedback. Encourage cross-sectoral dialogue and cooperation, and promote the collision and integration of different perspectives. Provide employees with the necessary resources and tools to ensure they can focus on innovation and problem-solving.

Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. (2002, p. 735-744)) showed that transformational leaders can significantly improve employee performance and career development by providing individualized support and motivation. This leadership style has a positive impact on employee growth and performance.

Tichy, N. M., & Ulrich, D. O. (1984, p. 59) argued that transformational leaders play a key role in driving organizational change and improving performance. They believed that high performance expectations are one of the core characteristics of



transformational leadership, and that leaders bring out the potential and creativity of their employees by setting high standards and expectations.

Mao Fangcai (2021) believes that a person's values not only shape his life attitude, but also affect his work attitude. Therefore, both leaders and employees should establish correct work values. A leader's values will affect his or her own attitudes and behaviors, and will also have a profound impact on the growth of team members and the development of the organization. The value of a leader's work is directly related to his or her performance in the position. In leadership work, leaders should pay attention to setting an example and showing personal charm, creating a positive organizational culture, and guiding the formation of correct values to stimulate their own potential and strive to achieve organizational goals.

Nanus (1992, p.20-25) mentioned that visionary leadership is about providing the organization with a vision for the future that is credible, authentic, and attractive. This vision clarifies the organization's goals and efforts to make it more successful and progressive. Vision not only includes the long-term plan of the organization, but also bridges the current situation of the organization with its future development. For leaders, vision provides a clear purpose for action, prompting them to move beyond the current situation to achieve organizational improvement and growth. In the organizational development process, visionary leaders are often viewed as ideal innovators or role models who provide insights and drive organizational members to take new actions to achieve new goals.

Oldham, & Cummings (1996, p.607-634) studied how personal traits and situational factors jointly influence employee creativity. They found that when employees are given challenging work tasks and work in a supportive environment, the likelihood of innovation increases significantly. This shows that creativity not only depends on individual abilities, but is also strongly influenced by the work situation and environment. By providing challenging tasks and constructive support, organizations can effectively stimulate employees' creative potential and promote the production of innovative results.

Luo Guicheng (2015) pointed out in his paper "Methods to Improve the Ability of Middle-Level Management Cadres in Colleges and Universities in the New Era" that personalized support is an important component of transformational leadership. He believes that by promoting effective communication, respecting individual differences, encouraging feedback, and prioritizing the growth of team members, leaders can create a work environment that is both supportive and engaging, thereby helping team members realize their full potential.

Katzenbach and Smith (2015) discussed the criticality of teamwork and how it can be enhanced through leadership. They proposed the core elements of teamwork and shared experiences of successful practice. The research emphasizes that leaders should attach great importance to teamwork in organizations and improve the efficiency and performance of teamwork by setting clear goals and promoting effective interactions within the team.

Wang, P., & Zhu, W. (2011, p.25-39) believed that transformational leadership is the most direct manifestation of the transformation and innovation characteristics of leaders. Transformational leaders not only demonstrate their own powerful transformation and creative qualities, but can also inspire a high degree of enthusiasm and creativity in their teams and members, becoming an important force in driving the team forward.

Bao Mingxu (2017) believed that team identification refers to team members' high recognition of the team's goals, beliefs, norms, values, and common interests, and plays a crucial role in promoting team behavior. Team-oriented transformational leadership can effectively promote team identification and further influence the integration and synergy of team resources.

House, RJ (1971, p.321-339) pointed out that leaders can help employees achieve excellent performance by setting clear goals and paths for them and providing them with the support and resources they need. Leaders should clearly communicate expectations while providing employees with specific guidance on achieving those expectations and ongoing feedback to ensure they are moving in a high-performing direction.

Wei Yingying (2015) concluded in the article "An Empirical Study on the Impact of Transformational Leadership on Employee Creativity" that high performance expectations and intellectual stimulation are key factors that directly affect employee creativity. High performance expectations can increase employees' requirements for their work, motivate them to set higher performance goals for themselves, and enhance their confidence in achieving excellent performance with the support of leadership. As a result, employees are more engaged in their work and continue to look for innovative solutions and methods when faced with difficulties.

Anderson, N., et al. (2014, p. 1297-1333) provided a guiding framework for studying organizational innovation and creativity, focusing on how to establish an effective innovation reward mechanism. The study explores the role of different types of rewards in motivating employees to innovate and analyzes how leaders can cultivate and promote an innovation culture through the use of reward systems.

Walter, F., & Bruch, H. (2010, p.765-782) believed that the individual-centered transformational leadership model has a profound impact, emphasizing that this leadership style can provide each employee with precise and targeted Support and guidance. Through this method, it not only greatly stimulates employees' strong interest and curiosity in work, but also acts as a catalyst to ignite their inner work enthusiasm and self-motivation, prompting them to actively devote themselves to various tasks and demonstrate unprecedented performance. positivity and creativity. In short, this personalized leadership strategy successfully creates an environment that fosters personal growth and professional passion.

Latham, G. P., & Locke, E. A. (2006, p. 332-340) analyzed the dual aspects of goal setting in promoting team effectiveness: its significant advantages and accompanying challenges. They emphasized that as leaders, by carefully planning and establishing clear, specific and measurable task goals, they can significantly stimulate the inner motivation of team members and promote their continuous pursuit of excellence, thereby achieving a double leap in personal performance and team achievement. This process not only requires leaders to have a forward-looking vision to set challenging goals, but also to demonstrate a high degree of wisdom and flexibility to deal with various obstacles and challenges that may be encountered in

the process of achieving goals, ensuring that the team can continue to Move forward and continue to break through your own limitations.

## Chapter 3

### Research Methodology

This research focuses on improving the educational leadership of continuing education administrators in universities in Guangxi in the digital era. By investigating the level of educational leadership of continuing education administrators in universities in Guangxi, a model for educational leadership of continuing education administrators in the digital era of universities in Guangxi was developed, and then the suitability and feasibility of the educational leadership model of continuing education administrators in the digital era of universities in Guangxi were evaluated. Researchers have the following procedures.

1. The population / Sample group
2. Research Instruments
3. Data Collection
4. Data analysis

**Phase 1:** The objective of this phase is to study the level of educational leadership of continuing education administrators in universities in Guangxi.

#### **Key informants**

#### **The Population**

The population of this phase was 524 administrators from 10 universities in Guangxi.

#### **The Sample Group**

According to Krejcie and Morgan (1970) sampling table, the sample group of this research were 226 administrators from 10 universities in East, West, South, North and Central area in Guangxi. The sample group selected by stratified sampling and random sampling .

**Table 3.1** Lists of university and sample size

No	University in Guangxi	Population	Sample group
1	Hezhou University	45	19
2	Wuzhou University	47	20
3	Baise University	53	23
4	Hechi University	52	22
5	Beibu Gulf University	55	24
6	Guangxi University	57	25
7	Guangxi Normal University	55	24
8	Guilin University of Technology	57	25
9	Guangxi University of Science and Technology	53	23
10	Guangxi Science and Technology Normal University	50	21
Total		524	226

According to table 3.1, it showed that the researcher randomly selected 2 universities from different regions in the east, west, south, north and middle of 26 universities in Guangxi, and a total of 10 universities were sampled to obtain the sample group.

### Research Instruments

#### Questionnaire

The instrument to collect the data for objective one, to study the current situation of educational leadership of continuing education administrators in universities in Guangxi was a questionnaire. The questionnaire was designed based on educational leadership in 6 aspects: 1) Idealized influence, 2) Inspirational motivation,

3) Intellectual stimulation, and 4) Individual consideration, 5) Team construction, 6) Change administration.

The questionnaire was divided into two parts:

Part 1: Survey about personal information of respondents, classified by gender, age, professional title, educational background, working years.

Part 2: Survey about the current situation of educational leadership of continuing education administrators in universities in Guangxi. The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 refers to the level of educational leadership of continuing education administrators at the highest level

4 refers to the level of educational leadership of continuing education administrators at a high level

3 refers to the level of educational leadership of continuing education administrators at a medium level

2 refers to the level of educational leadership of continuing education administrators at a low level

1 refers to the level of educational leadership of continuing education administrators at the lowest level

The data interpretation for mean is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

### **Constructing a questionnaire process**

The construction process of the questionnaire is as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to educational leadership of continuing education administrators in universities in Guangxi.

Step 2: Construct the questionnaire about the current situation of educational leadership of continuing education administrators in universities in Guangxi. Then the researcher sent the questionnaire outline of questionnaire to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by five experts. The index of objective congruence (IOC) was 0.8-1.00.

Step 4: Revise the questionnaire based on the experts' suggestions.

Step 5: The questionnaires were distributed to 30 administrators in universities in Guangxi for try-out. The reliability of the questionnaire was obtained by Cronbach's Alpha Coefficient. The reliability was 0.99.

Step 6: The questionnaire was applied to 226 administrators in universities in Guangxi.

#### **Data Collection**

The data collection for objective 1: to study the current situation of educational leadership of continuing education administrators in universities in Guangxi, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 226 administrators in universities in Guangxi.

Step 2: The researcher distributed the questionnaire to 226 administrators. A total of 226 questionnaires.

#### **Data Analysis**

The data analysis in this research, the researcher analyze the data by package program, as follows:

Step 1: The personal information of the respondents was analyzed by frequency and percentage, classified by gender, age, professional title, educational background, working years.

Step 2: The current situation of educational leadership of continuing education administrators in universities in Guangxi in 6 following aspects: 1) Idealized influence, 2) Inspirational motivation, 3) Intellectual stimulation, and 4) Individual



consideration, 5) Team construction, and 6) High performance expectations was analyzed by Mean and standard deviation.

**Phase 2:** The objective of this phase is to propose the model for the educational leadership development of continuing education administrators in the digital era of universities in Guangxi.

### **Key informants**

#### **The Population**

The interviewees in this research was 20 continuing education administrators from 10 universities in Guangxi. The qualifications of interviewees are as follows: 1) At least 5 years of university management experience; 2) Academic title is associate professor or above; 3) Graduated with master's degree or above.

### **Research Instruments**

#### **Structured Interview**

The instrument to collect the data for objective two, to formulate the model for educational leadership development of continuing education administrators in universities in Guangxi. The structured interview designed based on the current situation of educational leadership of continuing education administrators in the digital era of universities in Guangxi and educational leadership in 6 following aspects: 1) Idealized influence, 2) Inspirational motivation, 3) Intellectual stimulation, and 4) Individual consideration, 5) Team construction, and 6) High performance expectations. The structured interview provide into two parts:

Part 1: the personal information of interviewees, classified by interviewee, interviewer, education background, work experience, interview time, and interview date.

Part 2: the questions about suggestion for developing the current situation of educational leadership of continuing education administrators in universities in Guangxi base on 6 aspects: 1) Idealized influence, 2) Inspirational motivation, 3) Intellectual stimulation, and 4) Individual consideration, 5) Team construction, and 6) High performance expectations.

### **Constructing a structured interview process**

The construction process of structured interview are as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to educational leadership of continuing education administrators

Step 2: Constructing the structured interview about suggestion for developing the current situation of educational leadership of continuing education administrators in universities in Guangxi base on 6 aspects: 1) Idealized influence, 2) Inspirational motivation, 3) Intellectual stimulation, and 4) Individual consideration, 5) Team construction, and 6) High performance expectations. Then sending the outline of structured interview to the thesis advisors to review and revise the contents according to the suggestions.

### **Data Collection**

The data collection for objective 2: to formulate the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to interview 20 continuing education administrators from 10 universities in Guangxi.

Step 2: The researcher interviews the high-level continuing education administrators one-by-one through online platform or by face-to-face depending on the interviewee convenience.

### **Data Analysis**

The structured interview about model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi was analyzed by content analysis.

**Phase 3:** The objective of this phase is to evaluate the model for the educational leadership development of continuing education administrators in the digital era of universities in Guangxi.

#### **Key informants**

The experts for evaluating the suitability and feasibility of model for the educational leadership development of continuing education administrators in the digital era was 15 high-level experts (Including 5 academic administrators, 5 human resource managers, 5 senior university administrators) in Guangxi. The qualifications of the experts are as follows: 1) at least 10 years of work experience in high-level administrators in universities, 2) graduated with master's degree, 3) academic title is associate professor or above.

#### **Research Instruments**

##### **Evaluation form**

The instrument to collect the data for objective three, to evaluate the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi. The evaluation form designed based on model for the educational leadership development of continuing education administrators in the digital era of universities in Guangxi in 6 following aspects: 1) Idealized influence, 2) Inspirational motivation, 3) Intellectual stimulation, and 4) Individual consideration, 5) Team construction, and 6) High performance expectations. The evaluation form provide into two parts:

Part 1: The personal information of interviewees, classified by work position, work experience, educational background, and profession title.

Part 2: The evaluation form about the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi, The criteria for data interpretation based on a five-point Likert's scale, as follows:

- 5 refers to the suitability and feasibility of the model at the highest level
- 4 refers to the suitability and feasibility of the model at a high level
- 3 refers to the suitability and feasibility of the model at a medium level
- 2 refers to the suitability and feasibility of the model at a low level

1 refers to the suitability and feasibility of the model at the lowest level

The data interpretation for mean is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

### **Constructing a evaluation form process**

The construction process of evaluation form are as follows:

Step 1: Constructing the evaluation form about model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi.

Step 2: The evaluation form was applied to 15 high-level continuing education administrators in universities in Guangxi.

### **Data Collection**

The data collection for objective 3: to evaluate the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to invite the expert to evaluate the model.

Step 2: The researcher distributed the evaluation form to 15 high-level continuing education administrators in universities in Guangxi. A total of 15 evaluation form.

### **Data Analysis**

The data analysis in this research, the researcher analyzes the data by package program, as follows: The evaluation of the suitability and feasibility of the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi is analyzed by Mean and standard deviation.

In summary, the research methods in this study are summarized in Table 3.2

**Table 3.2** Summary of research methods

Research Methodology	Objective 1	Objective 2	Objective 3
Population	524 administrators from 10 universities in Guangxi		
Key informants	226 administrators	20 high-level continuing education administrators	15 experts
Research Tool	Questionnaire	Expert interview	Evaluation form
Data Collection	Online filling method	Face-to-face interview/ Telephone interview	Online platform
Data Analysis	Mean and standard deviation	Content Analysis	Mean and Standard deviation

## Chapter 4

### Data Analysis Results

This research was to study model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi. The objectives of this research were: 1) to explore and interview the current situation of the educational leadership of continuing education administrators in the digital era in universities in Guangxi. 2) to propose the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi. 3) to evaluate the suitability and feasibility of the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi. The data analysis result can be presented as follows:

1. Symbol and abbreviations
2. Presentation of data analysis
3. Results of data analysis

The details are as follows.

#### Symbol and Abbreviations

- N refers to Population
- n refers to Sample group
- $\bar{X}$  refers to Mean
- S.D. refers to Standard deviation

#### Presentation of Data Analysis

Part 1: The analysis result about personal information of respondents, classified by gender and education background. Presented the data in the form of frequency and percentage.

Part 2: The analysis results about the current situation of the educational leadership of continuing education administrators in the digital era in universities in Guangxi. Presented the data in the form of mean and standard deviation.

Part 3: The analysis results about the interview contents about the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi.

Part 4: The analysis results about the evaluation of the suitability and feasibility of the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi. Presented the data in the form of mean and standard deviation.

## Results of Data Analysis

The researcher analyzed the data in 4 parts as follows:

**Part 1: The analysis result about personal information of respondents, classified by gender and education background. Presented the data in the form of frequency and percentage.**

**Table 4.1** Basic information statistics

(n = 226)

	Personal Information	Frequency	Percentage
School	Guangxi University	24	10.62
	Guangxi Normal University	24	10.62
	Guilin University of Electronic Technology	21	9.29
	Guilin University of Technology	23	10.18
	Guangxi Medical University	20	8.85
	School Guangxi University for	28	12.39
	Nationalities		
	Guangxi University of Chinese Medicine	22	9.73
	Nanning Normal University	25	11.06
	Guangxi University of Science and	19	8.41
	Technology		
	Beibu Gulf University	20	8.85
	<b>Total</b>	<b>226</b>	<b>100</b>

Table 4.1 (Continue)

(n = 226)

	Personal Information	Frequency	Percentage
Gender	male	140	61.95
	female	86	38.05
	<b>Total</b>	<b>226</b>	<b>100</b>
Age	30 years and below	13	5.75
	31-35 years old	47	20.80
	36-40 years old	62	27.43
	41-45 years old	68	30.09
	46-50 years old	26	11.50
	51-60 years old	10	4.42
	<b>Total</b>	<b>226</b>	<b>100</b>
Education background	bachelor's degree	29	12.83
	master's degree	150	66.37
	doctor's degree	47	20.80
	<b>Total</b>	<b>226</b>	<b>100</b>
Professional title	junior and other titles	61	26.99
	intermediate title	61	26.99
	associate senior title	84	37.17
	full professor	20	8.85
	<b>Total</b>	<b>226</b>	<b>100</b>
Work experience	6-10 years	46	20.35
	11-15 years	76	33.63
	16-20 years	82	36.28
	over 20 years	22	9.73
	<b>Total</b>	<b>226</b>	<b>100</b>



According to table 4.1, showed that the majority respondents were 148 male teachers, accounting for 65.49%, and 78 female teachers, accounting for 34.51%.

The age of respondents was mainly 41-45 years old for 68 teachers, accounting for 30.09%, followed by 36-40 years old for 62 teachers, accounting for 27.43%, and 51-60 years old was the lowest level for 10 teachers, accounting for 4.42%. The education background of respondents was mainly master's degree for 150 teachers, accounting for 66.73%, followed by doctor's degree was the lowest level for 47 teachers, accounting for 20.8%, and bachelor's degree for 29 teachers, accounting for 12.83%. The professional title of respondents was mainly associate senior title for 84 teachers, accounting for 37.17%, followed by intermediate title for 61 teachers, accounting for 26.99%, and full professor was the lowest level for 20 teachers, accounting for 8.85%. The work experience of respondents was mainly 16-20 years for 82 teachers, accounting for 36.28%, followed by 11-15 years for 76 teachers, accounting for 33.63%, and over 20 years was the lowest level for 22 teachers, accounting for 9.73%.

## **Part 2: The analysis results about the current situation of the educational leadership of continuing education administrators in the digital era in universities in Guangxi. Presented the data in the form of mean and standard deviation.**

The questionnaire used in this survey was created by the author, and the options were designed with reference to relevant literature and the results of structured interviews. The questionnaire is divided into two sections: the first section includes basic personal information; the second section involves a survey on the situation of the educational leadership of continuing education administrators in the digital era in universities in Guangxi. For specific details of the survey questionnaire, please refer to Appendix C.

This study distributed 230 questionnaires and collected 226 responses, resulting in a response rate of 98.26%.

### **Descriptive statistics**

There are 6 aspects and 64 items in this study. All scales used Likert 5 scale, with a maximum value of 5 and a minimum value of 1. The items are shown in the Table 4.2-4.8.

**Table 4.2** The mean and standard deviation of the current situation of the educational leadership of continuing education administrators in six aspects  
(n = 226)

The educational leadership of continuing education administrators in the digital era in universities in Guangxi					
No.		$\bar{X}$	S.D.	level	Order
1	Idealized influence	3.40	0.86	medium	5
2	Inspirational motivation	3.43	0.85	medium	2
3	Intellectual stimulation	3.42	0.86	medium	3
4	Individual consideration	3.44	0.85	medium	1
5	Team construction	3.42	0.86	medium	3
6	High performance expectations	3.39	0.88	medium	6
Total		3.48	0.57	medium	

According to table 4.2, found that the current situation of the educational leadership of continuing education administrators in six aspects was at medium level ( $\bar{X}$ =3.48). The results of this research aspects ranged from the highest to lowest level were as follow: the highest level was individual consideration ( $\bar{X}$ =3.44), followed by inspirational motivation ( $\bar{X}$ =3.43), and High performance expectations was the lowest level ( $\bar{X}$ = 3.39).

**Table 4.3** The mean and standard deviation of the current situation of the educational leadership of continuing education administrators in idealized influence

(n = 226)

No.	Idealized influence	$\bar{X}$	S.D.	level	order
1	Continuing education administrators are recognized by followers as having a variety of qualities such as intelligence, emotional intelligence, charisma, and communication skills.	3.34	1.08	medium	10
2	Continuing education administrators become decision-makers and executors of the organization.	3.40	1.08	medium	6
3	Continuing education administrators can be leaders and role models for their teams.	3.44	1.13	medium	3
4	Continuing education administrators have clear goals	3.39	1.08	medium	7
5	Continuing education administrators are able to lead team members to overcome difficulties.	3.43	1.06	medium	5
6	Continuing education administrators need to empower and trust team members.	3.44	1.05	medium	3
7	Continuing education administrators are good at stimulating the creativity and motivation of employees.	3.46	1.12	medium	1
8	Continuing education administrators are respected and trusted by employees.	3.38	1.10	medium	8

Table 4.3 (Continue)

(n = 226)

No.	Idealized influence	$\bar{X}$	S.D.	level	order
9	Continuing education administrators work with their teams to achieve common goals.	3.33	1.05	medium	11
10	Continuing education administrators are equipped with modern capabilities such as data-driven, cybersecurity-aware, and innovative communication in the digital era.	3.45	1.07	medium	2
11	Continuing education administrators are able to accept challenges and seize opportunities to achieve current organizational or personal goals.	3.38	1.10	medium	9
<b>Total</b>		<b>3.40</b>	<b>0.86</b>	<b>medium</b>	

According to table 4.3, found that the current situation of the educational leadership of continuing education administrators in idealized influence was at medium level ( $\bar{X}$ =3.40). The results of this research aspects ranged from the highest to lowest level were as follow: the highest level was continuing education administrators are good at stimulating the creativity and motivation of employees. ( $\bar{X}$ =3.46), followed by continuing education administrators are equipped with modern capabilities such as data-driven, cybersecurity-aware, and innovative communication in the digital era. ( $\bar{X}$ =3.45), and continuing education administrators work with their teams to achieve common goals was the lowest level ( $\bar{X}$ =3.33).

**Table 4.4** The mean and standard deviation of the current situation of the educational leadership of continuing education administrators in inspirational motivation

(n = 226)

No.	Inspirational motivation	$\bar{X}$	S.D.	level	order
1	Continuing education administrators have a clear vision and sense of mission.	3.46	1.04	medium	4
2	Continuing education administrators inspire passion and motivation in their employees, making them passionate about their work and striving for excellence.	3.50	1.11	high	2
3	Continuing education administrators have excellent communication skills, communicate exciting visions and respond to the emotional needs of employees.	3.47	1.10	medium	3
4	Continuing education administrators have excellent communication skills, communicate exciting visions and respond to the emotional needs of employees.	3.40	1.10	medium	8
5	Continuing education administrators are able to understand the emotional needs of employees, care about their personal development, and establish emotional connections with employees.	3.39	1.04	medium	9
6	Continuing education administrators lead by example, demonstrate high moral values and ethical standards, and become role models for employees.	3.42	1.11	medium	7

Table 4.4 (Continue)

(n = 226)

No.	Inspirational motivation	$\bar{X}$	S.D.	level	order
7	Continuing education administrators build a trusting relationship with employees, give employees support and encouragement, and enable employees to persist in pursuing goals in difficult times.	3.55	0.98	high	1
8	Continuing education administrators drive organizational innovation and enable employees to achieve common personal and organizational goals in the face of constant challenges.	3.43	1.09	medium	6
9	Continuing education administrators need to be digitally intelligent and understand and apply emerging technologies in order to lead their teams to success in a digital environment.	3.35	1.07	medium	10
10	Continuing education administrators understand employees' needs, interests, and skills, thereby providing individualized motivations to make employees feel valued and recognized.	3.33	1.12	medium	11
11	Continuing education administrators should encourage team members to innovate, tolerate failure, and promote the innovation and development of the organization in the digital age.	3.44	1.02	medium	5
<b>Total</b>		<b>3.43</b>	<b>0.85</b>	<b>medium</b>	

According to table 4.4, found that the current situation of the educational leadership of continuing education administrators in inspirational motivation was at medium level ( $\bar{X}=3.43$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was continuing education administrators build a trusting relationship with employees, give employees support and encouragement, and enable employees to persist in pursuing goals in difficult times. ( $\bar{X}=3.55$ ), followed by continuing education administrators inspire passion and motivation in their employees, making them passionate about their work and striving for excellence. ( $\bar{X}=3.50$ ), and continuing education administrators understand employees' needs, interests, and skills, thereby providing individualized motivations to make employees feel valued and recognized. was the lowest level ( $\bar{X}=3.33$ ).

**Table 4.5** The mean and standard deviation of the current situation of the educational leadership of continuing education administrators in intellectual stimulation

(n = 226)

No.	Intellectual stimulation	$\bar{X}$	S.D.	level	order
1	Continuing education administrators inspire enthusiasm and creativity to explore new ways to solve problems	3.46	1.04	medium	2
2	Continuing education administrators encourage employees to continue learning and pursue knowledge.	3.38	1.09	medium	8
3	Continuing education administrators encourage employees to come up with unique perspectives and solutions in their work.	3.37	1.05	medium	9
4	Continuing education administrators guide employees to think strategically at work, develop their critical thinking, and give them sufficient autonomy.	3.41	1.08	medium	6
5	Continuing education administrators guide employees to be brave in trying new methods in their work, and may even fail the interview.	3.46	1.10	medium	3
6	Continuing education administrators focus on developing employees' innovative awareness and problem-solving skills.	3.36	1.01	medium	10
7	Continuing education administrators support employees intellectually to achieve organizational change and innovation goals.	3.45	1.06	medium	4



Table 4.5 (Continue)

(n = 226)

No.	Intellectual stimulation	$\bar{X}$	S.D.	level	order
8	Continuing education administrators create a positive learning atmosphere so that employees can better adapt to a rapidly changing environment and lead the organization to a successful organization.	3.47	1.15	medium	1
9	Continuing Education administrators in order to provide employees with more diverse and rich learning opportunities in the digital era, they will support them through digital technologies such as online learning platforms and digital libraries	3.41	1.05	medium	7
10	Continuing education administrators in the digital era can enable employees to improve their knowledge and abilities more efficiently.	3.43	1.13	medium	5
<b>Total</b>		<b>3.42</b>	<b>0.86</b>	<b>medium</b>	

According to table 4.5, found that the current situation of the educational leadership of continuing education administrators in intellectual stimulation was at medium level ( $\bar{X}$ =3.42). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was continuing education administrators create a positive learning atmosphere so that employees can better adapt to a rapidly changing environment and lead the organization to a successful organization. ( $\bar{X}$ =3.47), followed by continuing education administrators inspire enthusiasm and creativity to explore new ways to solve problems ( $\bar{X}$ =3.46), and continuing education administrators focus on developing employees' innovative awareness and problem-solving skills was the lowest level ( $\bar{X}$ =3.36).

**Table 4.6** The mean and standard deviation of the current situation of the educational leadership of continuing education administrators in individualized consideration

(n = 226)

No.	Individualized consideration	$\bar{x}$	S.D.	level	order
1	Continuing education administrators care about and respect the individual needs of each employee, ensuring that their needs are fully understood and met.	3.47	1.09	medium	3
2	Continuing education administrators provide individualized, customized guidance and support to develop adaptable development plans based on their abilities, interests, and goals.	3.38	1.07	medium	10
3	Continuing education administrators encourage employees to reach their potential and provide opportunities and resources to help them achieve their personal and professional goals.	3.43	1.03	high	6
4	Continuing education administrators encourage employees to come up with new ideas, ideas, and solutions that foster innovation in the organization.	3.44	1.07	medium	4
5	Continuing education administrators encourage employees to participate in the decision-making process at work, so that they feel that their opinions and perspectives are respected and valued.	3.36	1.06	medium	11

Table 4.6 (Continue)

(n = 226)

No.	Individualized consideration	$\bar{x}$	S.D.	level	order
6	Continuing education administrators give employees timely positive feedback and appreciation, encourage them to continue their efforts and enhance their self-confidence.	3.50	1.11	medium	2
7	Continuing education administrators care about employees' personal lives, build humane relationships, and increase employee satisfaction, belonging, and loyalty.	3.43	1.12	medium	7
8	Continuing education administrators provide opportunities for employees to learn and develop, encouraging them to continuously upgrade their skills and knowledge.	3.56	1.06	medium	1
9	In the digital era, continuing education administrators can use online platforms and instant messaging tools to provide real-time virtual support to employees, share online resources, and facilitate information exchange and team collaboration.	3.42	1.09	medium	8
10	In the digital era, continuing education managers can better help employees manage work-life balance, provide flexible working hours and holiday schedules, and reduce employee stress.	3.40	1.08	medium	9

Table 4.6 (Continue)

(n = 226)

No.	Individualized consideration	$\bar{X}$	S.D.	level	order
11	Continuing education managers can provide real-time feedback, conduct regular performance reviews, and tailor personalized support strategies to employee performance by digital tools.	3.44	1.09	medium	5
<b>Total</b>		<b>3.44</b>	<b>0.85</b>	<b>medium</b>	

According to table 4.6, found that the current situation of the educational leadership of continuing education administrators in individualized consideration was at medium level ( $\bar{X}$ =3.44). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was continuing education administors provide opportunities for employees to learn and develop, encouraging them to continuously upgrade their skills and knowledge. ( $\bar{X}$ =3.56), followed by continuing education administors give employees timely positive feedback and appreciation, encourage them to continue their efforts and enhance their self-confidence ( $\bar{X}$ =3.50), and continuing education administors encourage employees to participate in the decision-making process at work, so that they feel that their opinions and perspectives are respected and valued was the lowest level ( $\bar{X}$ =3.36).

**Table 4.7** The mean and standard deviation of the current situation of the educational leadership of continuing education administrators in team construction

(n = 226)

No.	Team construction	$\bar{X}$	S.D.	level	order
1	Continuing education administrators encourage close cooperation and collaboration among team members so that team members can pursue common goals together.	3.43	1.09	medium	5
2	Continuing education administrators encourage mutual trust between team members, high communication transparency within the team, and promote better information sharing and cooperation.	3.42	1.07	medium	6
3	Continuing education administrators clarify the common mission and goals of team construction, so that all members understand the direction of their efforts and stimulate the motivation of teamwork.	3.45	1.07	medium	2
4	Continuing education administrators identify the roles and responsibilities of each member of the team, ensuring that everyone on the team knows their tasks, and thus be more productive.	3.39	1.09	medium	9
5	Continuing education administrators encourage open, honest, and transparent communication with their teams, in order to better solve problems and improve team performance.	3.44	1.06	medium	3

Table 4.7 (Continue)

(n = 226)

No.	intellectual stimulation	$\bar{x}$	S.D.	level	order
6	Continuing education administrators encourage team members to actively participate in training and learning.	3.37	1.08	medium	10
7	Continuing education administrators set up a team reward mechanism and encourage team members to actively participate to improve team morale.	3.41	1.08	medium	7
8	Continuing education administrators encourage team members to improve performance and efficiency for greater success.	3.36	1.07	medium	11
9	Continuing education administrators encourage teams to have the ability to adapt to change and quickly adjust strategies to meet challenges and embrace change.	3.41	1.09	medium	8
10	In the digital era, continuing education administrators encourage teams to utilize a variety of digital tools for digital communication, including online chat, video conferencing, social media, and email. This instant messaging improves the efficiency of communication between teams.	3.49	1.10	medium	1
11	In the digital era, continuing education managers encourage team members to acquire digital skills, including data analysis, cybersecurity, etc., in order to better utilize digital tools and meet the challenges of the digital era.	3.44	1.12	medium	4
<b>Total</b>		<b>3.42</b>	<b>0.86</b>	<b>medium</b>	

According to table 4.7, found that the current situation of the educational leadership of continuing education administrators in team construction was at medium level ( $\bar{x}=3.42$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was in the digital era, continuing education administrators encourage teams to utilize a variety of digital tools for digital communication, including online chat, video conferencing, social media, and email. This instant messaging improves the efficiency of communication between teams ( $\bar{x}=3.49$ ), followed by continuing education administrators clarify the common mission and goals of team construction, so that all members understand the direction of their efforts and stimulate the motivation of teamwork ( $\bar{x}=3.45$ ), and continuing education administrators encourage team members to improve performance and efficiency for greater success was the lowest level ( $\bar{x}=3.36$ ).

**Table 4.8** The mean and standard deviation of the current situation of the educational leadership of continuing education administrators in high performance expectations

(n=226)

No.	High performance expectations	$\bar{x}$	S.D.	level	order
1	Continuing education administrators have a higher level of expectations that enable employees to contribute more to the organization.	3.34	1.12	medium	8
2	Continuing education administrators encourage team members to actively drive change and create an atmosphere for change.	3.31	1.06	medium	10
3	Continuing education administrators have the ability to develop a clear vision and strategy for change and can set the way forward for their teams.	3.33	1.09	medium	9
4	Continuing education administrators encourage teams to be able to continuously innovate and find new ways to respond to change in order to achieve high performance.	3.50	1.10	high	1
5	Continuing education administrators guide close cooperation among team members through high-performance goal setting and encourage mutual support to enhance team cohesion and synergy.	3.40	1.14	medium	5
6	Continuing education administrators to set higher change goals is an important way to improve employee performance	3.41	1.09	medium	4



Table 4.8 (Continue)

(n = 226)

No.	high performance expectations	$\bar{x}$	S.D.	level	order
7	The high expectations of continuing education administrators motivate team members to have problem-solving skills, maintain positive team dynamics, and be able to respond quickly to challenges.	3.39	1.07	medium	6
8	Stimulated by continuing education administrators high performance expectations, administrators and team members are able to self-motivate themselves and maintain a positive attitude in difficult times.	3.43	1.01	medium	3
9	In the digital era, continuing education administrators require employees to master digital skills, including data analysis, artificial intelligence applications, big data processing, etc., to adapt to the digital work environment. The result is a high performance return.	3.38	1.15	medium	7
10	In the digital era, continuing education administrators high performance expectations require employees to have remote collaboration skills to be able to collaborate, communicate, and manage teams online.	3.43	1.08	medium	2
Total		3.39	0.88	medium	

According to table 4.8, found that the current situation of the educational leadership of continuing education administrators in high performance expectations was at medium level ( $\bar{X}=3.39$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was continuing education administrators encourage teams to be able to continuously innovate and find new ways to respond to change in order to achieve high performance. ( $\bar{X}=3.50$ ), followed by in the digital era, continuing education administrators high performance expectations require employees to have remote collaboration skills to be able to collaborate, communicate, and manage teams online. ( $\bar{X}=3.43$ ), and continuing education administrators encourage team members to actively drive change and create an atmosphere for change was the lowest level ( $\bar{X}=3.31$ ).

Part 3: The analysis results about the interview contents about the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi

Table 4.9 Personal information of interviewee

Interviewee	Education background	Interview Date	Interview Time
Interviewee 1	<b>Education:</b> Doctor's degree <b>Expertise:</b> Education management <b>Work experience:</b> 16 years <b>Professional title:</b> Associate professor	Feb 25 <sup>th</sup> 2024	9:00am GMT+8 30 minutes
Interviewee 2	<b>Education:</b> Master's degree <b>Expertise:</b> Continuing education management <b>Work experience:</b> 17 years <b>Professional title:</b> Associate professor	Feb 25 <sup>th</sup> 2024	10:00am GMT+8 30 minutes
Interviewee 3	<b>Education:</b> Master's degree <b>Expertise:</b> Continuing education management <b>Work experience:</b> 22 years <b>Professional title:</b> professor	Feb 25 <sup>th</sup> 2024	11:00am GMT+8 30 minutes
Interviewee 4	<b>Education:</b> Master's degree <b>Expertise:</b> Continuing education management <b>Work experience:</b> 15 years <b>Professional title:</b> Associate professor	Feb 25 <sup>th</sup> 2024	15:00am GMT+8 30 minutes
Interviewee 5	<b>Education:</b> Doctor's degree <b>Expertise:</b> Continuing education management <b>Work experience:</b> 18 years <b>Professional title:</b> Associate professor	Feb 25 <sup>th</sup> 2024	16:00am GMT+8 30 minutes

Table 4.9 (Continue)

Interviewee	Education background	Interview Date	Interview Time
Interviewee 6	<b>Education:</b> Master's degree	Feb 26 <sup>th</sup>	9:00am
	<b>Expertise:</b> Continuing education management	2024	GMT+8 30 minutes
	<b>Work experience:</b> 20 years		
	<b>Professional title:</b> Associate professor		
Interviewee 7	<b>Education:</b> Master's degree	Feb 26 <sup>th</sup>	10:00am
	<b>Expertise:</b> Continuing education management	2024	GMT+8 30 minutes
	<b>Work experience:</b> 15years		
	<b>Professional title:</b> Associate professor		
Interviewee 8	<b>Education:</b> Doctor's degree	Feb 26 <sup>th</sup>	11:00am
	<b>Expertise:</b> Continuing education management	2024	GMT+8 30 minutes
	<b>Work experience:</b> 18 years		
	<b>Professional title:</b> Professor		
Interviewee 9	<b>Education:</b> Master's degree	Feb 26 <sup>th</sup>	15:00am
	<b>Expertise:</b> Continuing education management	2024	GMT+8 30 minutes
	<b>Work experience:</b> 25 years		
	<b>Professional title:</b> Professor		
Interviewee 10	<b>Education:</b> Master's degree	Feb 26 <sup>th</sup>	16:00am
	<b>Expertise:</b> Continuing education management	2024	GMT+8 30 minutes
	<b>Work experience:</b> 19 years		
	<b>Professional title:</b> Associate professor		

Table 4.9 (Continue)

Interviewee	Education background	Interview Date	Interview Time
Interviewee 11	<b>Education:</b> Doctor's degree	Feb 27 <sup>th</sup>	9:00am
	<b>Expertise:</b> Continuing education management	2024	GMT+8 30 minutes
	<b>Work experience:</b> 16 years		
	<b>Professional title:</b> Associate professor		
Interviewee 12	<b>Education:</b> Master's degree	Feb 27 <sup>th</sup>	10:00am
	<b>Expertise:</b> Continuing education management	2024	GMT+8 30 minutes
	<b>Work experience:</b> 19 years		
	<b>Professional title:</b> Associate professor		
Interviewee 13	<b>Education:</b> Master's degree	Feb 27 <sup>th</sup>	11:00am
	<b>Expertise:</b> Continuing education management	2024	GMT+8 30 minutes
	<b>Work experience:</b> 22 years		
	<b>Professional title:</b> Associate professor		
Interviewee 14	<b>Education:</b> Master's degree	Feb 27 <sup>th</sup>	15:00am
	<b>Expertise:</b> Continuing education management	2024	GMT+8 30 minutes
	<b>Work experience:</b> 15years		
	<b>Professional title:</b> Associate professor		
Interviewee 15	<b>Education:</b> Doctor's degree	Feb 27 <sup>th</sup>	16:00am
	<b>Expertise:</b> Continuing education management	2024	GMT+8 30 minutes
	<b>Work experience:</b> 22years		
	<b>Professional title:</b> Associate professor		

Table 4.9 (Continue)

Interviewee	Education background	Interview Date	Interview Time
Interviewee 16	<b>Education:</b> Master's degree <b>Expertise:</b> Education management <b>Work experience:</b> 23 years <b>Professional title:</b> Associate professor	Feb 28 <sup>th</sup> 2024	9:00am GMT+8 30 minutes
Interviewee 17	<b>Education:</b> Doctor's degree <b>Expertise:</b> Continuing education management <b>Work experience:</b> 16 years <b>Professional title:</b> professor	Feb 28 <sup>th</sup> 2024	10:00am GMT+8 30 minutes
Interviewee 18	<b>Education:</b> Master's degree <b>Expertise:</b> Continuing education management <b>Work experience:</b> 19 years <b>Professional title:</b> Associate professor	Feb 28 <sup>th</sup> 2024	11:00am GMT+8 30 minutes
Interviewee 19	<b>Education:</b> Doctor's degree <b>Expertise:</b> Continuing education management <b>Work experience:</b> 18 years <b>Professional title:</b> Professor	Feb 28 <sup>th</sup> 2024	15:00am GMT+8 30 minutes
Interviewee 20	<b>Education:</b> Master's degree <b>Expertise:</b> Continuing education management <b>Work experience:</b> 18 years <b>Professional title:</b> Associate professor	Feb 28 <sup>th</sup> 2024	16:00am GMT+8 30 minutes

The researcher conducted 20 face-to-face interviews. Each interview was conducted one-on-one in a more private location where others could not overhear the conversation, ensuring that the interviewees were not disturbed by other factors.

The experts agree with the model for educational leadership development of continuing education administrators in the digital era in 6 aspects, which contain 49 measures. There are 8 measures for increasing idealized influence, 8 measures for developing inspirational motivation, 8 measures for improving intellectual stimulation, 8 measures for enhancing individualized consideration, 8 measures for strengthening team construction, and 9 measures for promoting high performance expectations.

**Table 4.10** Model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi

Factor	How to develop
Increasing idealized influence	1. Establish the right values and principles.
	2. Constantly learn new knowledge and management skills.
	3. Be good at accepting feedback and have a positive attitude towards criticism.
	4. Stay calm and calm, unaffected by mood swings.
	5. Demonstrate high efficiency and professionalism.
	6. We should insist on self-reflection and continuous improvement and improvement.
	7. Overcome difficulties and be a guide and role model.
	8. Empower employees with trust and support.
Developing inspirational motivation	1. Develop a clear vision and goals.
	2. Build a relationship of trust with employees, support and encourage employees.
	3. Motivate employees to achieve common goals for individuals and organizations.
	4. Enhance team member innovation in the digital era.
	5. Possess digital skills to understand and apply emerging technologies
	6. Actively appreciate and affirm the achievements and contributions of employees.
	7. Communicate regularly to share the progress and achievements of the organization.
	8. Excellent communication skills.



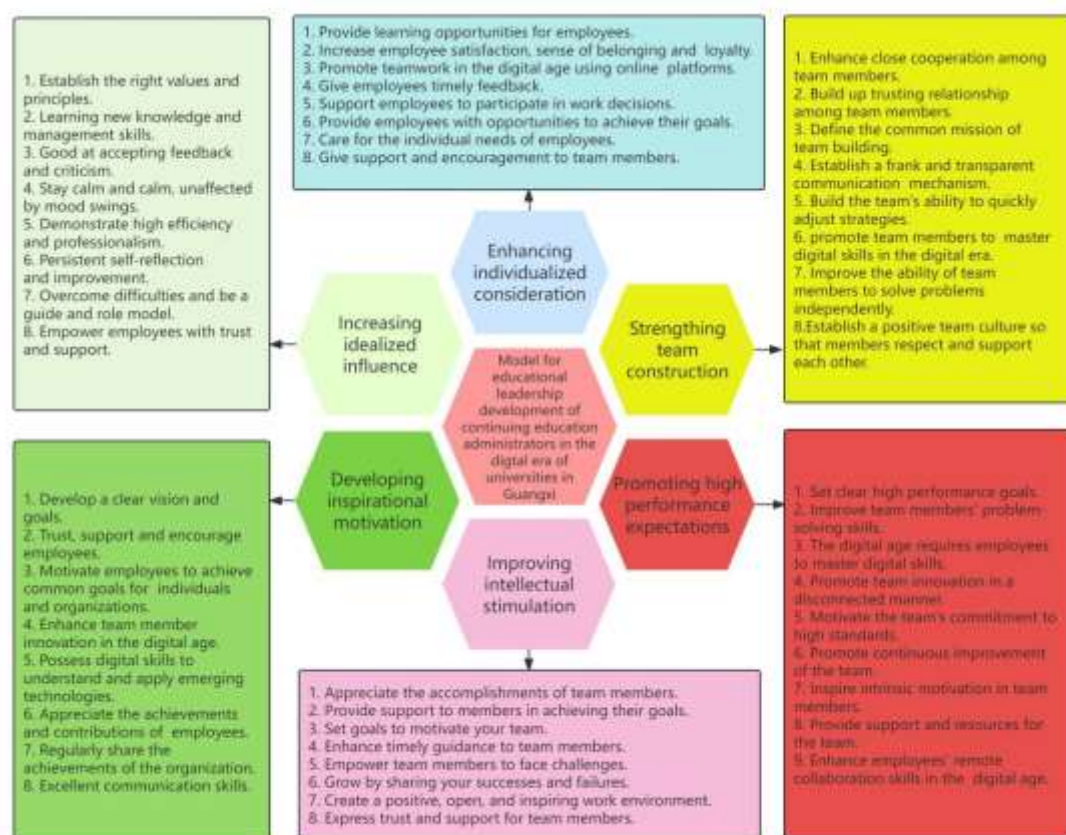
Table 4.10 (Continue)

Factor	How to develop
Improving intellectual stimulation	<ol style="list-style-type: none"> <li>1.Publicly appreciate and recognize the achievements and contributions of team members.</li> <li>2.Ensure that team members have the necessary support and resources to achieve their goals.</li> <li>3.Set goals to motivate your team.</li> <li>4.Strengthen timely feedback and guidance to team members.</li> <li>5.Empower team members to face challenges.</li> <li>6.Grow by sharing your successes and failures.</li> <li>7.Create a positive, open, and inspiring work environment.</li> <li>8.Express trust and support for team members.</li> </ol>
Enhancing individualized consideration	<ol style="list-style-type: none"> <li>1.Provide employees with learning and development opportunities to improve their skills and knowledge.</li> <li>2.Care for employees and increase their satisfaction, sense of belonging and loyalty.</li> <li>3.Leverage tools such as online platforms to facilitate and team collaboration in the digital era.</li> <li>4.Give positive feedback and appreciation to employees in a timely manner.</li> <li>5.Support employee participation in the decision-making process.</li> <li>6.Provide opportunities for employees to achieve goals.</li> <li>7.Care and respect the individual needs of each employee.</li> <li>8.Give support and encouragement to team members when they are struggling.</li> </ol>

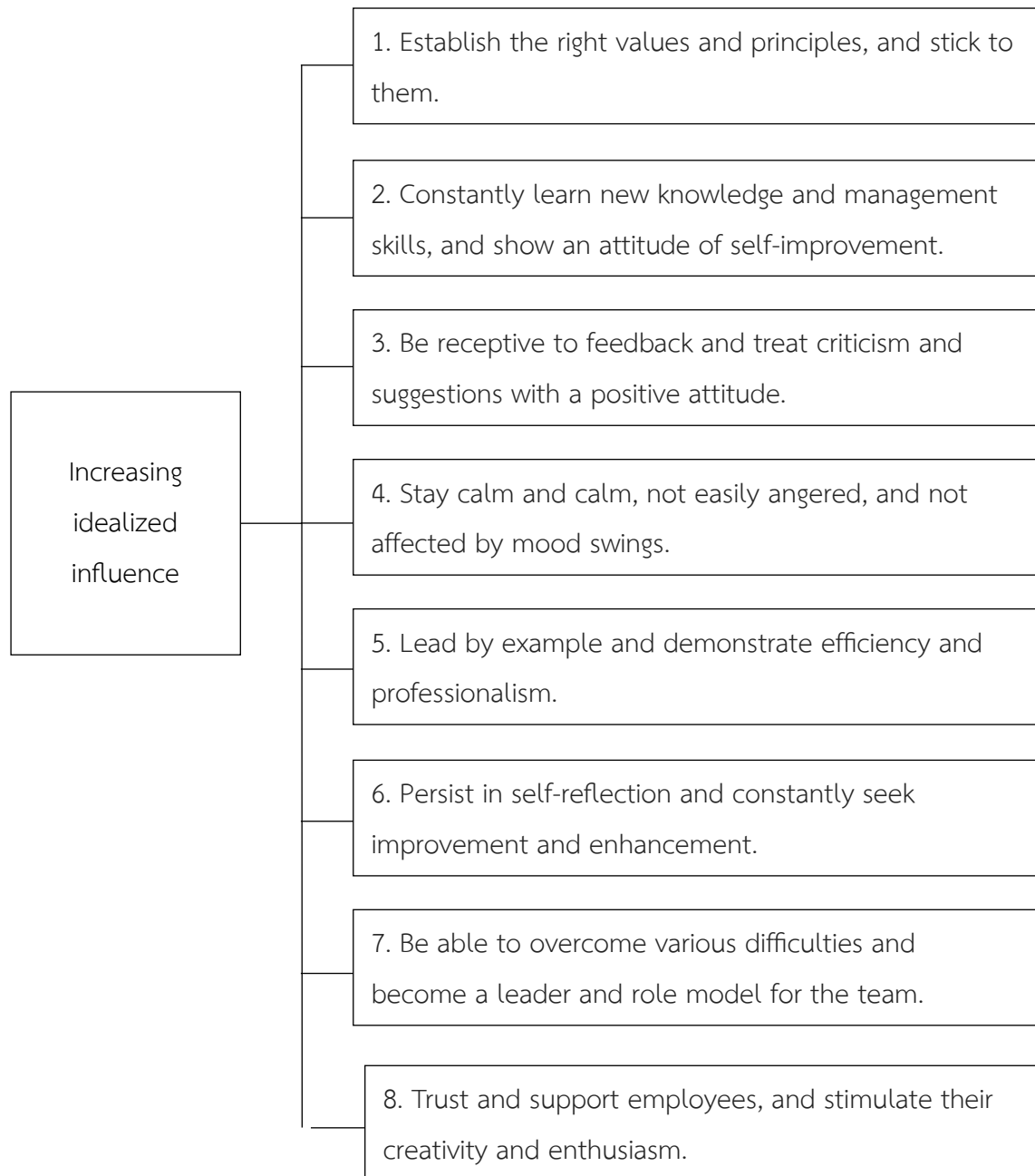
Table 4.10 (Continue)

Factor	How to develop
Strengthening team construction	1. Strengthen the close cooperation between team members to achieve common goals.
	2. Build a relationship of mutual trust between team members.
	3. Clarify the common mission and goals of team building.
	4. Establish open, honest and transparent communication to better solve problems.
	5. Build a team with the ability to adapt to change and quickly adjust strategies.
	6. Promote digital skills among team members in the digital era.
	7. Improve team members' independent decision-making and problem-solving skills.
	8. Establish a positive team culture where team members are respected, understood, and supported.
Promoting high performance expectations	1. Set clear high-performance goals.
	2. Improve team members' problem-solving skills and maintain positive team motivation.
	3. Employees should be required to have digital skills in the digital era.
	4. Strengthen the team to be able to innovate continuously.
	5. Demonstrate a commitment to high standards and excellence to motivate team members to follow suit.
	6. Drive continuous improvement and learning in the team.
	7. Stimulate intrinsic motivation and enthusiasm in team members through incentives.
	8. Provide support and resources to the team.
	9. In the digital era, employees should be empowered to collaborate remotely.

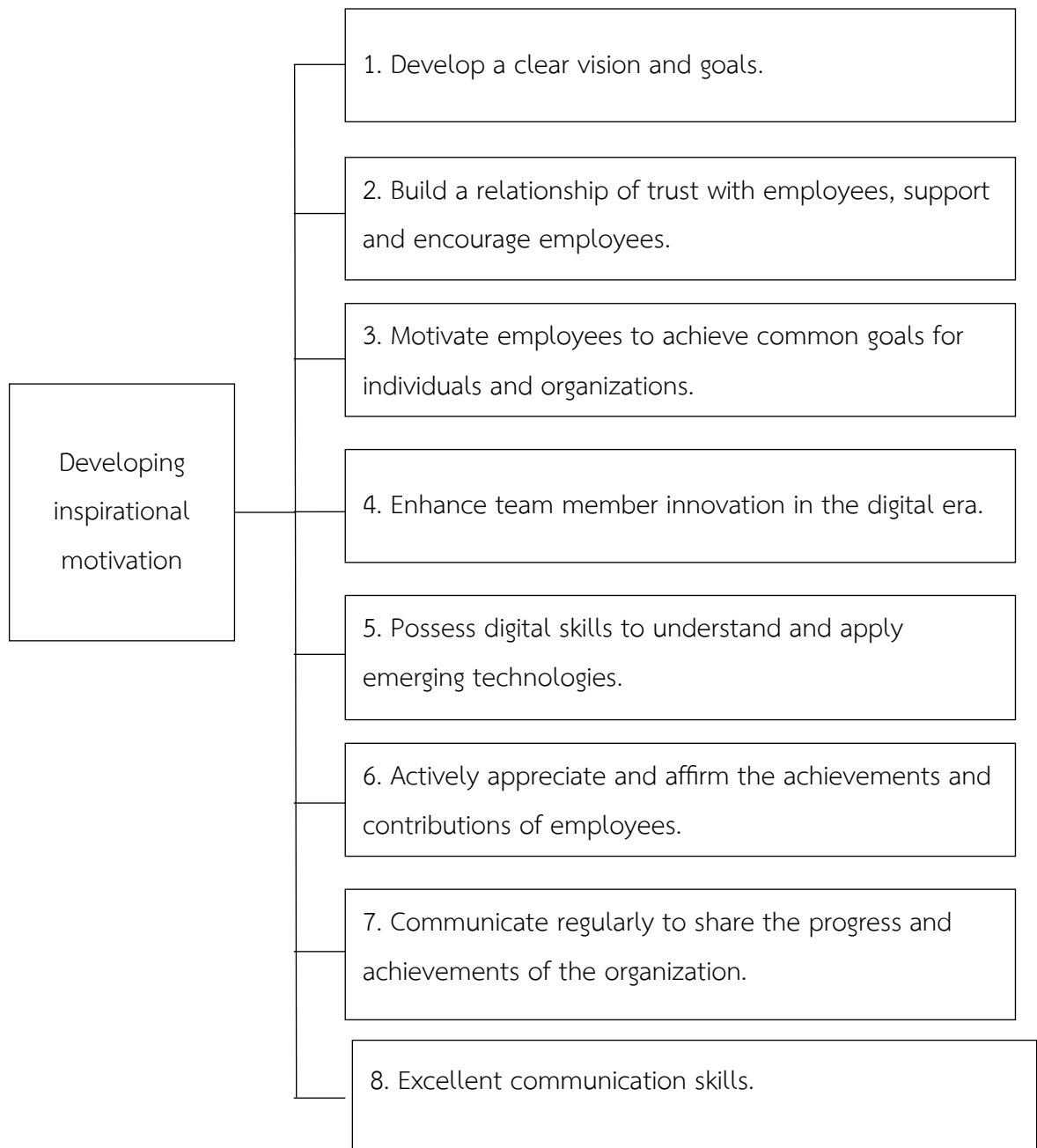
According to table 4.10, the researcher provided the model for educational leadership development of continuing education administrators in the digital era in 6 aspects, which contain 49 measures. There are 8 measures for increasing idealized influence, 8 measures for developing inspirational motivation, 8 measures for enhancing individualized consideration, 8 measures for improving intellectual stimulation, 8 measures for strengthening team construction, and 9 measures for promoting high performance expectations.



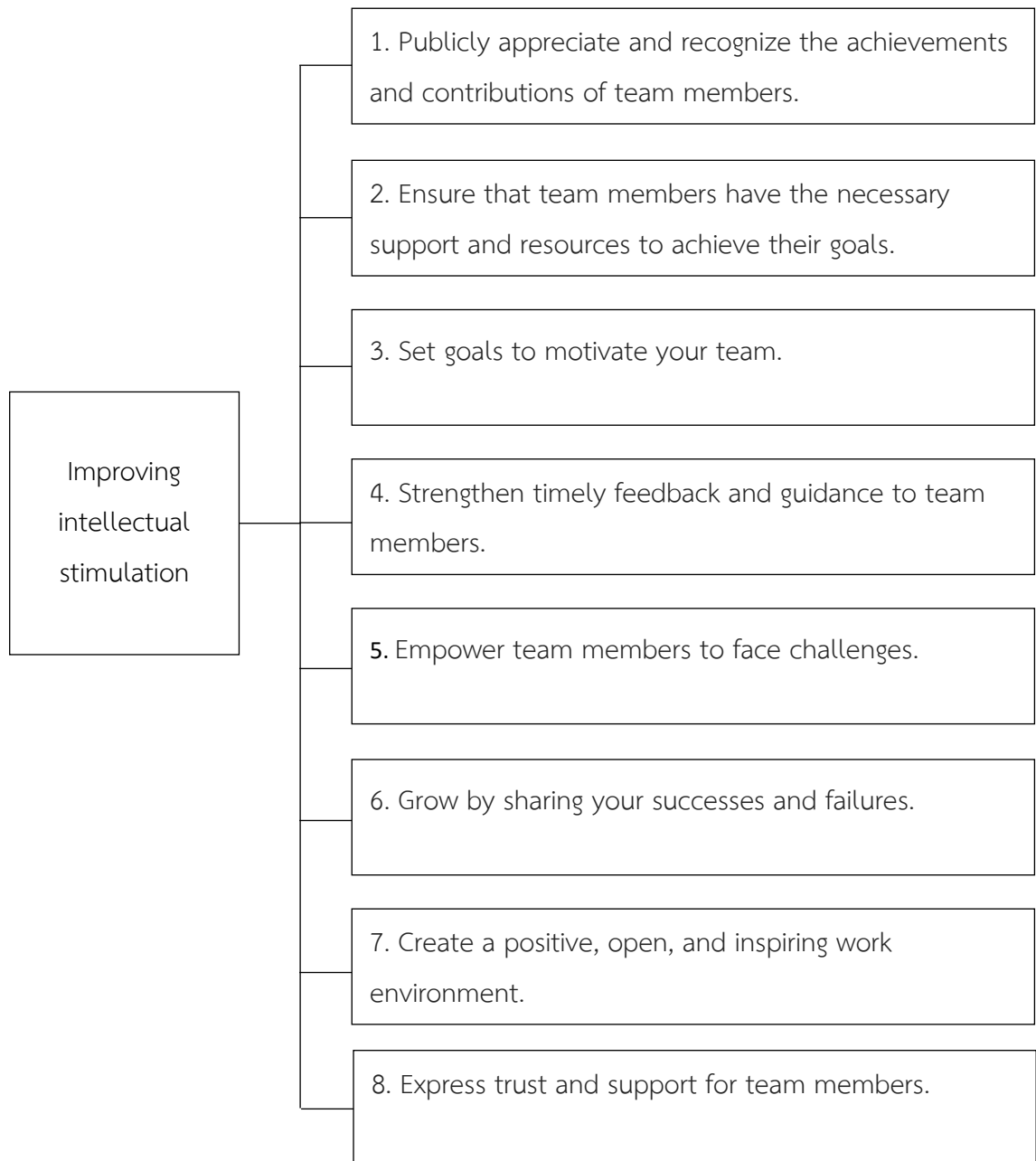
**Figure 4.1** Model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi



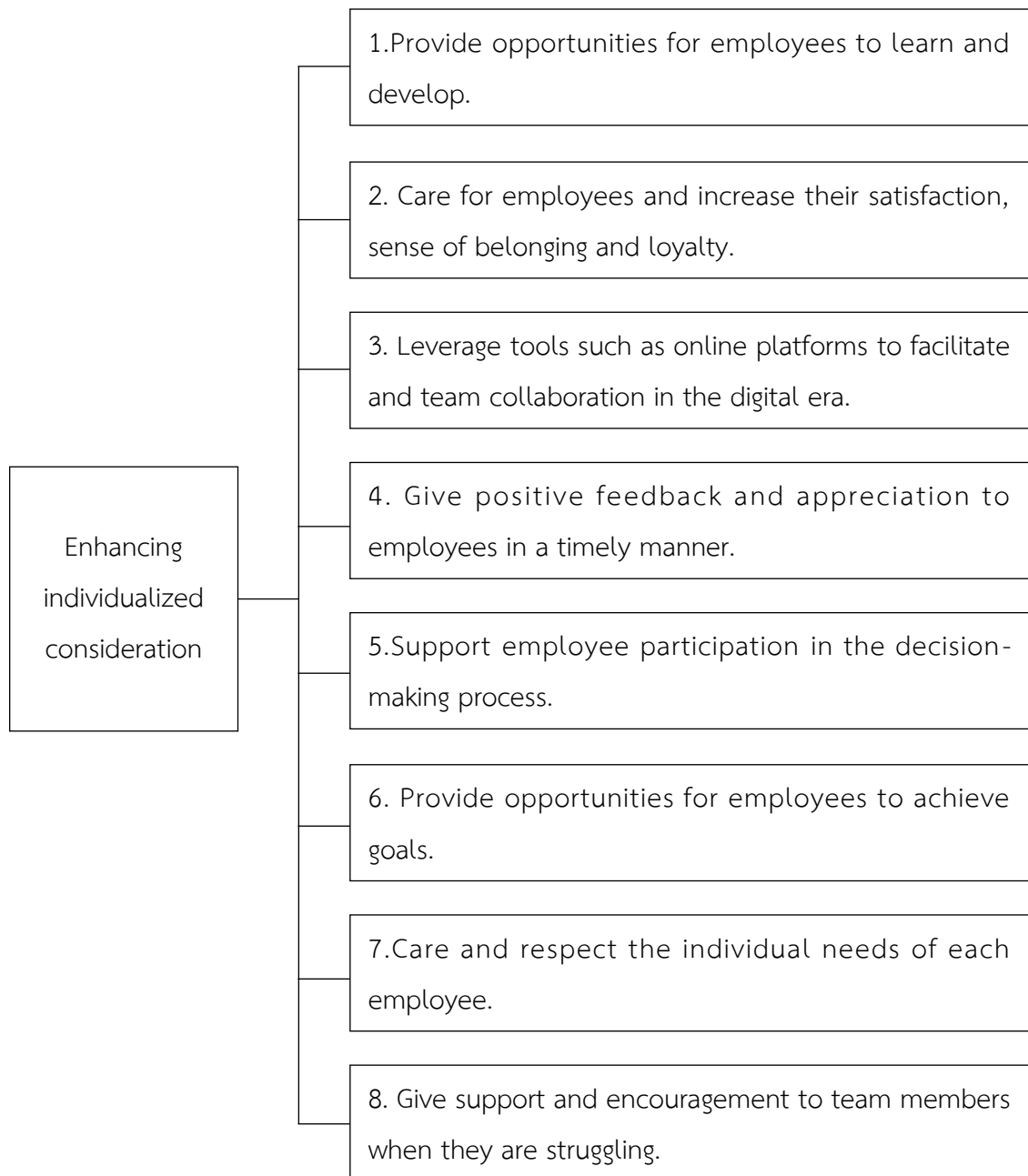
**Figure 4.2** The model of Increasing idealized influence



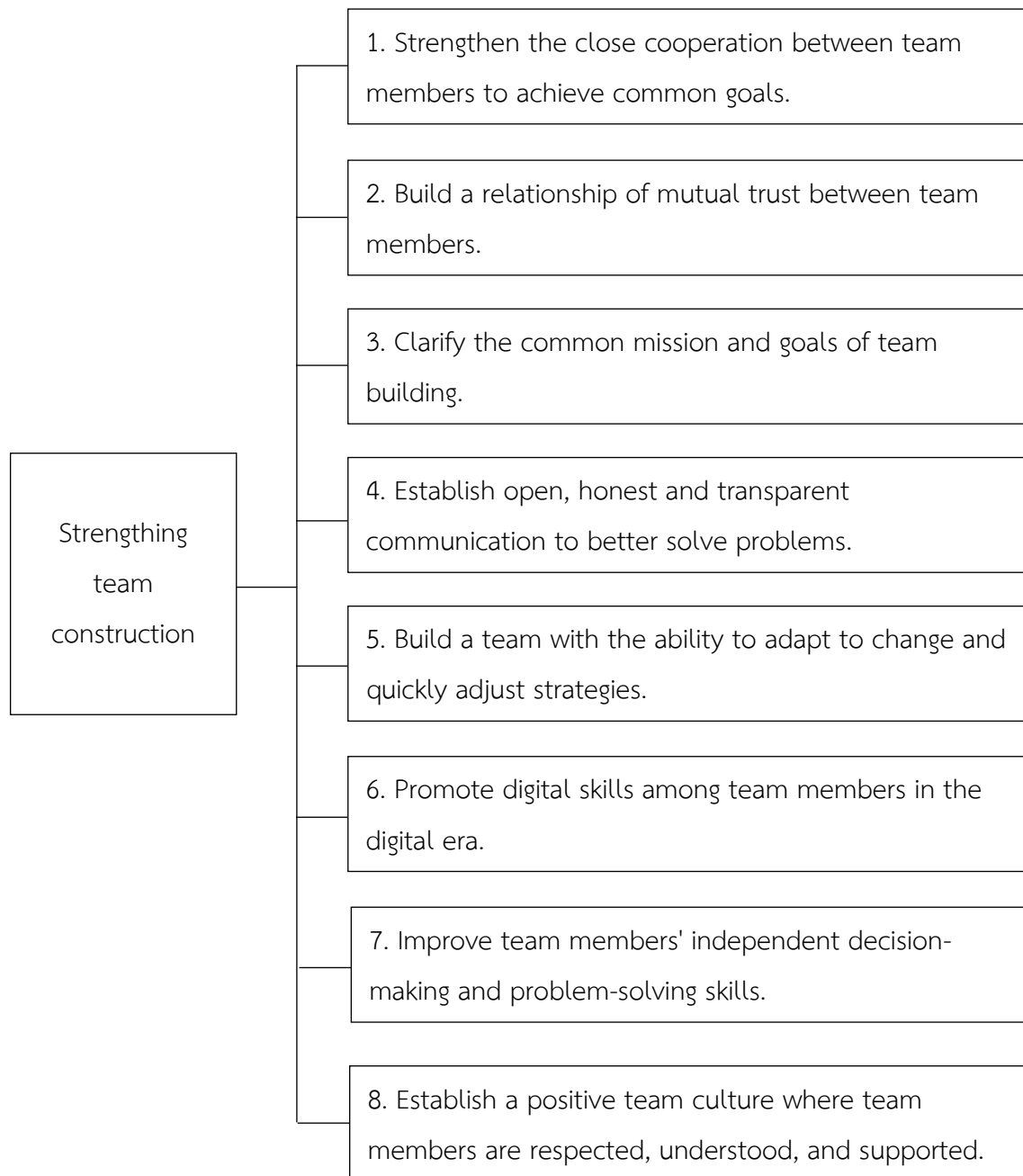
**Figure 4.3** The model of developing inspirational motivation



**Figure 4.4** The model of improving intellectual stimulation

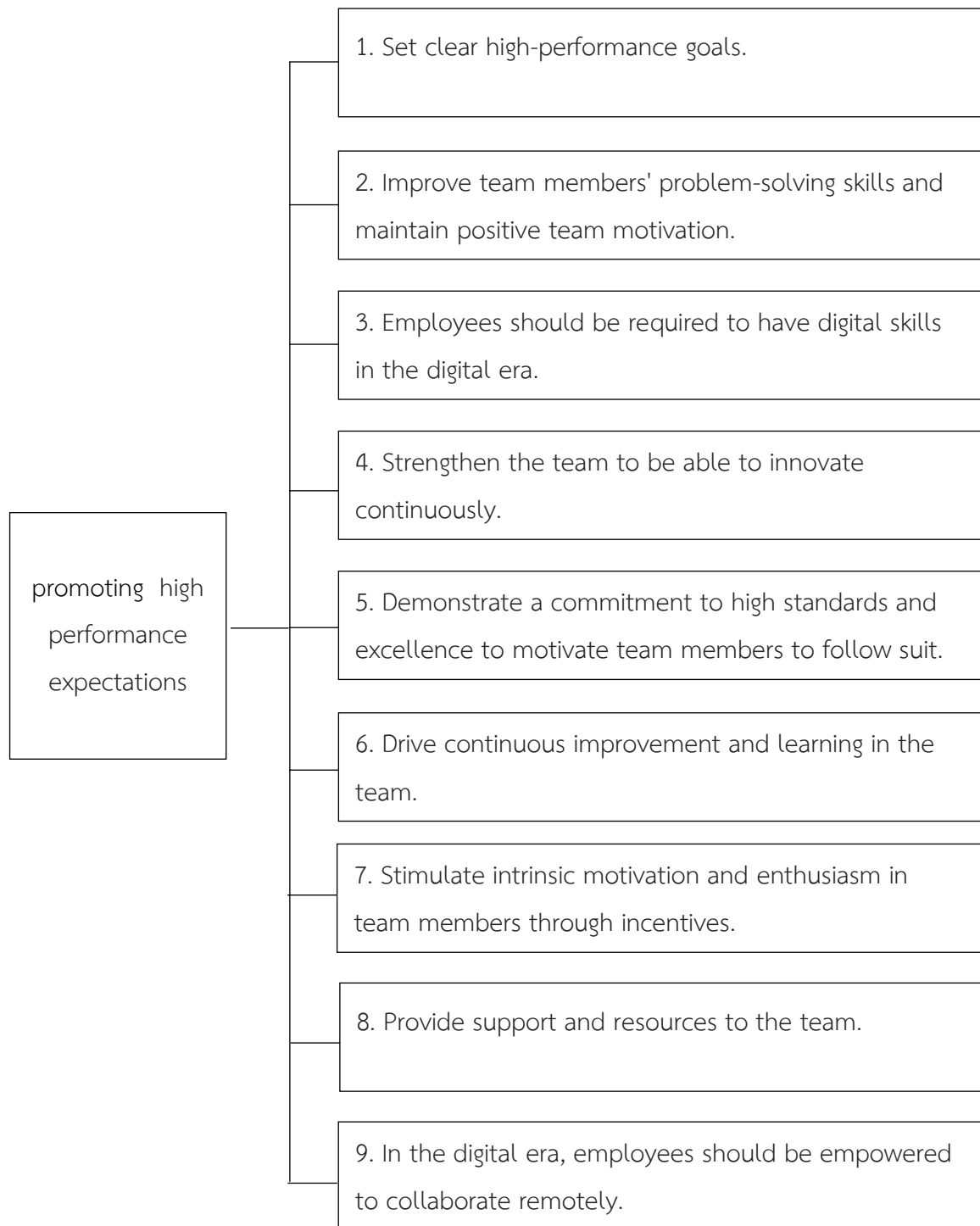


**Figure 4.5** The model of enhancing individualized consideration



**Figure 4.6** The model of strengthening team construction





**Figure 4.7** The model of promoting high performance expectations

Part 4: The analysis results about the evaluation of the suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi. Presented the data in the form of mean and standard deviation.

The analysis results at this stage led by experts and scholars studying higher education in universities in GuangXi.15 high-level experts (Including 5 academic administrators, 5 human resource managers, 5 senior university administrators) evaluated the suitability and feasibility of model. The qualifications of the experts are as follows: 1) at least 10 years of work experience in high-level administrators in universities, 2) graduated with master's degree, 3) academic title is associate professor or above. They adopted the form of a 5-level scoring table, namely, highest, high, average, low, and lowest. A respondents can only choose one level. The results are shown in the following table:

**Table 4.11** The mean and standard deviation of the evaluation of the suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era in six aspects

(N = 15)

No.	Models	suitability			feasibility		
		$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
1	Increasing idealized influence	4.63	0.22	highest	4.62	0.11	highest
2	Developing inspirational motivation	4.55	0.32	highest	4.53	0.17	highest
3	Improving intellectual stimulation	4.51	0.32	highest	4.61	0.18	highest
4	Enhancing individualized consideration	4.65	0.25	highest	4.63	0.21	highest
5	Strengthening team construction	4.64	0.25	highest	4.62	0.30	highest
6	Promoting high performance expectations	4.68	0.24	highest	4.66	0.23	highest
Total		4.61	0.19	highest	4.61	0.11	highest

According to table 4.11, the suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era in six aspects were at highest level with the values between 4.00 and 5.00, which means the model for educational leadership development of continuing education administrators in the digital era are suitability and feasibility. Considering the results of this research aspects ranged from the highest to lowest level were as follow: The highest level of suitability was promoting high performance expectations ( $\bar{x}$ =4.68), followed by Enhancing individualized consideration ( $\bar{x}$ =4.65), and improving intellectual stimulation was the lowest level ( $\bar{x}$ =4.51). The highest level of feasibility was promoting high performance expectations ( $\bar{x}$  =4.66), followed by enhancing individualized consideration ( $\bar{x}$ =4.59), and developing inspirational motivation was the lowest level ( $\bar{x}$ =4.53).

**Table 4.12** The mean and standard deviation of the evaluation of the suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era in increasing idealized influence  
(N = 15)

No.	Models	suitability			feasibility		
		$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
1	Establish the right values and principles, and stick to them.	4.73	0.46	highest	4.60	0.51	highest
2	Constantly learn new knowledge and management skills.	4.80	0.41	highest	4.67	0.49	highest
3	Be good at accepting feedback and have a positive attitude towards criticism.	4.87	0.35	highest	4.60	0.51	highest
4	Stay calm and calm, unaffected by mood swings.	4.53	0.52	highest	4.40	0.51	highest
5	Demonstrate high efficiency and professionalism.	4.41	0.51	highest	4.67	0.49	highest
6	Insist on self-reflection and continuous improvement.	4.67	0.49	highest	4.53	0.52	highest
7	Overcome difficulties and be a guide and role model.	4.40	0.51	highest	4.80	0.41	highest
8	Empower employees with trust and support.	4.60	0.63	highest	4.68	0.49	highest
Total		4.63	0.22	highest	4.62	0.11	highest

According to table 4.12, found that the suitability of model for educational leadership development of continuing education administrators in the digital era in increasing idealized influence was at highest level ( $\bar{X}=4.63$ ), the feasibility of model for educational leadership development of continuing education administrators in the digital era in increasing idealized influence was at highest level ( $\bar{X}=4.62$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follow: The highest level of suitability was be good at accepting feedback and have a positive attitude towards criticism ( $\bar{X}=4.87$ ), followed by constantly learn new knowledge and management skills ( $\bar{X}=4.67$ ), and overcome difficulties and be a guide and role model was the lowest level ( $\bar{X}=4.40$ ). The highest level of feasibility was overcome difficulties and be a guide and role model ( $\bar{X}=4.80$ ), followed by empower employees with trust and support. ( $\bar{X}=4.68$ ), and stay calm and calm, unaffected by mood swings was the lowest level ( $\bar{X}=4.40$ ).

**Table 4.13** The mean and standard deviation of the evaluation of the suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era in developing inspirational motivation

(N = 15)

No.	Models	suitability			feasibility		
		$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
1	Develop a clear vision and goals.	4.53	0.52	highest	4.47	0.52	high
2	Build a relationship of trust with employees, support and encourage employees.	4.60	0.51	highest	4.40	0.51	high
3	Motivate employees to achieve common goals for individuals and organizations.	4.60	0.51	highest	4.47	0.52	high
4	Enhance team member innovation in the digital era.	4.67	0.49	highest	4.47	0.52	high
5	Possess digital skills to understand and apply emerging technologies.	4.60	0.63	highest	4.33	0.62	high
6	Actively appreciate and affirm the achievements and contributions of employees.	4.40	0.83	high	4.67	0.49	highest
7	Communicate regularly to share the progress and achievements of the organization.	4.53	0.52	highest	4.73	0.46	highest
8	Excellent communication skills.	4.47	0.52	high	4.67	0.49	highest
Total		4.55	0.32	highest	4.53	0.17	highest

According to table 4.13, found that the suitability of model for educational leadership development of continuing education administrators in the digital era in developing inspirational motivation was at highest level ( $\bar{X}=4.55$ ), the feasibility of model for educational leadership development of continuing education administrators in the digital era in developing inspirational motivation was at highest level ( $\bar{X}=4.53$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follow: The highest level of suitability was enhance team member innovation in the digital era ( $\bar{X}=4.67$ ), followed by build a relationship of trust with employees, support and encourage employees ( $\bar{X}=4.60$ ), and actively appreciate and affirm the achievements and contributions of employees( $\bar{X}=4.40$ ). The highest level of feasibility was communicate regularly to share the progress and achievements of the organization (  $\bar{X} =4.73$ ), followed by actively appreciate and affirm the achievements and contributions of employees.( $\bar{X}=4.67$ ), and build a relationship of trust with employees, support and encourage employees was the lowest level ( $\bar{X}=4.40$ ).

**Table 4.14** The mean and standard deviation of the evaluation of the suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era in improving intellectual stimulation

(N = 15)

No.	Models	suitability			feasibility		
		$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
1	Public appreciation of team members' accomplishments.	4.40	0.83	high	4.60	0.51	highest
2	Support provided to members in achieving goals.	4.40	0.83	high	4.60	0.51	highest
3	Set goals to motivate your team.	4.53	0.64	highest	4.67	0.49	highest
4	Strengthen timely feedback and guidance to team members.	4.53	0.52	highest	4.60	0.51	highest
5	Empower team members to face challenges.	4.47	0.52	high	4.53	0.52	highest
6	Grow by sharing your successes and failures.	4.60	0.51	highest	4.60	0.51	highest
7	Create a positive, open, and inspiring work environment.	4.73	0.46	highest	4.60	0.51	highest
8	Express trust and support for team members.	4.40	0.74	high	4.66	0.49	highest
Total		4.51	0.32	highest	4.61	0.18	highest



According to table 4.14, found that the suitability of model for educational leadership development of continuing education administrators in the digital era in improving intellectual stimulation was at highest level ( $\bar{X}=4.51$ ), the feasibility of model for educational leadership development of continuing education administrators in the digital era in improving intellectual stimulation was at highest level ( $\bar{X}=4.61$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follow: The highest level of suitability was create a positive, open, and inspiring work environment. ( $\bar{X}=4.73$ ), followed by grow by sharing your successes and failures ( $\bar{X}=4.60$ , and express trust and support for team members was the lowest level ( $\bar{X}=4.40$ ). The highest level of feasibility was set goals to motivate your team ( $\bar{X}=4.67$ ), followed by express trust and support for team members ( $\bar{X}=4.66$ ), and empower team members to face challenges was the lowest level ( $\bar{X}=4.53$ ).

**Table 4.15** The mean and standard deviation of the evaluation of the suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era in enhancing individualized consideration

(N = 15)

No.	Models	suitability			feasibility		
		$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
1	Provide opportunities for employees to learn and develop.	4.60	0.51	highest	4.67	0.49	highest
2	Care for employees and increase their satisfaction, sense of belonging and loyalty.	4.73	0.46	highest	4.60	0.51	highest
3	Utilize tools such as online platforms to facilitate team collaboration in the digital era.	4.60	0.51	highest	4.67	0.49	highest
4	Give positive feedback and appreciation to employees in a timely manner.	4.80	0.41	highest	4.60	0.63	highest
5	Support employee participation in the decision-making process.	4.47	0.52	high	4.40	0.51	high
6	Provide opportunities for employees to achieve goals.	4.72	0.46	highest	4.53	0.52	highest
7	Care and respect the individual needs of each employee.	4.60	0.51	highest	4.80	0.41	highest
8	Give support and encouragement to team members when they are struggling.	4.67	0.49	highest	4.73	0.46	highest
Total		4.65	0.25	highest	4.63	0.21	highest

According to table 4.15, found that the suitability of model for educational leadership development of continuing education administrators in the digital era in enhancing individualized consideration was at highest level ( $\bar{X}=4.65$ ), the feasibility of model for educational leadership development of continuing education administrators in the digital era in enhancing individualized consideration was at highest level ( $\bar{X}=4.63$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follow: The highest level of suitability was give positive feedback and appreciation to employees in a timely manner( $\bar{X}=4.80$ ), followed by care for employees and increase their satisfaction, sense of belonging and loyalty( $\bar{X}=4.73$ ), and support employee participation in the decision-making process was the lowest level ( $\bar{X}=4.47$ ). The highest level of feasibility was care and respect the individual needs of each employee ( $\bar{X}=4.80$ ), followed by give support and encouragement to team members when they are struggling ( $\bar{X}=4.73$ ), and support employee participation in the decision-making process was the lowest level ( $\bar{X}=4.40$ ).

**Table 4.16** The mean value and standard deviation of the evaluation of the suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era in strengthening team construction

(N = 15)

No.	Models	suitability			feasibility		
		$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
1	Strengthen the close cooperation between team members to achieve common goals.	4.47	0.52	high	4.53	0.52	highest
2	Build a relationship of mutual trust between team members.	4.60	0.51	highest	4.67	0.49	highest
3	Clarify the common mission and goals of team building.	4.73	0.46	highest	4.53	0.52	highest
4	Establish open, honest and transparent communication to better solve problems.	4.53	0.52	highest	4.72	0.46	highest
5	Build a team with the ability to adapt to change and quickly adjust strategies.	4.80	0.41	high	4.67	0.49	highest
6	Promote digital skills among team members in the digital era.	4.74	0.46	highest	4.60	0.51	highest
7	Improve team members' independent decision-making and problem-solving skills.	4.73	0.46	highest	4.47	0.52	high
8	Establish a positive team culture where team members are respected, understood, and supported.	4.60	0.51	highest	4.73	0.46	highest
Total		4.65	0.25	highest	4.62	0.30	highest

According to table 4.16, found that the suitability of model for educational leadership development of continuing education administrators in the digital era in strengthening team construction was at highest level ( $\bar{x}=4.65$ ), the feasibility of model for educational leadership development of continuing education administrators in the digital era in strengthening team construction was at highest level ( $\bar{x}=4.62$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follow: The highest level of suitability was build a team with the ability to adapt to change and quickly adjust strategies ( $\bar{x}=4.80$ ), followed by promote digital skills among team members in the digital era( $\bar{x}=4.74$ ), and strengthen the close cooperation between team members to achieve common goals was the lowest level ( $\bar{x}=4.47$ ). The highest level of feasibility was establish a positive team culture where team members are respected, understood, and supported ( $\bar{x}=4.73$ ), followed by establish open, honest and transparent communication to better solve problems ( $\bar{x}=4.72$ ), and improve team members' independent decision-making and problem-solving skills was the lowest level ( $\bar{x}=4.47$ ).

**Table 4.17** The mean and standard deviation of the evaluation of the suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era in promoting high performance expectations

(N = 15)

No.	Models	suitability			feasibility		
		$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
1	Set clear high-performance goals.	4.81	0.41	highest	4.53	0.52	highest
2	Improve team members' problem-solving skills and maintain positive team motivation.	4.53	0.64	highest	4.60	0.51	highest
3	Employees should be required to have digital skills in the digital era.	4.60	0.51	highest	4.73	0.46	highest
4	Strengthen the team to be able to innovate continuously.	4.80	0.41	highest	4.67	0.49	highest
5	Demonstrate a commitment to high standards and excellence to motivate team members to follow suit.	4.73	0.46	highest	4.47	0.52	high
6	Drive continuous improvement and learning in the team.	4.80	0.41	highest	4.73	0.46	highest
7	Stimulate intrinsic motivation and enthusiasm in team members through incentives.	4.53	0.52	highest	4.87	0.35	highest
8	Provide support and resources to the team.	4.60	0.51	highest	4.67	0.49	highest
9	In the digital era, employees should be empowered to collaborate remotely.	4.80	0.41	highest	4.73	0.46	highest
Total		4.68	0.24	highest	4.66	0.23	highest

According to table 4.17, found that the suitability of model for educational leadership development of continuing education administrators in the digital era in promoting high performance expectations was at highest level ( $\bar{x}=4.68$ ), the feasibility of model for educational leadership development of continuing education administrators in the digital era in promoting high performance expectations in enhancing high performance expectations was at highest level ( $\bar{x}=4.66$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follow: The highest level of suitability was set clear high-performance goals ( $\bar{x}=4.81$ ), followed by strengthen the team to be able to innovate continuously( $\bar{x}=4.80$ ), and improve team members' problem-solving skills and maintain positive team motivation. was the lowest level ( $\bar{x}=4.53$ ). The highest level of feasibility was stimulate intrinsic motivation and enthusiasm in team members through incentives ( $\bar{x}=4.87$ ), followed by employees should be required to have digital skills in the digital era ( $\bar{x}=4.73$ ), and demonstrate a commitment to high standards and excellence to motivate team members to follow suit. was the lowest level ( $\bar{x}=4.47$ ).

## Chapter 5

### Conclusion Discussion and Recommendations

The aims of the present study include 1) To explore and interview the current situation of model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi, 2) To propose the model for educational leadership development of continuing education administrators in the digital era in universities in Guangxi, 3) To evaluate the suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi. The sample group in this research were 226 administrators from 10 universities in Guangxi. The Interview groups were 20 high-level 20 continuing education administrators in universities in Guangxi. The research instruments were documents analysis, questionnaire, and structured interview. The statistic to analyze the data were percentage, mean, and standard deviation. The conclusion, discussion and recommendations of this research are as follows:

#### Conclusion

The research in the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi. The researcher summarizes the conclusion into 3 parts, details as follows:

Part 1: The current situation of the educational leadership of continuing education administrators in the digital era of universities in Guangxi.

Part 2: The model model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi.

Part 3: The suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi.



### **Part 1: The current situation of the educational leadership of continuing education administrators in the digital era in universities in Guangxi**

The current situation of the educational leadership of continuing education administrators in six aspects was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was individual consideration, followed by inspirational motivation, and High performance expectations was the lowest level.

**1. Idealized influence** was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was continuing education administrators are good at stimulating the creativity and motivation of employees, followed by continuing education administrators are equipped with modern capabilities such as data-driven, cybersecurity-aware, and innovative communication in the digital era, and continuing education administrators work with their teams to achieve common goals was the lowest level.

**2. Inspirational motivation** was at medium level. Considering the results of this research aspects ranged from the highest level was continuing education administrators build a trusting relationship with employees, give employees support and encouragement, and enable employees to persist in pursuing goals in difficult times, followed by continuing education administrators inspire passion and motivation in their employees, making them passionate about their work and striving for excellence, and continuing education administrators understand employees' needs, interests, and skills, thereby providing individualized motivations to make employees feel valued and recognized. was the lowest level.

**3. Intellectual stimulation** was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was continuing education administrators create a positive learning atmosphere so that employees can better adapt to a rapidly changing environment and lead the organization to a successful organization, followed by continuing education administrators inspire enthusiasm and creativity to explore new ways to solve problems, and continuing education administrators focus on developing employees' innovative awareness and problem-solving skills was the lowest level.

**4. Individualized consideration** was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was continuing education administors provide opportunities for employees to learn and develop, encouraging them to continuously upgrade their skills and knowledge, followed by continuing education administors give employees timely positive feedback and appreciation, encourage them to continue their efforts and enhance their self-confidence, and continuing education administors encourage employees to participate in the decision-making process at work, so that they feel that their opinions and perspectives are respected and valued was the lowest level.

**5. Team construction** was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was in the digital era, continuing education administrators encourage teams to utilize a variety of digital tools for digital communication, including online chat, video conferencing, social media, and email. This instant messaging improves the efficiency of communication between teams, followed by continuing education administrators clarify the common mission and goals of team construction, so that all members understand the direction of their efforts and stimulate the motivation of teamwork , and continuing education administrators encourage team members to improve performance and efficiency for greater success was the lowest level.

**6. High performance expectations** was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was continuing education administrators encourage teams to be able to continuously innovate and find new ways to respond to change in order to achieve high performance, followed by in the digital era, continuing education administrators high performance expectations require employees to have remote collaboration skills to be able to collaborate, communicate, and manage teams online, and continuing education administors encourage team members to actively drive change and create an atmosphere for change was the lowest level.

## **Part 2: The model for model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi**

The model for educational leadership development of continuing education administrators in the digital era in six aspects, which contain 49 measures. There are 8 measures for increasing idealized influence, 8 measures for developing inspirational motivation, 8 measures for improving intellectual stimulation, 8 measures for enhancing individualized consideration, 8 measures for strengthening team construction, and 9 measures for promoting high performance expectations.

**1. Increasing idealized influence** consisted of 8 measures as follow:

- 1) Establish the right values and principles.
- 2) Constantly learn new knowledge and management skills.
- 3) Be good at accepting feedback and have a positive attitude towards criticism.
- 4) Stay calm and calm, unaffected by mood swings.
- 5) Demonstrate high efficiency and professionalism.
- 6) We should insist on self-reflection and continuous improvement and improvement.
- 7) Overcome difficulties and be a guide and role model.
- 8) Empower employees with trust and support.

**2. Developing inspirational motivation** consisted of 8 measures as follow:

- 1) Develop a clear vision and goals.
- 2) Build a relationship of trust with employees, support and encourage employees.
- 3) Motivate employees to achieve common goals for individuals and organizations.
- 4) Enhance team member innovation in the digital era.
- 5) Possess digital skills to understand and apply emerging technologies
- 6) Actively appreciate and affirm the achievements and contributions of employees.
- 7) Communicate regularly to share the progress and achievements of the organization.

8) Excellent communication skills.

**3. Improving intellectual stimulation** consisted of 8 measures as follow:

1) Publicly appreciate and recognize the achievements and contributions of team members.

2) Ensure that team members have the necessary support and resources to achieve their goals.

3) Set goals to motivate your team.

4) Strengthen timely feedback and guidance to team members.

5) Empower team members to face challenges.

6) Grow by sharing your successes and failures.

7) Create a positive, open, and inspiring work environment.

8) Express trust and support for team members.

**4. Enhancing individualized consideration** consisted of 8 measures as follow:

1) Provide employees with learning and development opportunities to improve their skills and knowledge.

2) Care for employees and increase their satisfaction, sense of belonging and loyalty.

3) Leverage tools such as online platforms to facilitate and team collaboration in the digital era.

4) Give positive feedback and appreciation to employees in a timely manner.

5) Support employee participation in the decision-making process.

6) Provide opportunities for employees to achieve goals.

7) Care and respect the individual needs of each employee.

8) Give support and encouragement to team members when they are struggling.

**5. Strengthening team construction** consisted of 8 measures as follow:

1) Strengthen the close cooperation between team members to achieve common goals.

2) Build a relationship of mutual trust between team members.

3) Clarify the common mission and goals of team building.

4) Establish open, honest and transparent communication to better solve problems.

5) Build a team with the ability to adapt to change and quickly adjust strategies.

6) Promote digital skills among team members in the digital era.

7) Improve team members' independent decision-making and problem-solving skills.

8) Establish a positive team culture where team members are respected, understood, and supported.

**6. Promoting high performance expectations** consisted of 9 measures as follow:

1) Set clear high-performance goals.

2) Improve team members' problem-solving skills and maintain positive team motivation.

3) Employees should be required to have digital skills in the digital era.

4) Strengthen the team to be able to innovate continuously.

5) Demonstrate a commitment to high standards and excellence to motivate team members to follow suit.

6) Drive continuous improvement and learning in the team.

7) Stimulate intrinsic motivation and enthusiasm in team members through incentives.

8) Provide support and resources to the team.

9) In the digital era, employees should be empowered to collaborate remotely.

### **Part 3: The suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi**

The suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era in six aspects were at highest level with the values between 4.00 and 5.00, which means model for educational leadership development of continuing education administrators in the digital era are suitability and feasibility. Considering the results of this research aspects ranged from the highest to lowest level were as follow: The highest level of suitability was promoting high performance expectations, followed by Enhancing individualized consideration, and improving intellectual stimulation was the lowest level. The highest level of feasibility was promoting high performance expectations, followed by enhancing individualized consideration, and developing inspirational motivation was the lowest level.

The suitability and feasibility of models in increasing idealized influence were highest level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: The highest level of suitability was be good at accepting feedback and have a positive attitude towards criticism, followed by constantly learn new knowledge and management skills, and overcome difficulties and be a guide and role model was the lowest level. The highest level of feasibility was overcome difficulties and be a guide and role model, followed by empower employees with trust and support. and stay calm and calm, unaffected by mood swings was the lowest level.

The suitability and feasibility of models in developing inspirational motivation were highest level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: The highest level of suitability was enhance team member innovation in the digital era, followed by build a relationship of trust with employees, support and encourage employees, and actively appreciate and affirm the achievements and contributions of employees. The highest level of feasibility was communicate regularly to share the progress and achievements of the organization, followed by actively appreciate and affirm the achievements and contributions of

employees, and build a relationship of trust with employees, support and encourage employees was the lowest level.

The suitability and feasibility of models in improving intellectual stimulation were highest level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: The highest level of suitability was create a positive, open, and inspiring work environment, followed by grow by sharing your successes and failures, and express trust and support for team members was the lowest level. The highest level of feasibility was set goals to motivate your tea), followed by express trust and support for team members, and empower team members to face challenges was the lowest level.

The suitability and feasibility of models in enhancing individualized consideration were highest level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: The highest level of suitability was give positive feedback and appreciation to employees in a timely manner, followed by care for employees and increase their satisfaction, sense of belonging and loyalty, and support employee participation in the decision-making process was the lowest level. The highest level of feasibility was care and respect the individual needs of each employee, followed by give support and encouragement to team members when they are struggling, and support employee participation in the decision-making process was the lowest level.

The suitability and feasibility of models in strengthening team construction were highest level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: The highest level of suitability was build a team with the ability to adapt to change and quickly adjust strategies), followed by promote digital skills among team members in the digital era, and strengthen the close cooperation between team members to achieve common goals was the lowest level. The highest level of feasibility was establish a positive team culture where team members are respected, understood, and supported, followed by establish open, honest and transparent communication to better solve problems, and improve team members' independent decision-making and problem-solving skills was the lowest level.

The suitability and feasibility of models in promoting high performance expectations were highest level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: The highest level of suitability was set clear high-performance goals, followed by strengthen the team to be able to innovate continuously, and improve team members' problem-solving skills and maintain positive team motivation. was the lowest level. The highest level of feasibility was stimulate intrinsic motivation and enthusiasm in team members through incentives, followed by employees should be required to have digital skills in the digital era, and demonstrate a commitment to high standards and excellence to motivate team members to follow suit. was the lowest level.

## Discussion

The research in the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi. The researcher summarizes the discussion into 3 parts, details as follows:

Part 1: The current situation of the educational leadership of continuing education administrators in the digital era of universities in Guangxi.

Part 2: The model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi.

Part 3: The suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi.

### **Part 1: The current situation of the educational leadership of continuing education administrators in the digital era in universities in Guangxi.**

The current situation of the educational leadership of continuing education administrators in six aspects was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was individual consideration , followed by inspirational motivation, and High performance expectations was the lowest level.



The results show that continuing education administrators in universities in GuangXi are doing relatively well in individual consideration and inspirational motivation, followed by Intellectual stimulation, Team construction, Idealized influence, and high performance expectations was not so good. From the analysis of the results of the six variables of educational leadership, the leadership of managers of continuing education in universities in GuangXi still needs some measures to promote their further improvement. In order to improve the leadership of Guangxi university continuing education administrators in the digital era, it is necessary to make the main factors develop together. In a related study, Hooper & Potter (2000, p.33-48) used four measures to enhance leadership: establishing a vision for future development, developing strategies, strengthening team building, and realizing common goals. In a related study Zhang Shuang & Meng Fanhua (2010, p.30-33) in order to achieve the vision and goals of the school organization, to promote the development and change of the school, to influence others, and thus to interact with the organizational structure of the school in the process and results. They enhanced educational leadership through the following four dimensions: shared vision, goals, team building, and high performance expectations. They are closely related to this paper in terms of the enhancement measures of the research variables.

**1. Idealized influence** was at medium level. This reflects some specific challenges in leadership practice in this area. The idealized influence is mainly reflected in that the leader becomes a role model for the team through personal behavior and values, thereby inspiring and guiding the enthusiasm and loyalty of the team. However, the moderate level of idealized influence indicates that current managers have not fully achieved the ideal effect in these aspects. This suggests that the role model and influence of managers may be lacking. Idealized influence relies on the leader's individual behavior, values, and exemplary role to motivate team members. If the role model of the manager is not strong or consistent enough, team members may have difficulty forming a strong sense of identity, which affects the overall team cohesion and execution. B.M. Bass. (1985, p.66) believes that charismatic leaders must have followers, and if the charisma of leaders is insufficient, the role of role models is not obvious. The medium level also suggests that managers have some

challenges in communicating and implementing core values and vision. Idealized impact requires leaders to clearly communicate their vision and live out those values through action. If this process is not done adequately, the team may lack a clear understanding and buy-in to the leader's vision, affecting the overall motivation and direction of the team. Feng Jiangping & Luo Guozhong (2009, p.207-209) believed that clear vision planning is necessary to drive the team to achieve higher requirements. In addition, the middle-level idealization influence also reflects the room for managers to improve their leadership skills. Leadership is not static. It requires constant learning and practice. The current moderate level suggests that managers may need further training and self-improvement to enhance their influence and effectiveness in leadership practice.

**2. Inspirational motivation** was at medium level. Indicated that continuing education administrators have some shortcomings in building and implementing a shared vision for their team, which is one of the core elements of leadership. It can mean that the vision is not communicated clearly or engagingly enough. An effective shared vision requires the leader to clearly communicate the goal so that team members can understand and identify with the meaning of this goal. If the vision is not communicated clearly or motivating, team members may feel lost, unable to fully understand and invest in the common goal, which affects the cohesion and centripetal force of the team. David S. W. Johnson, & Roger S. T. Johnson (2003, p.15-45) identified vision as the single most motivating factor, relating to how leaders share and achieve a clear and motivating future goal with team members. Tang Linlin (2009, p.52) believes that vision is the premise and foundation of change. An intermediate level of shared vision may indicate certain challenges in the implementation and execution of the vision. Even if the vision sets a good direction, the actual implementation and execution may still face difficulties. Managers need to translate the vision into concrete action plans and strategies to ensure that the vision can be moved forward on the ground. If this transformation process is not in place, the vision can be difficult to implement and progress can be hampered. Team members' engagement and sense of identity are also key factors. If the continuing education manager fails to fully consider and incorporate the opinions and suggestions of the team members during the vision

development process, the team members' identification and participation in the vision may be insufficient. This will lead to the lack of necessary support and cooperation in the process of achieving the common goal, affecting the overall work effect and team morale. In addition, the construction of a shared vision requires long-term planning and continuous communication. Mid-level performance may reflect insufficient investment by managers in this area, resulting in a lack of coherence and continuity in the implementation of the vision, which is difficult to consistently motivate the team. Leaders need to maintain constant focus and communication on the vision to ensure that the team can keep up and stay motivated. Organizational culture and support systems may also affect the realization of a shared vision. If the organizational environment or culture fails to support the implementation of the vision, managers' efforts may be limited. Therefore, optimizing the organizational culture and providing the necessary support systems are also important aspects of raising the level of shared vision. Kotter, J. P. (1996) emphasized in the book "Leading Change" that successful change leaders need to be able to construct and convey a clear and motivating vision. This vision can provide direction to the organization and inspire employees to work together. Kotter believes that leaders must be good at integrating the vision into their daily work and making employees understand and subscribe to the importance of the vision through effective communication.

**3. Intellectual stimulation** was at medium level. This is because continuing education administrators in universities in GuangXi in the digital era can to a certain extent can stimulate the intelligence and thinking of team members, promote the ability of team members to think, learn and innovate. However, it still needs to be further strengthened to better meet the mission to stimulate the intelligence and thinking of team members and promote the achievement of goals, therefore, in order to enhance the level of intellectual stimulation, continuing education managers should strengthen the application and integration of digital technology, the quality of teaching resources and content, the professionalism and innovation ability of team members, the participation and learning motivation of team members, the improvement of the management and assessment mechanism, as well as the organizational culture and the leadership styles to provide strong support and guidance to managers. This is

because Guangxi university continuing education managers in the digital era can to a certain extent can stimulate the intelligence and thinking of team members. The related to the research of Bass. B.M., & Avolio. B.J. (1994, p.11-14). Intellectual stimulation refers to the ability to motivate subordinates to think creatively and solve problems, including instilling new ideas in subordinates, inspiring and encouraging subordinates to come up with new perspectives, and utilizing new methods to solve work problems. Intellectual stimulation enhances subordinates' cognition and understanding, and increases subordinates' interest in problem identification and problem solving. Yukl, G. (2013, p.38-48) discussed how leaders promote intellectual stimulation by providing challenging tasks and motivating employees to use critical thinking. He emphasized the role and strategies of leaders in inspiring employees to innovate and solve problems. Establish diverse communication channels that allow employees to freely share their ideas and feedback. Encourage cross-sectoral dialogue and cooperation, and promote the collision and integration of different perspectives. Provide employees with the necessary resources and tools, such as time, money, technical support, etc., to ensure they can focus on innovation and problem solving.

**4. Individualized consideration** was at medium level. This is because continuing education administrators in universities in Guangxi are able to provide personalized support for team members to a certain extent in the digital era, but there is still room for further optimization and improvement to better meet the individual needs of team members and promote team growth and overall team effectiveness. Therefore, continuing education administrators should have a deep understanding of the importance of personalized care in improving management efficiency and promoting school development. To enhance personalized care, they should actively communicate with their employees, pay attention to the needs of their employees, provide personalized support and services, and establish a positive organizational culture to promote the continuous improvement and development of the management level of the continuing education administrators of the university. The related to the research of Detert & Burris.(2007, p.869-884)suggested that transformational leaders' personalized attention to subordinates promotes two-way communication and effective listening, and that their enthusiasm for the organization's

vision and goals enhances subordinates' perceptions of organizational commitment and organizational empowerment, and therefore these subordinates are more willing to contribute ideas in order to improve the current state of the organization. Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. (2002, p. 735-744) studied the impact of transformational leadership on employee development and performance. Research has found that transformational leaders can significantly improve employee performance and development through personalized support and motivation.

**5. Team construction** was at medium level. This is because continuing education administrators in universities in Guangxi have made certain achievements in teamwork, team organization construction, team vision setting, etc., but there is still a gap with the high requirements, and there is still room for further optimization and improvement to better meet the development of team building and promote team growth and overall team effectiveness. Therefore, continuing education administrators should have a deep understanding of the importance of team building to improve management efficiency and promote school development. To enhance team building, we should establish good communication channels and collaborative mechanisms, determine clear team goals and directions, provide effective team building training and guidance, cultivate team spirit and cohesion, and strengthen teamwork. This is related to the research of Lu Jie, Zhang Fan, & Huang Xinjian (2008). They consider team construction as a kind of organizational innovation. With the development of modern economy, team building will play a bigger and bigger role in enterprise management, which helps enterprises to better explore the potential of employees and make great contributions to the construction of high-performance enterprises. This paper analyzes the theoretical basis of team building and the existing problems, and puts forward the idea of building high-performance teams in terms of establishing a common vision, fostering the team's spirit of cooperation, establishing teams with leadership and executive power, building harmonious communication channels and establishing incentive mechanisms. Lu Jie, Zhang Fan, & Huang Xinjian (2008, p.34-36) believed that team building is an organizational innovation. With the development of modern economy, team building will play an increasingly important role in enterprise management, which will help enterprises better explore the potential of employees and make great

contributions to building high-performance enterprises. This paper analyzes the theoretical basis and existing problems of team building, and puts forward the idea that high-performance teams must be built in terms of establishing a common vision, cultivating the collaborative spirit of the team, establishing a team with leadership and execution, building a harmonious communication channel, and establishing an incentive mechanism.

**6. High performance expectations** was at medium level. This is because continuing education administrators in universities in Guangxi set relatively clear performance standards for their team members, but do not express themselves clearly enough in communicating these high performance expectations. It is possible that there are insufficient incentives to motivate employees, or that managers have a certain degree of concern for team members, but do not provide enough specific guidance and constructive feedback to help team members better achieve high performance. Therefore, continuing education managers should have a deep understanding of the importance of high performance expectations, stimulate the potential of team members by strengthening digital skills training, optimizing the allocation of educational resources, enhancing managers' own competence, and improving the educational environment to promote teamwork, improve team members' professionalism and professional competence, and promote the innovation and development of continuing education management. The related to the research of Podsakoff P M, MacKenzie S B, Moorman R H, et al.(1990) pointed out that leaders insist on the best performance as a criterion, by clearly expressing to subordinate employees their expectations for excellence and high performance performance, to motivate employees to carry out challenging work, so that the employees can complete the task with high quality. Tichy, N. M., & Ulrich, D. O. (1984, p. 59) emphasized the role of transformational leaders in promoting organizational change and improving performance. High performance expectations are seen as one of the core elements of transformational leadership, and by setting high standards and expectations, leaders are able to inspire the potential and innovation of their employees.

## **Part 2: The model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi**

The researcher provided that there are six aspects and 49 measures to enhance the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi. There are 9 measures for increasing idealized influence, 8 measures for developing inspirational motivation, 8 measures for improving intellectual stimulation, 8 measures for enhancing individualized consideration, 8 measures for enhancing intellectual stimulation, and 9 measures for promoting high performance expectations. the researcher found that there are many factors affecting educational leadership of continuing education administrators.

**Idealized influence included 8 measures as follows:** 1) Leaders should establish the right values and principles. 2) Leaders should constantly learn new knowledge and management skills. 3) Leaders should be good at accepting feedback and have a positive attitude towards criticism. 4) Leaders should stay calm and calm, unaffected by mood swings. 5) Leaders should demonstrate high efficiency and professionalism. 6) Leaders should insist on self-reflection and continuous improvement and improvement. 7) Leaders should overcome difficulties and be a guide and role model. 8) Leaders should empower employees with trust and support.

These measures were based on the recommendations of the experts interviewed and are consistent with some research findings. Mao Fangcai (2021) believes that in leadership, both the leader and the led have active and passive aspects of their work. How a person's value concept, not only has an impact on his life attitude, but also has an impact on his work attitude. Therefore, both the leader and the led should establish correct work values. The values of a leader will not only affect his own attitude and way of behavior, but also affect the growth rate of members and the development prospect of the organization. The work values of the leader directly affect their role in their own work. In the leadership work, leaders should guide the formation of correct values of the leaders by focusing on their own example and

personality charm and cultivating organizational culture, so as to stimulate the inner potential of the leaders and make efforts to achieve the predetermined goals of the organization. At the same time, leaders should be able to accept feedback and criticism positively. Wang Xiaofeng (2018, p.28-30) pointed out that with the rapid innovation of knowledge and technology, college teachers must insist on learning to constantly refresh themselves, accelerate the adaptation of the information teaching mode in the digital era, improve their own information professional quality, and then through the sharing of knowledge and experience among college teachers, drive other teachers to participate in accelerating the learning of new knowledge and new skills, and promote the professional development of the teacher group. James S. M. Kuzes, Barry S. Z. Posner. (2015, p.21) developed a leadership model based on interviews with leaders , which includes five basic practices: 1) lead by example, i.e., leaders should be clear about their values; 2) Enlightening the vision together, that is, by drawing the vision, looking forward to the future, and inspiring followers to strive for the realization of the vision; 3) Challenge the status quo, that is, leaders have the courage to create, dare to try and even risk changing the status quo; 4) Make everyone act and be good at using the ability to follow to complete goals and tasks; 5) Motivation, that is, leaders encourage their subordinates by motivating their achievements, and recognize the contributions of others by recognizing individual excellence. B.M. Bass.(1985, p.66) believed that charisma is related to the follower's reflection of the leader, and when the follower feels that it is a pride to be connected to the leader, feels that the leader inspires their enthusiasm for work, and sees the leader as a symbol of success, it indicates that the leader has extraordinary qualities, that is, "charisma". This reaction from followers is due to the leader's high level of self-confidence, vision for the future, and excellent linguistic charm, which forms a strong emotional bond between the leader and the follower.

**Inspirational motivation included 8 measures as follows:** 1) Leaders should develop a clear vision and goals. 2) Leaders should build a relationship of trust with employees, support and encourage employees. 3) Leaders should motivate employees to achieve common goals for individuals and organizations. 4) Leaders should enhance team member innovation in the digital era. 5) Leaders should possess



digital skills to understand and apply emerging technologies. 6) Leaders should actively appreciate and affirm the achievements and contributions of employees. 7) Leaders should communicate regularly to share the progress and achievements of the organization. 8) Leaders should excellent communication skills.

These measures were based on the recommendations of the experts interviewed and are consistent with some research findings. Luo Tianxin (2008) developed four dimensions of change leadership in the context of internationalization, including vision driven, culture shaping, creative breakthrough and architectural innovation, among which vision driving includes the complete process from establishing a vision, communicating the vision, and guiding all employees to work together, and has a significant positive impact on organizational performance. Nanus (1992, p.20-25) believed that vision leadership refers to the reliable, real and attractive future of the organization, which represents the direction of all goals and efforts, and can make the organization more successful and better. Vision includes the long-term plan of the organization and the vision of future development. It is a bridge between the current situation of the organization and the future situation. For the leader, it provides the goal of action and helps the leader to go beyond the current situation to achieve the improvement and growth of the organization. In the process of organizational development, vision leaders often provide insights and drive members to adopt new actions to achieve new goals, and are often seen as innovators or role models of ideals. Yang Nan (2021, p.4-15) Pointed out that in the digital era, educational leadership needs to possess the following characteristics: Ability to apply information technology and be able to use information technology for teaching, management and decision-making; Have the ability to think innovatively, and be able to constantly update educational concepts and promote educational reform according to the needs of the development of the times; Have teamwork ability, be able to lead the team to complete educational tasks and improve the quality of education. Communication and coordination ability: able to communicate effectively with people in different departments and fields, coordinate the interests of all parties, and promote the development of education.

Kotter J. P. (1997) believed that vision drive refers to the direction of organizational change of an organization leader and the ability to ensure that all work moves in this direction. Xiang Hongzhuan, & Liu Haiyang. (2019, p.24-28). Transformational leadership theory emphasizes that leaders stimulate subordinates' intelligence and catalyze high-level psychological needs. Vision stimulation mainly refers to creating a beautiful blueprint in the development process to encourage everyone to work together, establish a common value orientation and action goals, and organize a bridge between the present and the future ideal. The teachers' ability to deal with problems has been enhanced by putting forward insightful ideas, stimulating teachers' self-realization needs, and driving all staff to actively participate in and organize school affairs.

**Intellectual stimulation included 8 measures as follows:** 1) Leaders should publicly appreciate and recognize the achievements and contributions of team members. 2) Leaders should ensure that team members have the necessary support and resources to achieve their goals. 3) Leaders should set goals to motivate your team. 4) Leaders should strengthen timely feedback and guidance to team members. 5) Leaders should empower team members to face challenges. 6) Leaders should grow by sharing your successes and failures. 7) Leaders should create a positive, open, and inspiring work environment. 8) Leaders should express trust and support for team members.

These measures were based on the recommendations of the experts interviewed and are consistent with some research findings. Bass.B.M., & Avolio.B.J. (1994, p.11-14) believed that intellectual stimulation refers to the ability to motivate subordinates to think creatively and solve problems, including instilling new ideas to subordinates, inspiring and encouraging subordinates to put forward new ideas and use new methods to solve work problems. Intellectual stimulation can enhance the cognitive and understanding ability of subordinates, improve their interest in problem identification and problem solving ability. Huang Qiufeng & Tang Ningyu (2016) pointed out that transformational leaders constantly inspire employees and encourage them to think outside the box and adopt exploratory thinking mode. When faced with problems, transformational leaders usually adopt an unusual perspective to deal with

them, or motivate employees to deal with existing things and working methods critically, and inspire employees to innovate and change the status quo. Oldham, G. R., & Cummings, A. (1996, p. 607-634) explored how individual and situational factors affect employee creativity. Research has found that providing challenging work tasks and a supportive environment promotes innovation. Schuckert M, Kim T T, Paek S & Lee G. (2018, p.776-796) believed that inspirational motivation includes aspects such as monetary incentives, non-monetary incentives, humanistic incentives, and development opportunities. The characteristics of inspirational motivation include strong targeting, high flexibility, diversity, timeliness, and sustainability.

**Individualized consideration included 8 measures as follows:** 1) Leaders should provide employees with learning and development opportunities to improve their skills and knowledge. 2) Leaders should care for employees and increase their satisfaction, sense of belonging and loyalty. 3) Leaders should leverage tools such as online platforms to facilitate and team collaboration in the digital era. 4) Leaders should give positive feedback and appreciation to employees in a timely manner. 5) Leaders should support employee participation in the decision-making process. Leaders should provide opportunities for employees to achieve goals. 7) Leaders should care and respect the individual needs of each employee. 8) Leaders should give support and encouragement to team members when they are struggling.

These measures were based on the recommendations of the experts interviewed and are consistent with some research findings. Detert & Burris (2007, p.869-884) put forward that transformational leaders' individual consideration of subordinates promotes two-way communication and effective listening, and their enthusiasm for organizational vision and goals enhances subordinates' perception of organizational commitment and authorization. Therefore, these subordinates are more willing to make suggestions to improve the status quo of the organization. Hughes, R.L., Ginnett, R.C., & Curphy, G.J. (1999, p.1-17). pointed out that the individualized care, feedback, guidance, and support that transformational leaders give to their subordinates make them feel that they can improve their work. Yang Xuemei (2016, p.65-68) pointed out that in the digital era, leaders have had a huge and profound impact on promoting higher education cooperation and exchanges, promoting the

development of higher education in the direction of personalization, and accelerating the global sharing of high-quality higher education resources. At the same time, the speed of updating knowledge and skills in the digital era is accelerating, and the traditional education methods are changing, which has promoted higher education to take the road of characteristic development and quality improvement, which has brought new challenges to university reform and leadership. Spreitzer, G. M. (1995, p. 1442-1465) proposed four dimensions of psychological empowerment: meaning, self-efficacy, influence, and self-determination. Leaders can promote employee self-management and self-development through empowerment. Leaders can effectively support and motivate employees to achieve personal and professional development goals, thereby driving the overall performance and success of the organization. Luo Guicheng (2015) discussed individualized support in her paper "Ways to improve the ability of Middle management cadres in colleges and universities in the New Era" and concluded that individualized support is a key component of transformative leadership. By promoting strong communication, understanding individual differences, encouraging feedback, and prioritizing the growth of team members, leaders can create a supportive and engaging work environment that enables team members to reach their full potential.

**Intellectual stimulation included 8 measures as follows:** 1) Leaders should strengthen the close cooperation between team members to achieve common goals. 2) Leaders should build a relationship of mutual trust between team members. 3) Leaders should clarify the common mission and goals of team building. 4) Leaders should establish open, honest and transparent communication to better solve problems. 5) Leaders should build a team with the ability to adapt to change and quickly adjust strategies. 6) Leaders should promote digital skills among team members in the digital era. 7) Leaders should improve team members' independent decision-making and problem-solving skills. 8) Leaders should establish a positive team culture where team members are respected, understood, and supported.

These measures were based on the recommendations of the experts interviewed and are consistent with some research findings. Katzenbach, J. R., & Smith, D. K. (2015) explored the importance of teamwork and how to promote teamwork and

collaboration through leadership. Put forward the key elements and successful practice of teamwork. Emphasizing the importance of teams in the organization, leaders enhance team cooperation and performance by setting clear goals and promoting effective team interaction. Katzenbach, J. R., & Smith, D. K. (2015) explored the importance of teamwork and how to promote teamwork and collaboration through leadership. Put forward the key elements and successful practice of teamwork. Emphasizing the importance of teams in the organization, leaders enhance team cooperation and performance by setting clear goals and promoting effective team interaction. Bao Mingxu (2017) pointed out that team building focuses on improving team identity, that is, members' recognition of team goals, norms and values. Research indicates that team-oriented change leadership promotes team identity and influences resource integration. Lack of a sense of identity can lead to less active employee engagement, weakening team innovation and leadership effectiveness. Leaders need to create a culture of inclusion, understand the needs of members, shape an influential team identity, set fair rules, and promote identity. After enhancing team identity, employees will more actively safeguard the interests of the team and strive for the goal. Bao Mingxu (2017) pointed out that team building focuses on improving team identity, that is, members' recognition of team goals, norms and values. Research indicates that team-oriented change leadership promotes team identity and influences resource integration. Lack of a sense of identity can lead to less active employee engagement, weakening team innovation and leadership effectiveness. Leaders need to create a culture of inclusion, understand the needs of members, shape an influential team identity, set fair rules, and promote identity. After enhancing team identity, employees will more actively safeguard the interests of the team and strive for the goal. Bao Mingxu. (2017) believes that team identity refers to team members' high recognition of team goals, beliefs, norms, values, interests, etc., which plays an important role in promoting team behavior. Team-oriented change leadership can promote team identity and further affect team resource patchwork. George A. Neuman.(2017, p.97-123) emphasized that trust between team members is an essential factor in the formation of team cohesion, and effective communication within the team can promote the establishment and development of trust relationships.

**High performance expectations included 9 measures as follows:**

1) Leaders should set clear high-performance goals. 2) Leaders should improve team members' problem-solving skills and maintain positive team motivation. 3) Leaders should employees should be required to have digital skills in the digital era. 4) Leaders should strengthen the team to be able to innovate continuously. 5) Leaders should demonstrate a commitment to high standards and excellence to motivate team members to follow suit. 6) Leaders should drive continuous improvement and learning in the team. 7) Leaders should stimulate intrinsic motivation and enthusiasm in team members through incentives. 8) Leaders should provide support and resources to the team. 9) In the digital era, employees should be empowered to collaborate remotely.

These measures were based on the recommendations of the experts interviewed and are consistent with some research findings. Zhang Ying & Yang Fu (2018, p.1121-1122) pointed out that high performance expectations of leaders can prompt employees to constantly adjust themselves according to standards and goals to meet role expectations, while feedback-seeking behavior, as a self-adjustment strategy, satisfies the needs of employees for self-adjustment and can help employees obtain feedback information conducive to achieving goals. Podsakoff P M, MacKenzie S B, Moorman R H, et al. (1990, p.107-142) pointed out that leaders insist on taking the best performance as the standard, and motivate employees to undertake challenging work by clearly expressing their expectations for excellence and high performance to subordinates. So that employees can complete the task with high quality. House, RJ (1971, p.321-339) believed that leaders can help employees achieve high performance by clarifying goals and paths and providing necessary support and resources. Leaders should clearly communicate expectations and provide guidance and feedback on how to achieve them. Wei Yingying (2015) concluded in "Empirical research paper on the impact of transformational leadership on employee Creativity": The dimensions of high performance expectation and intellectual stimulation are the direct influencing factors of employees' creativity. High performance expectation can improve employees' requirements for their own work, motivate them to set high performance goals for themselves, improve their confidence in their own excellent performance with the

support of leaders, and actively devote themselves to their work with full enthusiasm. When encountering difficulties, I can persistently seek creative solutions and methods.

**Part 3: The suitability and feasibility of model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi.**

The suitability and feasibility data of the model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi in six aspects were at highest level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: The highest level of suitability was promoting high performance expectations, followed by Enhancing individualized consideration, and improving intellectual stimulation was the lowest level. The highest level of feasibility was promoting high performance expectations , followed by enhancing individualized consideration, and developing inspirational motivation was the lowest level.in increasing idealized influence, continuing education administors should be able to overcome various difficulties and become a leader and role model for the team.in developing inspirational motivation, Continuing education administors should have excellent communication skills, be able to communicate an exciting vision and respond to the emotional needs of their employees. in improving intellectual stimulation, continuing education administors should express trust and support for team members.in enhancing individualized consideration, continuing education administors support employee participation in the decision-making process.in strengthening team construction, continuing education administors should strengthen the close cooperation between team members to achieve common goals . in promoting high performance expectations, continuing education administors should improve team members' problem-solving skills and maintain positive team motivation. Therefore, continuing education administors in universities in Guangxi need to pay more attention to these aspects and recognize the managers' own shortcomings in the digital era. Only by strengthening the improvement of these aspects can continuing education managers develop educational leadership in a comprehensive way, better cope with management challenges and promote team development.

**1. Increasing idealized influence.** The suitability of the highest level was continuing education administrators should be good at accepting feedback and have a positive attitude towards. This is because in model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi, being good at accepting feedback and a positive attitude is a very important ability. Feedback is a key way to improve the effect of management, managers can understand the shortcomings of their own work in a timely manner, so as to make targeted improvements. Having a positive attitude can infect team members and stimulate their enthusiasm and creativity. Being good at accepting feedback and having a positive attitude can also promote effective communication between managers and team members, which can enhance the trust and support of team members to managers, improve the cohesion and centripetal force of the team, and help to improve the overall quality and effect of continuing education programs. The feasibility of the highest level was continuing education administrators should overcome difficulties and be a guide and role model. This is because in model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi, overcome difficulties and become a mentor and role model, and when managers overcome difficulties and show positive attitudes, they become role models for their team members and motivate them to strive for excellence and overcome difficulties. This helps to motivate the team, build trust and respect, increase team effectiveness, set an example, and strengthen their own leadership. Wu, J. B., Tsui, A. S., & Kinicki, A. J. (2010, p.90-106) showed in the paper "Consequences of differentiated leadership in groups" that: Team identity can be promoted through the influence of example. A high level of team identity will also improve the degree of team members' learning and knowledge sharing, promote team innovation, and help carry out team resource patchwork activities. Team-oriented transformational leaders will set examples for team members to learn and imitate. House. Robert J.A.(1977, p.189-207) argued that the term "charisma" should be described in terms of the leader's affiliation, that is, the leader's influence on his followers. He believes that charismatic leadership refers to a leadership style that can influence group members to: make group members accept their beliefs and be able to fully believe in the correctness of the leader's



beliefs; To enable group members to accept, respect and obey the leader unconditionally; enable members to identify with leaders and imitate their behavior; It can enable members to have a sense of mission for the realization of organizational goals.

**2. Developing inspirational motivation.** The suitability of the highest level was continuing education administrators should enhance team member innovation in the digital era. This is because in model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi, It is very appropriate to strengthen the innovation of team members in the digital era, which shows that continuing education managers should strengthen the innovation of team members in the digital era, which will help to adapt to the rapidly changing technology environment, improve competitiveness, expand business opportunities, promote teamwork and communication, and enhance employee satisfaction and loyalty. The feasibility of the highest level was continuing education administrators should communicate regularly to share the progress and achievements of the organization. This is because in model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi, regular communication and sharing is possible, which shows that it is essential for continuing education managers to communicate and share the progress and achievements of the organization on a regular basis, which can enhance team cohesion, improve employee morale, promote transparency and trust, stimulate innovation and improvement, and enhance teamwork and collaboration. Neelam, N. (2015, p.62-74) explored the concept of the learning organization, emphasizing how leaders foster a culture of shared vision and shared learning. He developed concepts such as systems thinking, individual leadership, team learning, shared vision, and systems thinking to help leaders achieve long-term strategic goals. Senge, P. (1997, p.17) put forward five disciplines for building a learning organization: building a common vision, systems thinking, team learning, improving mental model and self-transcendence. He believes that a learning organization is an organization whose members focus on learning, communication and innovation under the guidance of a common vision, and has a high degree of cohesion.

**3. Improving intellectual stimulation.** The suitability of the highest level was continuing education administrators Create a positive, open, and inspiring work environment. This is because This is because in model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi, Creating an inspiring work environment is highly appropriate, which suggests that continuing education administrators should strive to create a positive, open, and inspiring work environment, which enhances employee job satisfaction and loyalty, fosters innovation and teamwork, improves employee performance and efficiency, and improves organizational culture and reputation. The feasibility of the highest level was continuing education administrators should set goals to motivate your team. This is because in model for educational leadership development of in the digital era of universities in Guangxi, it is feasible to set goals to motivate your team. This suggests that set goals to motivate your team is a critical means of achieving team success by providing clarity of direction, inspiring challenge and growth, increasing productivity and performance, enhancing team cohesion, and evaluating and improving performance. Riza MF, Nimran U, Musadieg M A & Utami H N. (2020, p.51-55) believed that the implementation strategies of inspirational motivation include stimulating employees' work enthusiasm, improving their job satisfaction, promoting their career development and improving their work performance. Anderson, N., et al. (2014, p. 1297-1333) provided a guiding framework for the establishment of innovation reward mechanism in their research on organizational innovation and creativity. It explores the effect of different types of rewards on motivating employees to innovate, and how leaders can use rewards to foster a culture of innovation.

**4. Enhancing individualized consideration.** The suitability of the highest level was continuing education administrators should Give positive feedback and appreciation to employees in a timely manner. This is because in model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi, Give positive feedback and appreciation to employees in a timely manner is considered to be very appropriate. This motivates team members to work, increases self-confidence, improves employee relations,

enhances job satisfaction, and promotes personal growth and ultimately organizational development. The feasibility of the highest level was continuing education administrators should care and respect the individual needs of each employee. This is because in model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi,, it is feasible to care and respect the individual needs of each employee. This suggests that continuing education administrators' concern for and respect for each employee's individual needs is an important factor in personalized care, and that continuing education administrators can enhance employee satisfaction, increase employee loyalty, improve employee productivity, promote employee personal growth, and improve employee relations by strengthening personalized care. Walter, F., & Bruch, H. (2010, p.765-782) believe that individual-focused transformational leadership can provide individual employees with support and personalized suggestions, promote their strong interest in work, and improve their work enthusiasm and initiative. Luthans, F., & Avolio, B. J. (2003, p. 1-26) argued that leaders can build trust and enhance personalized support by focusing on the mental health and emotional state of their employees. It proposes how leaders can promote positive mental states and work performance of employees through emotional care and support.

**5. Strengthening team construction.** The suitability of the highest level was continuing education administrators should Build a team with the ability to adapt to change and quickly adjust strategies. This is because in model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi, Build a team with the ability to adapt to change and quickly adjust strategies is considered to be very appropriate. Building a team that can adapt to change and quickly adjust strategies will help the entire team adapt to a rapidly changing environment, increase competitiveness, enhance innovation and flexibility, and improve team morale and cohesion. The feasibility of the highest level was continuing education administrators should establish a positive team culture where team members are respected, understood, and supported. This is because in model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi, it is feasible to establish a positive team culture

where team members are respected, understood, and supported. This shows that establish a positive team culture is one of the keys for strengthening team construction. Continuing education administrators can improve employee satisfaction and loyalty, increase employee self-confidence and self-esteem, promote teamwork and communication, and increase productivity and performance by building a positive team culture. Bao Mingxu (2017) believed that team-oriented change leadership can promote team recognition and influence resource integration. A lack of identity leads to disengagement and weakens the team's ability to innovate and lead. Leaders need to create a culture of inclusion, understand the needs of members, shape impactful team identities, set fair rules, and enhance identities. After strengthening the identity of the team, employees will be more active in defending the interests of the team. Kouzes, J. M., & Posner, B. Z. (2023, p.10-50). The idea that leaders set motivational goals to inspire teamwork and collaboration provides practical leadership models and techniques to help leaders drive change and enhance team effectiveness in their organizations. Leaders can improve team performance and achievement by setting motivating team goals and strengthening team cooperation.

**6. Promoting high performance expectations.** The suitability of the highest level was continuing education administrators should set clear high-performance goals. This is because in model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi, set clear high-performance goals is considered to be very appropriate. This shows that set clear high-performance goals is one of the keys for promoting high performance expectations. Set clear high-performance goals can provide clear direction and guidance for the team, stimulate the motivation and potential of team members, motivate team members, improve the level of performance, as well as promote team cooperation and collaboration. The feasibility of the highest level was continuing education administrators should stimulate intrinsic motivation and enthusiasm in team members through incentives. This is because in model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi, it is feasible to stimulate intrinsic motivation and enthusiasm in team members through incentives. This shows that stimulate intrinsic motivation and enthusiasm in team

members through incentives is one of the keys to promoting high performance expectations. Stimulating the intrinsic motivation and enthusiasm of team members through incentives is also an important safeguard for achieving team goals. Team members are full of enthusiasm to work, they will be more active in collaboration, communication, and work together for the team's goals. This unity, collaborative atmosphere can not only improve the team's efficiency, improve team performance, but also enhance the team's cohesion and centripetal force, laying a solid foundation for the team's long-term development. Latham, G. P., & Locke, E. A. (2006, p. 332-340) explored the benefits and challenges of goal setting and suggest how leaders can improve team members' performance and accomplishment by setting clear and specific task goals. Zhang Ying. & Yang Fu (2018, p.1121-1122) pointed out that leadership high performance expectations can prompt employees to continuously self-adjust according to standards and goals to meet role expectations, while feedback-seeking behavior as a self-adjustment strategy to meet employees' self-adjustment needs can help employees obtain feedback information conducive to achieving goals.

## **Recommendations**

### **Implications**

1. In terms of Idealized influence, the survey results showed that the lowest scoring was for "Continuing education administrators work with their teams to achieve common goals", Continuing education administrators in Guangxi universities should make clear and share common goals. Encourage employee participation in setting clear and specific goals and establishing effective incentive mechanisms. Motivate employees by developing incentive policies and providing development opportunities; Enhance leadership and role model. By strengthening leadership training for managers, setting a model and paying attention to the needs of employees to enhance leadership charm.

2. In terms of Inspirational motivation, the survey results showed that the lowest score was on "Continuing education administrators understand employees' needs, interests, and skills, thereby providing individualized motivations to make employees feel valued and recognized. " The continuing education managers of

universities in Guangxi should carry out the investigation and analysis of staff needs, strengthen the communication and interaction between managers and employees and formulate personalized incentive measures for staff archives and information systems.

3. In terms of Intellectual stimulation, the survey results showed that the lowest score was "Continuing education administrators focus on developing employees' innovative awareness and problem-solving skills." Continuing education administrators in Guangxi universities should establish an innovation reward mechanism, organize innovation activities, build an innovation culture and atmosphere, establish a cross-department information sharing mechanism, build a cross-department cooperation and exchange platform, and provide continuous learning and development opportunities.

4. In terms of Individualized consideration, the survey results show that the lowest score is "Continuing education administrators encourage employees to participate in the decision-making process at work, so that they feel that their opinions and perspectives are respected and valued." Continuing education administrators of universities in Guangxi should establish clear decision-making participation mechanisms, provide opportunities and platforms for decision-making participation, and value employee opinions. And provide timely feedback to improve managers' decision-making abilities and communication skills.

5. In terms of team construction, the survey results showed that the lowest score was "Continuing education administrators encourage team members to improve performance and efficiency for greater success." "Continuing education administrators of universities in Guangxi should work with team members to set specific and clear performance goals, guide team members to work hard to achieve them, optimize work processes, strengthen team collaboration and communication, and provide team members with what they need to improve performance and efficiency. Provide skills training; establish an incentive mechanism and reward system to motivate the team to achieve greater success.

6. In terms of high performance expectations, the survey results showed that the lowest scores were for "Continuing education administrators encourage team members to actively drive change and create an atmosphere for change." The

continuing education administrators of universities in Guangxi should be able to clearly convey the significance of organizational change by establishing change consciousness and vision, providing change support and resources, helping members improve their ability, establishing change incentive and recognition mechanism, encouraging more people to participate in change, strengthening change communication, and promoting team cooperation and mutual assistance.

### **Future Researches**

With the rapid development of the digital era, the six variables of educational leadership can be further studied from the following three aspects.

1. Refinement of the educational leadership model. In this paper, the educational leadership of continuing education administrators in universities in Guangxi, China, is studied, and in the future, the educational leadership of continuing education administrators in universities in other provinces of China and different types of universities can be studied, and the educational leadership model can be revised and improved to better reflect the real situation of educational leadership of continuing education administrators in universities.

2. Research on the educational leadership of college and university continuing education administrators between different countries. Compare the leadership characteristics of college continuing education administrators in different countries and regions, analyze the influence of cultural background on the educational leadership of continuing education administrators, and form a perfect model of internationalized educational leadership.

3. Innovation and improvement of research methods. Diversified research methods can be adopted: in addition to traditional research methods such as questionnaire surveys and interviews, case studies, action research and other methods can be introduced to obtain richer and more in-depth data and information. For example, through case studies, we can gain a deeper understanding of the actual operation and impact of educational leadership in specific contexts; through action research, we can continuously reflect on and improve the practice strategies of educational leadership in practice. In this way, a more complete model of educational leadership can be obtained.

## References

- Adams, D., Kutty, GR, & Zabidi, ZM .(2017). Educational leadership in the 21st century. **International Journal of Online Educational Leadership**, 1 (1), 1-4.
- Alnuaimi B K, Singh S K, Ren S, et al. (2022). Mastering digital transformation: The nexus between leadership, agility, and digital strategy[J]. **Journal of Business**
- Anderson, N., Potocnik, K., & Zhou, J. (2014). Innovation and creativity in organizations: A state-of-the-science review, prospective commentary, and guiding framework. **Journal of management**, 40(5), 1297-1333.
- Atbach.(2001). Translated by Education Office, Minyu Press. **Comparative Higher Education: Knowledge, Universities and Development (Chinese translation)**. Beijing: People's Education Yu Press.
- Avolio B J. (2005). **Leadership development in balance: Made/born**[M]. Psychology Press.
- B.M.Bass. (1985). **Leadership And Perfomance beyond Expectations**[M].New York:The Free Press,66.
- Bao Mingxu.(2017). **The Impact of Transformative Leadership on Team Resource Cobbling** (Doctoral Dissertation, Jilin University).
- Baporikar, N. (2018). **Educational leadership for quality teacher education in Digital Era**. Handbook of research on educational planning and policy analysis, 241-255.
- Bass B M. (1985). *Leadership and performance beyond expectations*. NewYork: FreePress
- Bass B M. (1995). Theory of Transformational Leadership Redux. **The Leadership Quarterly**.6(4):463-478
- Bass B.M, Avolio B J. **Improving organizational effectiveness through transformational leadership**. Thousand Oaks, CA: Sage. 1994.
- Bass, B.M. (1985). Leadership: Good, better, best. **Organizational dynamics**, 13(3), 26-40.
- Bass.B.M.,& Avolio.B.J. (1994). **Improving organizational effectiveness through transformational leadership**. Thousand Oaks, CA: Sage Publications.



- Benitez J, Arenas A, Castillo A, et al. (2022) Impact of digital leadership capability on innovation performance: The role of platform digitization capability. **Information & Management**. 65-70
- Bennis, W.G., & Nanus, B. (1985). **Lideres: el arte de mandar**. Merlin..3-15.
- Brooks, J.S., and Nomore, AH. (2010). Educational Leadership and Globalization: Literacy from a Global Local Perspective. **Education Policy**, 24(1), 52-82.
- Burns.(1996). **Theory of Leadership**. Liu Lisheng et al. trans. Beijing:China Social Sciences Press.
- Bush T.(2008).**Leadership and management development in education**.Los Angeles,CA:SAGE Publications,1-6.
- Cameron, E., & Green, M. (2019). **Making sense of change management: A complete guide to the models, tools and techniques of organizational change**. Kogan Page Publishers.
- Cai Yi. (2007). New Advances in Educational Leadership Theory. **Comparative Education Research**(01),23-26.
- Carless, S. A. (1998). Assessing the discriminant validity of transformational leader behaviour as measured by the MLQ. **Journal of occupational and organizational psychology**, 71(4), 353-358.
- Chang Gai.(2009). A Brief Discussion: The Development of Leadership Theory. **Reform and Opening Up** (05), 127.
- Chao Yufang & Wang Qinggang. (2012).History and development of leadership trait theory. **Journal of Shandong Institute of Light Industry: Natural Science Edition**, 26(3), 77-82.
- Chen Lei. (2012). **Exploration of Transformational and Transactional Leadership Structures in Private Enterprises in China** (Master's thesis, Jiangxi Normal University).
- Chen Liang, & Zhang Xiaolin. (2014). The Impact of Change Leadership on Employees' Change Support Behavior: The Mediating Role of Work Passion. **World Science and Technology Research and Development**, 36(1), 53-58.
- Chen Wenjing,Shi Kan.(2007). Review and prospect of transformational leadership and transactional leadership[J]. **Management Review**,09:22-29.)

- Chen Yao,Huang Qian,Yin Shoufu.(2022).Educational leadership of primary and secondary school principals in ethnic minority areas: theoretical framework and its practical characterization. **Journal of Tangshan Normal University**,(4):136-144.)
- Chen Yizhou. (2019). Strategies for improving Principals' leadership. **Teaching Management and Educational Research**.106-107.
- Cheng Qianji. (2016). Analysis of the path of education reform in the digital age. **Education Theory and Practice**, (8), 24-27.
- Chu Hongqi. (2014). Governance in Education: Co-governance for Good Governance. **Educational Research**, 35(10), 4-11.
- Conger J A,Kamngo R N.(1998). **Charismatic leadership in organization**. Thousand oaks. Cliff:sage.
- Cunningham W.G.& Cordeiro P.A.(2000). **Educational Administration:A Problem - based Approach**.A llyn & Bacon, 202-244.
- Daft, R. L. (1999). **Leadership: Theory and practice**.10-50
- David S. V. Day, John Antonakis.(2015). **The Nature of Leadership (2nd Edition)**. Lin Song,Xu Zhong. Beijing: Beijing University Science Press.20-60
- David S. W.Johnson & Roger S. T. Johnson. (2003). **Leading cooperative schools**.15-45
- Deng Huan.(2013).**Research on Education Management of African Students in China**, Hunan University (Master's Thesis, Hunan University), 10
- Detert, J. R., & Burris, E. R. (2007). Leadership behavior and employee voice: Is the door really open?. **Academy of management journal**, 50(4), 869-884.
- Di Weifeng.(2022).**Research on Educational Management of African Students Coming to China** (Ph.D. Thesis, Zhejiang Normal University).9
- Dictionary Editing Office, **Institute of Linguistics, Chinese Academy of Social Sciences. Modern Chinese Dictionary** 7th Edition.(1978).36 Wangfujing Street, Beijing: Commercial Press, September : 431
- Dirks K T, Ferrin D L. (2002). Trust in Leadership: Meta-analytic Findings and Implications for Research and Practice. **Journal of Applied Psychology**, (4):611-628.

- Dong Jianying. (2001). On the ways to improve the efficiency of educational administration. **Journal of Shaanxi Normal University: Philosophy and Social Sciences**, 30(4), 170-173.
- Dong Wei. (2013). **Research on the phenomenon of "double shoulder picking" among university administrators in China** (Master's thesis, Hebei University). 9.
- Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. (2002). Impact of transformational leadership on follower development and performance: A field experiment. **Academy of management journal**, 45(4), 735-744.
- Hughes,R.L.,Ginnett,R.C.,&Curphy,G.J.(1999). **Leadership:Enhancing the lessons of experience(3 rd edn)**. New York: McGraw-Hill
- Jacobsen, C. B., & Andersen, L. B. (2019). High performance expectations: Concept and causes. **International Journal of Public Administration**, 42(2), 108-118.
- Fan Xiaoxuan.(2006).The Power and Role of Leadership in Team Building. **Frontier Economy and Culture**,(2), 106-107.
- Fang Zhiyuan.(1994). "Situational Leadership" Theoretical Review. **Leadership Science**, (4), 25-26.
- Feng Jiangping, & Luo Guozhong.(2009).Research on the Trait Structure of Attractive Leadership in Chinese Enterprises. **Psychological Science**, 32(1), 207-209.
- Fielder F E.(1967). **A theory of leadership effectiveness**. New York: mcgraw-hill.234-236
- Gao Yunqing. (1998). Theoretical models of leadership behavior. **Research on Organization and Personnel**, (3), 32-33.
- Gao Qixun, & Feng Qiulong. (2012). Transformational leadership behavior and employee task performance: An empirical study based on four dimensions. **Enterprise Vitality**, (11), 62-66.
- George A.Neuman,Stephen H.Wagner,Nell D. Cheristiansen.(2017).The Relationship Between Work-team Personality and the Job Performance of Team.**Group and Organization Management**,10(2):97-123."
- Gill R.(2003). Change management — or change leadership?. **Journal of Change Management**, 3(4):307-318.

- Gilli Katharina.(2022).In search of the Holy Grail in global virtual teams: The mediating role of satisfaction on performance outcomes.**Journal of Business Research**, 146(7):325-337.
- Gooding R Z.Kinicki AJ.(1995).Interpreting event causes:the complementary role of categorization and attribution process.**Journal of management studies**.(32)
- Guo Baoyan.(2021). **Research on Leadership Promotion Strategies for middle-level cadres in Guangdong Public Higher Vocational Colleges**.(Master's Thesis)
- Guo Rong, & YU Hong.(2003)."Managers are managed first": A preliminary study on the construction of management teams in colleges and universities. **Journal of Yibin University**, 3(6), 66-68.
- Hamstra.M.R.W,Van Yperen.N.W,Wisseb,etal.(2014).On the perceived effectiveness of transformation-al-transac-tional leadership: The role of encouraged strategies and followers"regulatory focus.**European Journal of Social Psychology**, 44(6):643-656.
- Hao Jinlei,Yin Meng.(2018).An empirical study on the relationship between team conflict, team communication and team performance.**Xi'an Finance and Economics Journal of the Academy**,31(06):43-49.]
- Hargreaves, A., & Fink, D.(2004).The seven principles of sustainable leadership. **Educational leadership**, 61(7), 8-13.
- Harland.L.,Harrison.W,Jones.J. R.,& Reiter-Palmon.R. (2005). Leadership behaviors and subordinate resilience. **Journal of Leadership & Organizational Studies**, 11, 2-14.
- He Aixia.(2016).Analysis of the development status and trend of higher continuing education in China since 2010.**Modern Distance Education**,15-23.
- Hipp, K. A., & Bredeson, P. V. (1995). Exploring connections between teacher efficacy and principals' leadership behaviors. **Journal of School Leadership**, 5(2), 136-150.
- Hong Yan.(2019).**The Impact of Transformational Leadership on Grassroots Employee Executive** (Master's thesis, South China University of Technology).
- Hooper A, Potter J R. (2000). **Intelligence leadership: Creating the habit of excellence**. London: Random House.33-48

- House R J.(1995).Charismatic Leadership on Teacher attitude and student performance in Singapore. **Journal of organizational behavior**.(16)
- House, R.J. (1971). Path goal theory of leadership effectiveness. *Administrative Science Quarterly*, 321-339.
- House. Robert J.A.(1977). **theory of charismatic leadership**[A]. Hunt JG,Larson LL.**Leadership:The cutting edge**.Carbondale:Southern Illinois University Press,189-207.
- Hu Angang, Zhou Shaojie. (2016). Supply-side structural reform—adapting to and leading the new normal of China's economy. **Journal of Tsinghua University** (Philosophy and Social Sciences), 17-22
- Hu Zhongfeng, Wang Yining.(2015).Reflections on the Change of Educational Leadership Model. **Journal of East China Normal University** (Education Science Edition), 33(3), 1-11.
- Hu Zongren.(2019).Leadership Interpretation and Leadership Development. *Masses*, 20.
- Huang Qiufeng,&Tang Ningyu.(2016).Meta-analysis of the influence of transformational leadership and transactional leadership on employees' innovation behavior.**Soft Science**,30(3):60-64.
- Huang Xunjing.(2008). **Leadership Model and Leadership Development**.Beijing: Beijing University of Posts and Telecommunications Press,11-14
- Huang Xunjing.(2008).**Leadership Model and Leadership Development**.10-45
- Huang Ying.(2006).Harmonious City and Urban Leadership Building.**Leadership Science**, (03):40-41.)
- Hughes, L.M.(2004).**Digitizing collections: strategic issues for the information manager** (Vol. 2). Facet Publishing.
- Hughes,R.L.,Ginnett,R.C.,&Curphy,G.J.(1999). **Leadership:Enhancing the lessons of Information & Management**,59(2): 1-17.
- Jacobsen, C. B., & Andersen, L. B. (2019). High performance expectations: Concept and causes. **International Journal of Public Administration**, 42(2), 108-118.
- James Kuzes, Barry Posner.(2009).**Leadership**.4 Edition.
- James S. M. Kuzes, Barry S. Z, Posner.(2015) **Leadership**.Xu Zhong, Zhou Zheng, Wang Junjie, trans. Beijing:Publishing House of Electronics Industry,21.282-293.

- Jay A.Conger,& Rabindra N. Kanungo.(1988).*Charismatic Leadership:the Elusive Factor in Organizational Effectiveness*.London:Jossey-Bass,78-97.
- Jia Jingwen.(2020).*The Effect of Transformative Leadership of Middle School Principals on Teachers' Job Satisfaction* (Master's thesis, East China Normal University).
- Jian Wenxiang & Wang Ge. (2014). Evolution and Prospect of Western Leadership Theory. **Science of Science and Management of Science and Technology**, 35(2), 80-85.
- Jiang Yuanyuan.(2015).Strategic Educational Leadership of University Presidents: An Analysis from a Hermeneutic Perspective. **Journal of National Academy of Education Administration** (06), 39-42.
- Jiao Runkai,&Liu Dan.(2017). A review and prospects of transformational leadership in Western schools. **Foreign Education Research**, 44(8), 76-89.
- Jim Kuzes, Barry Posner.(2013). **Leadership (5th Edition)**.Publishing House of Electronics Industry.
- John Brennan,Tarla Shah.(2005).**Quality Management in Higher Education: An International Perspective on the Evaluation and Reform of Higher Education Institutions**. Shanghai: East China University Press, 7
- John C,& Lubenfour.(2017).**21 Laws of Leadership: Follow These Laws and People Will Follow You**. Well-read Group, (5), 121-121.
- John Maxwell. (2017). **The 5 Levels of Leadership**.Ren Shijie, trans. Beijing:Jincheng Press.
- John S. P. Kotter .(2019). **Elements of Leadership**.Translated by Yuan Pinhan. Beijing: CITIC Press, 6
- John West-Burnham.(2016). **Revisiting Educational Leadership--From Promotion to Transformation**.Hu Wei, trans., Shanghai: East China Normal University Press,1.
- John,&Gardner.(2007). On Leadership.
- Jon S. L. Pierce, & John S. By W. Newstrom. (2003). **Leaders and Leadership Process**.Beijing:Chinese min University Press,13.

- Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: a meta-analytic test of their relative validity. **Journal of applied psychology**, 89(5), 755.
- Kane G, Phillips A,& Copulsky J.(2019).How digital leadership is(n't) different. **MIT Sloan Management Review**,60(3):34–39.
- Kang Cuiping.(2000).Revisiting the Nature of Educational Management. **Education Theory & Practice**, 20(2), 27-34.
- Katzenbach,Morgeson F.P,Mannor M.J.(2015).Developing a Theory of the Strategic Core of teams:A Role Composition Model of Team Performance.**Journal of Applied Psychology**,94(1):48-61.
- Kotter, J. P. (1996). **Leadership change**. Harvard Business School Press: Boston, MA, USA.
- Kotter J P .(1997). Leading by vision and strategy. **Executive Excellence**,14(1): 15-23.
- Kouzes, J. M., & Posner, B. Z. (2023). **The leadership challenge: How to make extraordinary things happen in organizations**. John Wiley & Sons..10-50.
- Research Group of "Science and Technology Leadership Research", Chinese Academy of Sciences. (2006).Research on the Five Forces Model of Leadership. **Leadership Science**,(9):20-23
- Latham, G. P., & Locke, E. A. (2006). Enhancing the benefits and overcoming the pitfalls of goal setting. **Organizational dynamics**, 35(4), 332-340.
- Leithwood, K., & Jantzi, D. (1995). **Toward an explanation of how teachers' Perceptions of transformational school leadership are formed**. 386-485
- Lewin K.Lippitt R.&White R K.(1939). Patterns of *aggressive behavior in Journal of Social Psychology*(10):229-271
- Li Chaoping, & Shi Kan. (2005). Structure and measurement of transformational leadership. **Chinese Journal of Psychology**, 37(6), 803-811.
- Li Chaoping, Tian Bao, & Shi kan (2006). Transformational leadership and employee work attitudes: The mediating effects of multidimensional psychological empowerment. **Acta Psychologica Sinica**, 38(02), 297-307.
- Li Heping.(2007).Historical Changes and Practical Choices in Education. **Education Theory & Practice**, 27(10), 8-11.

- Li Huicai,&Deng Xiaoke.(2007).A Literature Review of Transformative Leadership Research. **Journal of Capital University of Economics and Business**, 9(2), 103-110.
- Li Huimei. (2010). A literature review on the impact of transformational leadership on employee organizational commitment. **Modern Business**, (35), 151-154.
- Li Rui, Ling Wenquan.(2008).A review of transformational leadership theory.**Soft Science**,(2):70-78.
- Li Xiaomin. (2021). Analysis on the change of leadership thinking and leadership improvement in the new era. **Leadership Science**.79-81.
- Li Yixuan.(2022). Research on data leadership in the new era and its improvement countermeasures. **Leading Scientific Forum** (11), 86-92.
- Li Yongrui.(2011).**Leadership and Organizational Management**. Tsinghua University Press.
- Li Yuan,Qu Shiyong,Xu Feng.(2019).Transformational Leadership and Employee Innovation Behavior Model:Based on the Mediating Role of Promoting Orientation.**China Soft Science**,(7):125-133.
- Li Zheng,Hu Zhongfeng.(2017).Construction of human resource quality system for college students-An empirical study based on WICS leadership model. **Exploration in Higher Education**,(9):30
- Liang Zhongming.(2007).General Theory of Leadership: Theory and Practice. (No Title).
- Likert R.(1967).The human organization: Its management and value. New York:litterature. **International Journal of Educational Management**, 31(5),562-574.
- Liu Lan.(2018).**Leadership--Solving Challenging Problems**.Beijing:Peking University Press.
- Li Zhaowang. (2016). **Research on the mechanism of transformational leadership on employee followability** (Master's thesis, Dongbei University of Finance and Economics).
- Liu Zhize.(2022).Characterization and Construction of Student Roles in College Education Quality Management (Master's Thesis, Inner Mongolia Normal University), 20



- Lowe K B, Kroeck K G, & Sivasubramaniam N. (1996). Effectiveness of correlates of transformational and transactional leadership: A meta-analytic review of the MLQ literature. **Leadership Quarterly**, 7: 385~425
- Lucas, & Ann. (1994). Strengthening Departmental Leadership: A Team-Building Guide for Chairs in Colleges and Universities. San Francisco: Jossey-Bass.10-35.
- Lu Jie,Zhang Fan,&Huang Xinjian.(2008).On high-performance team building in enterprises. **Enterprise Economics**,(3),34-36.
- Luo Guicheng. (2015). Research on ways to improve the ability of middle management cadres in colleges and universities in the new era. **Chinese Science and Technology Periodical Database (Abstract Edition) Economic Management**, (12),215.
- Luo Li,&Hong Xiumin.(2012).Investigation and analysis of the current situation of principal's leadership. **Early Childhood Education**, 2012(Z6):25-28.
- Luo Tianxin.(2008).**Research on the relationship between leadership structure and performance of enterprise change under the background of internationalization**. Zhejiang University
- Luthans, F., Avolio, B. J. (2003). Authentic leadership development. Positive organizational scholarship. **Foundations of a new discipline**, Cameron KS, Dutton JE, Quinn RE (eds.), Berrett-Koehler Publishers, San Francisco.241(258), 1-26.
- Ma Jun,Zhu Mengting & Yang Yaping.(2022). Why high-expecting star employees are lackluster: An explanation based on psychological framework and performance goal orientation. **Chinese Resource Development**(10),47-63.
- Mao Fangcai.(2021).**Research on Educational Leadership of Deans of Second-level Colleges** (Ph.D. dissertation, Xiamen University).
- Max, & Weber.(1997).**Economy and Society** (Volume I) (translated by Lin Rongyuan). Beijing: Commercial Press.
- McCauley,C.D.,& Ruderman, M.N.(Eds.).(2010).**The center for creative leadership handbook of leadership development** (Vol. 122). John Wiley & Sons. McGraw-hill.345-346

- Miao Gui'an.(2017). A Review of Research on Transformational Leadership. **Leadership Science**, (13), 36-38.
- Miao Jianming, & Huo Guoqing.(2006). Research on the Five Forces Model of Leadership. **Leadership Science**, (9), 20-23.
- Mihardjo L W, Sasmoko S, Alamsjah F, et al.( 2019). Digital leadership impacts on developing dynamic capability and strategic alliance based on market orientation. **Journal of Environmental Treatment Techniques**,7(4): 673-680.[115]Miller
- Nannar Keohhan.(2018).Contemporary Challenges of Leadership in Higher Education in the United States. **Exploration and Controversy**, (11):104-110
- Nanus, B. (1992). Visionary Leadership: How to re-envision the Future. **Futurist**, 26, 20-25.
- Neelam, N., Bhattacharya, S., Sinha, V., & Tanksale, D. (2015). Organizational culture as a determinant of organizational commitment: what drives IT employees in India?. **Global Business and Organizational Excellence**, 34(2), 62-74.
- Newman A, Tse H, Schwarz G, et al. (2018). The effects of employees' creative self-efficacy on innovative behavior: The role of entrepreneurial leadership. **Journal of Business Research**, 89(8),1-9.
- Ni Chenchen.(2014).**Research on the relationship between transformational leadership, trait adjustment focus and employee work engagement**. Guangdong University of Finance and Economics.
- Nie Qi,Zhang Jie,Lu Yuan & Bi Yanzhao.(2022).The Two-Sided Nature of High Performance Expectations in Leadership: A Approach-Avoidance Theoretical Perspective. **Journal of Industrial Engineering and Engineering Management** (01),53-63.
- Oldham, G. R., & Cummings, A. (1996). Employee creativity: Personal and contextual factors at work. **Academy of management journal**, 39(3), 607-634.
- Podsakoff P M, MacKenzie S B, Moorman R H, et al.(1990).Transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviors. **The Leadership Quarterly**, 1990, 1(2): 107-142.

- Porfirio J A, Carrilho T,& Felicio J A.(2021) Leadership characteristics and digital transformation. **Journal of Business Research**,124: 610–619.
- Qian Minhui.(1996).On the relationship between teachers and educational change. **Education Theory & Practice**,6,26-30.
- Rafferty, A. E., & Griffin, M. A. (2004). Dimensions of transformational leadership: Conceptual and empirical extensions. **The leadership quarterly**, 15(3), 329-354.
- Rank, J., Nelson, N. E., Allen, T. D., & Xu, X. (2009). Leadership predictors of innovation and task performance: Subordinates' self-esteem and self-presentation as moderators. **Journal of Occupational and organizational psychology**, 82(3), 465-489.
- Ren Yandong,&Jiao Xiaowen.(2013).Strategic Leadership from the Perspective of Culture:A Review of Domestic Strategic Management Theory.**Management World**(06):178-179.)
- Research Group of "Science and Technology Leadership Research", Chinese Academy of Sciences. (2006). Research on the Five Forces Model of Leadership. **Research**, 145: 636-648.
- Riza, M. F., Nimran, U., Al Musadieq, M., & Utami, H. N. (2020). The Effect of Innovative Leadership and Creative Leadership to Organizational Learning, Organizational Adaptation and Adaptive Performance. **JPAS (Journal of Public Administration Studies)**, 5(2), 51-55.
- Robert House,Mansour Javidan,Paul Hanges,etal.(2002) .Understanding cultures and implicit leadership theories across the globe: an introduction to project GLOBE. **Journal of World Business** 37,3-10.
- Roger G.(2001).Change management--or change leadership?. **Journal of Change Management**(4):307-318.
- Schuckert M, Kim T T, Paek S & Lee G. (2018). Motivate to innovate: How authentic and transformational leaders influence employees' psychological capital and service innovation behavior. **International Journal of Contemporary Hospitality Management**, 30(2),776-796.

- Seltzer, J., & Bass, B. M. (1990). Transformational leadership: Beyond initiation and consideration. **Journal of Management**, (16):693-703.
- Senge, P. (1997). Sharing knowledge: the leader's role is key to a learning culture. **Executive excellence**, 14, 17.
- Sergiovanni, J. (1998). Leadership as pedagogy, capital development and school effectiveness. **International journal of leadership in education**, 1998, 1(1):37-46.
- Shamir, B., House, R. J., & Arthur, M. B. (1993). The Motivational Effects of Charismatic, Leadership: A Self-Concept Based Theory. **Organization Science**, 4(4):577-594
- Song Baoping. (2013). Educational leadership of Finnish principals. **Modern Teaching**, (4), 72-74.
- Song Na. (2007). **The Impact of Transformational Leadership on Job Burnout: A Case Study of Small and Medium-sized Enterprises in Some Areas of Shandong Province** (Doctoral dissertation, Nanjing University of Science and Technology).
- Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. **Academy of management Journal**, 38(5), 1442-1465.
- Strauss, K., Griffin, M. A., & Rafferty, A. E. (2009). Proactivity directed toward the team and organization: The role of leadership, commitment and role-breadth self-efficacy. **British journal of management**, 20(3), 279-291.
- Stephen Covey. (2008). **Seven habits of highly effective people**. Beijing: China Youth Publishing House, (5): 23-25
- Sun Hong, & Li Zhao. (2019). Transformational Leadership: Western Theory and Chinese Practice. **Leadership Science**, 8.
- Sun Hua. (2021). Application of Total Quality Management Theory in Quality Management in Higher Education. **Forum on Informatization of Education** (11), 59-60.
- Sun Jieyuan. (2020). The Essence of Modernization of Education Governance, Logic and Basic Issues. **Fudan Education Forum**, 18(1), 5-11.

- Sun Lingling.(2022).**Research on Leadership Improvement of Principals of H City General High School** (Master's Thesis, Huaibei Normal University).
- Sun Xiaodong.(2017).Educational leadership theory and practice: A review of the literature. **International Journal of Educational Management**, 31(5),562-574.
- Sun Yuli.(2003).On the Nature and Manifestation of Beauty in Educational Management. **Contemporary Education Science**, (3), 18-20.
- Swift M, Lange D.( 2018). **Digital leadership in Asia-Pacific**. Korn Ferry, 36-56.
- Tan Tingting.(2011).A review of research on transformational leadership. **Psychoscience**, 26(1),7-10.
- Tang Linlin.(2009).**Research on the conceptual model and effectiveness mechanism of organizational change leadership**[D].Zhejiang University.Tang Zongqing, trans. Shanghai: Shanghai Education Press, 52
- Tannenbaum R.(1973).How to choose a leadership pattern. **Harvard business review**.(36):127-231
- Tao Houyong, Hu Wenfang & Guo Qianqian.(2015).Research on the formation path of new employees' follow-up force in the process of superior-subordinate interaction. **middle China Human Resources Development**, (15): 24-33
- Tichy, N. M., & Ulrich, D. O. (1984). SMR forum: The leadership challenge--A call for the transformational leader. **Sloan Management Review** (pre-1986), 26(1), 59.
- Toduk Y,&Gande S.( 2016). **What's Next In Turkey? A New Leadership Model for Connected Age**. Amrop Leadership Series.
- Tong Linjie & Hou Jiayue.(2021). Research on the realization path of socialization of digital academic services in university libraries. **University Library and Information Science**,39(5):64-70.)
- Tong Zhongxian.(2002). Leadership: The most important functional area of leadership activities. **Theory and Reform**, (4), 95-97.
- Tu Yanhong, Yuan Ling, & Zhang Leilei. (2019). When do team competency differences drive performance? The role of interdependence of team goals. **Chinese resource development**, 6.

- Walter, F., & Bruch, H. (2010). Structural impacts on the occurrence and effectiveness of transformational leadership: An empirical study at the organizational level of analysis. **The Leadership Quarterly**, 21(5), 765-782.
- Wang Benmei. (2015). On the Theory of Leadership Traits. **Journal of Jilin Institute of Education: Zhong**, 31(1), 138-139
- Wang fang.(2009).Research and implications of transformational leadership theory. **Leadership Science**, (10Z), 29-31.
- Wang Minglu & Wang Shizhong.(2016).Educational Leadership in China. **Students** (Theoretical Edition) (02), 6-8.
- Wang, P., & Zhu, W. (2011). Mediating role of creative identity in the influence of transformational leadership on creativity: Is there a multilevel effect?. **Journal of Leadership & Organizational Studies**, 18(1), 25-39.
- Wang X H, Howell J M.(2010). Exploring the Dual-Level Effects of Transformational Leadership on Followers. **Journal of Applied Psychology**, 95(6): 1134-1144.
- Wang Xiaofeng.(2018).The value and strategy of improving teachers' informatization leadership.**Education Theory and Practice**,38(32):28-30.)
- Wang Xiaohui.(2007).Theoretical Ideas on Educational Governance. **Journal of Beijing Normal University: Social Sciences**,(4),5-14.
- Wang Xiuhe.(2002).On Leadership and Leadership. **Leading Science Forum**, (2), 40-43.
- Wang Yi.(2003).**Leadership in an Age of Change**. Tsinghua University Press Co., Ltd.
- Wang, X. H. F., & Howell, J. M. (2010). Exploring the dual-level effects of transformational leadership on followers. **Journal of applied psychology**, 95(6), 1134.
- Waldman, D. A., Ramirez, G. G., House, R. J., & Puranam, P. (2001). Does leadership matter? CEO leadership attributes and profitability under conditions of perceived environmental uncertainty. **Academy of management journal**, 44(1), 134-143.
- Wayne.K Hoy & Cecil.Miskel.(2007).**Educational Adiministration: Theory, Research and Practice**.Beijing: Educational Science Press

- Weber E, Krehl E H, Büttgen M.(2022). The digital transformation leadership framework: Conceptual and empirical insights into leadership roles in technology-driven business environments. **Journal of Leadership studies**,16(1): 6-22.
- Wei Yingying. (2015). **An empirical study on the impact of transformational leadership on employee creativity** (Master's thesis, East China Jiaotong University).
- Wen Hengfu.(2011).**Educational Leadership**.Beijing:Chinese min University Press,390.
- Wen Xiaoli & Chen Chunhua. (2014). Third Research Peak of Leadership Trait Theory. **Leadership Science**, (12Z), 33-35
- Wooden,J.&Jamison,S.(2007).**The essential Wooden: A lifetime of lessons on leaders and leadership** (p. 188). New York, NY: McGraw-Hill.
- Wu, J. B., Tsui, A. S., & Kinicki, A. J. (2010). Consequences of differentiated leadership in groups. **Academy of Management Journal**, 53(1), 90-106.
- Wu Weiku.(2010).Research on three-level harmony based on leadership creation. **Journal of China University of Geosciences: Social Science Edition**, (1), 99-103.
- Wu Zhihong.(2006).**Educational Management**. Beijing:People's Education Press.
- Xiang Hongzhuan, & Liu Haiyang.(2019).School Vision Management: Meaning, Value and Model Construction. **Educational Sciences**, (9), 24-28.
- Xiao Meiyan, & Hu Center.(2019).A Review of Leadership Theory and Practice in Education. **Modern Education Science**, (5), 144-151.
- Xiao Qi. (2012). **A study on the impact of transformational Leadership on team creativity in a competitive team environment** (Master's thesis, Harbin Institute of Technology).
- Xie Dan,& Peng Maohui.(2012).The balance between "Seeking Heart" and "Distant Strength" Perspective on China's Educational Leadership Reform. **Continuing Education Research**, (4), 9-10.
- Xie Qin.(2017).Research on continuing education for adult education administrators in colleges and universities. **China Adult Education**(20),111-114.

- Xu Guodong,Hu Zhongfeng.(2013).Research field, system and paradigm construction of educational leadership from a systematic perspective.**Journal of East China Normal University**(Education Science Edition),(4):11-17.)
- Xu Jinhai, & Zhang Xinping.(2013).The connotation, characteristics and development trend of education management. **Journal of Changshu Institute of Technology**, 27(6), 20-25.
- Xue Qingwen.(2012). Knowledge and Ability Needs and Teacher Education Transformation in the Digital Age—Based on the report of the US "Capability Cooperation for the 21st Century" organization. **Heilongjiang Higher Education Research**,(6).
- Yan Shouxuan & Sun Xuecong.(2023).Conceptual Definition and Value Implications of Educational Leadership. **Journal of Liaoning Normal University** (Social Science Edition)(02),91-95.
- Yang Jing.(2022).**Research on Educational Management Strategy Based on the Survey of the Current Situation of High School Students' Psychological Capital** (Master's Thesis, Mudanjiang Normal University).
- Yang Nan.(2021).Analysis of Basic Education Informatization and Educational Leadership in the Information Age. **Educational Research**, 43(43), 4-15.
- Yang Xuemei.(2016). On the Leadership of Presidents of Private Colleges and Universities in the Digital Age. **China Adult Education**(02),65-68.
- Yang Yugang.(2011).Leadership literature review. **Journal of Chifeng University: Science Education Edition**, (5), 82-84.
- Ye Xiaoqian,OU Liang Yurou,Yang Lin,Chen Wei.(2022). Team performance stress affects team performance and employee withdrawal behavior.**Journal of Central University of Finance and Economics**,(04):106-118.)
- Yuan F,Woodman R W.(2010).Innovative behavior in the workplace:The rle of performance and image outcome expectations.**Academy of Management Journal**,53(2):323-342.
- Yu Mingming.(2010).**Research on Several Issues in Education Management for International Students in China** (Doctoral dissertation, Chongqing University).



- Yu Wen,& Chen Ming.(2006).Research on the Strategic Ability of Entrepreneurs. **East China Economic Management**,(4)
- Yu XianZhao. (2021). Analysis of the reform method of college education administration from the perspective of innovative education. **Innovation and Practice of Teaching Methods**, 4(19), 123-124.
- Yukl G.(1989).Managerial leadership: A review of theory and research[J]. **Journal of management**,15(2): 251-289.
- Yukl Gary,Gordon Angela, Taber Tom.(2002).A hierarchical taxonomy of leadership behavior: integrating a half century of behavior research. **Journal of leadership &Organizational Studies**.Flint,9(1)15-32
- Yukl, G., Mahsud, R., Hassan, S., & Prussia, G. E. (2013). An improved measure of ethical leadership. **Journal of leadership & organizational studies**, 20(1), 38-48.
- Zhang Shuang, Meng Fanhua.(2010). School leadership from a multidimensional perspective. **China Education Journal**,(11):30-33.
- Zhang Fengnan.(2014).Research on strengthening the construction of continuing education management team in colleges and universities. **Journal of Changchun Institute of Education**(03),116-117.
- Zhang Jian.(2015). Enlightenment of educational leadership research on the reform of higher vocational education in China. **China Vocational and Technical Education**, (32), 43-46
- Zhang Jian.(2017).Research on Educational Leadership in the Context of Higher Vocational Education Reform. **Journal of Harbin Vocational and Technical College**, (4), 5-7.
- Zhang Jing.(2022).Research on the Leadership of Female Secondary School Principals (Master's Thesis, Shanxi Normal University)
- Zhang Xiangzhong, & Xu Anan. (2023). Analysis on future-oriented school change leadership. **Primary and Secondary School Management**, (3), 17-20.
- Zhang ping.(2009).Leadership of Principals from the Perspective of School Change (Doctoral dissertation, Hua dong shi fan da xue).

- Zhang Suhua.(2020).The role of teacher leadership in the process of education informatization in colleges and universities—Comment on "Teacher Leadership in the Process of Education Informatization". **Higher Education Exploration**,(8):129.)
- Zhang Ying.&Yang Fu.(2018).Influencing factors and localization development of feedback-seeking behavior. **Progress in Psychological Science**,26(6):1121-1122.
- Zhao Mengqin&Luo Huaiqing (2016).Information leadership of college teachers. **China Training**,(24):287
- Zhao Shuming,Zong Qian & Wu Cisheng (2004). A Preliminary Study on Leadership Transformation in High-Performance Organizations. **Journal of Nanjing University**.1:54-60
- Zhao Yunchang,Wang Chun & Meng Fanru.(2012).A preliminary study on strengthening the construction of continuing education management team in ordinary colleges and universities. **Continuing Education** (05), 6-7.

## Appendix

## Appendix A

### List of Specialists and Letters of Specialists Invitation for IOC Verification

### List of Specialists and Letters of Specialists Invitation for IOC Verification

No.	Name	Professional title	Workplace
1	Wu BO	Professor	Guangxi University of Science and Technology
2	Liao Zhigao	Professor	Guangxi University of Science and Technology
3	Guan Yongjun	Professor	Guangxi University of Science and Technology
4	Zhu Xin	Professor	Guangxi University of Science and Technology
6	Lu Zhiping	Professor	Guangxi University of Science and Technology



Ref.No. MHESI 0643.14/261

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Wu Bo, Guangxi University of Science and Technology

Mr. Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/262

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Liao Zhigao, Guangxi University of Science and Technology

Mr. Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel. +662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



RefNo. MHESI 0643.14/263

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Guan Yongjun, Guangxi University of Science and Technology

Mr. Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.: 662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)





Ref.No. MHESI 0643.14/264

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Zhu Xin, Guangxi University of Scenice and Technology

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Model for Educational Leadership Development in The Digital Era of Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/265

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Lu Zhiping , Guangxi University of Scenice and Technology

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: grad@bsru.ac.th

Appendix B  
Official Letter



Ref.No. MHESI 0643.14/237

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Wuzhou University

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle“Model for Educational Leadership Development in The Digital Era of Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/238

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Baise University

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/239

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Hechi University

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle“Model for Educational Leadership Development in The Digital Era of Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/240

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Beibu Gulf University

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle“Model for Educational Leadership Development in The Digital Era of Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.-662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)





Ref.No. MHESI 0643.14/241

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Guangxi University

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle“Model for Educational Leadership Development in The Digital Era of Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

A handwritten signature in blue ink, appearing to be 'K' followed by a stylized flourish.

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)





RefNo. MHESI 0643.14/242

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Guangxi Normal University

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle“Model for Educational Leadership Development in The Digital Era of Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/243

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Guilin University of Technology

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle“Model for Educational Leadership Development in The Digital Era of Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/244

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Guangxi University of Science and Technology

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle“Model for Educational Leadership Development in The Digital Era of Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.-662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/245

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Guangxi Science and Technology Normal University

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle“Model for Educational Leadership Development in The Digital Era of Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.-662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/246

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Professor Dr. Jiang Bo, Hezhou University

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



RefNo. MHESI 0643.14/247

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Professor Dr. Wu Gang, Wuzhou University

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: grad@bsru.ac.th



Ref.No.MHESI 0643.14/248

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Professor Dr. Quan Yongquan, Baise University

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)





Ref.No. MHESI 0643.14/249

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Professor Dr. Wei Xiaochun, Hechi University

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Model for Educational Leadership Development in The Digital Era of Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)





Ref.No. MHESI 0643.14/250

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Professor Dr. Feng Binxian, Beibu Gulf University

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/251

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Professor Dr. Zeng Haiyan, Guangxi University

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/252

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Professor Dr. Li Jiayuan, Guangxi Normal University

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/253

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Professor Dr. Xie Junfeng, Guangxi Normal University

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/254

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Professor Dr. Wang Xuejun, Guilin University of Technology

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.-662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/255

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Professor Dr. Zhou Guoqiao, Guilin University of Technology

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)





Ref.No. MHESI 0643.14/256

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Professor Dr. Deng Langni, Guangxi University of Science and Technology

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/257

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Professor Dr. Zhang Faqin, Guangxi University of Science and Technology

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: grad@bsru.ac.th





Ref.No. MHESI 0643.14/258

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Professor Dr. Lu Zhiping, Guangxi University of Science and Technology

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/259

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Professor Dr. Li Junming, Guangxi University of Science and Technology

Mr. Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.: 662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/260

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Professor Dr.Zheng Shengjin, Guangxi Science and Technology Normal University

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

[www.bsru.ac.th](http://www.bsru.ac.th)

E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/264

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Zhu Xin, Guangxi University of Science and Technology

Mr.Wang Qing is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Model for Educational Leadership Development in The Digital Era of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)

## Appendix C

### Research Instrument

## 1. Survey Questionnaire

### Survey Questionnaire on the Model for Educational Leadership

#### Development in the digital Era of Universities in Guangxi

##### Instructions:

In order to understand the current situation of educational leadership of continuing education administrators in universities in Guangxi, Establish a model of educational leadership for continuing education administrators in universities in Guangxi, researchers have reviewed a large amount of research literature and, based on the findings of previous studies combined with the present study, developed and designed this questionnaire. The questionnaire consists of six sections.

The authenticity and completeness of the questionnaire data are crucial to the results of this study. Please read the questions carefully and select the most appropriate option. There are no right or wrong answers to the questions. Except for the "Basic Information" section, this questionnaire mainly uses a 5-point rating scale: 1 - Completely Inconsistent, 2 - Somewhat Inconsistent, 3 - Neutral, 4 - Somewhat Consistent, 5 - Completely Consistent. Your responses are vital to the purpose of this research.

Once again, thank you for taking the time to participate in this survey, and for contributing your wisdom and effort to the development of the educational leadership model for continuing education administrators of universities in Guangxi. This questionnaire is anonymous, and the data collected will be used solely for academic research purposes. It will not be used for commercial or any other purposes. Your answers will be aggregated and analyzed together with other respondents' answers, and will be kept strictly confidential. Please feel free to answer all the questions based on your actual situation and genuine thoughts. If you would like to receive a summary of the final research results, please provide your contact information or email, and we will provide feedback in a timely manner after the study is completed. If you have any questions, please feel free to communicate with us at any time.

Thank you again for your cooperation!

### Part 1: Respondent Status (Personal Information)

1. Your place of work

- ☐ Hezhou University
- ☐ Wuzhou University
- ☐ Baise University
- ☐ Hechi University
- ☐ Beibu Gulf University
- ☐ Guangxi University
- ☐ Guangxi Normal University
- ☐ Guilin University of Technology
- ☐ Guangxi University of Science and Technology
- ☐ Guangxi Science and Technology Normal University

2. Your gender

- ☐ Male ☐ Female

3. Your Age

- ☐ 25-30 years old ☐ 31-35 years old
- ☐ 36-40 years old ☐ 41-45 years old
- ☐ 46-50 years old ☐ 51-60 years old

4. Your education background

- ☐ Bachelor's Degree ☐ Master's Degree ☐ Doctor's Degree

5. Your Professional Title

- ☐ Junior and Other Titles ☐ Intermediate Title
- ☐ Associate Senior Title ☐ Full Professor

6. How many years of experience do you have in state-owned assets management in universities?

- ☐ 6-10 years ☐ 11-15 years
- ☐ 16-20 years ☐ Over 20 years

## Part 2: Questionnaire

No.	Dependent Variable Name	5	4	3	2	1
	<b>Idealized influence (The first variable)</b>					
1	Continuing education administrators are recognized by followers as having a variety of qualities such as intelligence, emotional intelligence, charisma, and communication skills.					
2	Continuing education administrators become decision-makers and executors of the organization.					
3	Continuing education administrators can be leaders and role models for their teams.					
4	Continuing education administrators have clear goals					
5	Continuing education administrators are able to lead team members to overcome difficulties.					
6	Continuing education administrators need to empower and trust team members.					
7	Continuing education administrators are good at stimulating the creativity and motivation of employees.					
8	Continuing education administrators are respected and trusted by employees.					
9	Continuing education administrators work with their teams to achieve common goals.					
10	Continuing education administrators are equipped with modern capabilities such as data-driven, cybersecurity-aware, and innovative communication in the digital era.					
11	Continuing education administrators are able to accept challenges and seize opportunities to achieve current organizational or personal goals.					



No.	Dependent Variable Name	5	4	3	2	1
	<b>Inspirational motivation(The second variable)</b>					
1	Continuing education administrators have a clear vision and sense of mission.					
2	Continuing education administrators inspire passion and motivation in their employees, making them passionate about their work and striving for excellence.					
3	Continuing education administrators have excellent communication skills, communicate exciting visions and respond to the emotional needs of employees.					
4	Continuing education administrators have excellent communication skills, communicate exciting visions and respond to the emotional needs of employees.					
5	Continuing education administrators are able to understand the emotional needs of employees, care about their personal development, and establish emotional connections with employees.					
6	Continuing education administrators lead by example, demonstrate high moral values and ethical standards, and become role models for employees.					
7	Continuing education administrators build a trusting relationship with employees, give employees support and encouragement, and enable employees to persist in pursuing goals in difficult times.					
8	Continuing education administrators drive organizational innovation and enable employees to achieve common personal and organizational goals in the face of constant challenges.					
9	Continuing education administrators need to be digitally intelligent and understand and apply emerging					

No.	Dependent Variable Name	5	4	3	2	1
	technologies in order to lead their teams to success in a digital environment.					
10	Continuing education administrators understand employees' needs, interests, and skills, thereby providing individualized motivations to make employees feel valued and recognized.					
11	Continuing education administrators should encourage team members to innovate, tolerate failure, and promote the innovation and development of the organization in the digital era.					
	<b>Intellectual stimulation(The third variable)</b>					
1	Continuing education administrators inspire enthusiasm and creativity to explore new ways to solve problems					
2	Continuing education administrators encourage employees to continue learning and pursue knowledge.					
3	Continuing education administrators encourage employees to come up with unique perspectives and solutions in their work.					
4	Continuing education administrators guide employees to think strategically at work, develop their critical thinking, and give them sufficient autonomy.					
5	Continuing education administrators guide employees to be brave in trying new methods in their work, and may even fail the interview.					
6	Continuing education administrators focus on developing employees' innovative awareness and problem-solving skills.					
7	Continuing education administrators support employees intellectually to achieve organizational change and innovation goals.					

No.	Dependent Variable Name	5	4	3	2	1
8	Continuing education administrators create a positive learning atmosphere so that employees can better adapt to a rapidly changing environment and lead the organization to a successful organization.					
9	Continuing Education administrators in order to provide employees with more diverse and rich learning opportunities in the digital era, they will support them through digital technologies such as online learning platforms and digital libraries					
10	Continuing education administrators in the digital era can enable employees to improve their knowledge and abilities more efficiently.					
	<b>Individualized consideration(The fourth variable)</b>					
1	Continuing education administors care about and respect the individual needs of each employee, ensuring that their needs are fully understood and met.					
2	Continuing education administors provide individualized, customized guidance and support to develop adaptable development plans based on their abilities, interests, and goals.					
3	Continuing education administors encourage employees to reach their potential and provide opportunities and resources to help them achieve their personal and professional goals.					
4	Continuing education administors encourage employees to come up with new ideas, ideas, and solutions that foster innovation in the organization.					
5	Continuing education administors encourage employees to participate in the decision-making					

No.	Dependent Variable Name	5	4	3	2	1
	process at work, so that they feel that their opinions and perspectives are respected and valued.					
6	Continuing education administrators give employees timely positive feedback and appreciation, encourage them to continue their efforts and enhance their self-confidence.					
7	Continuing education administrators care about employees' personal lives, build humane relationships, and increase employee satisfaction, belonging, and loyalty.					
8	Continuing education administrators provide opportunities for employees to learn and develop, encouraging them to continuously upgrade their skills and knowledge.					
9	In the digital era, continuing education administrators can use online platforms and instant messaging tools to provide real-time virtual support to employees, share online resources, and facilitate information exchange and team collaboration.					
10	In the digital era, continuing education managers can better help employees manage work-life balance, provide flexible working hours and holiday schedules, and reduce employee stress.					
11	continuing education managers can provide real-time feedback, conduct regular performance reviews, and tailor personalized support strategies to employee performance by digital tools.					
	<b>Team construction(The fifth variable)</b>					
1	Continuing education administrators encourage close cooperation and collaboration among team members					

No.	Dependent Variable Name	5	4	3	2	1
	so that team members can pursue common goals together.					
2	Continuing education administrators encourage mutual trust between team members, high communication transparency within the team, and promote better information sharing and cooperation.					
3	Continuing education administrators clarify the common mission and goals of team construction, so that all members understand the direction of their efforts and stimulate the motivation of teamwork.					
4	Continuing education administrators identify the roles and responsibilities of each member of the team, ensuring that everyone on the team knows their tasks, and thus be more productive.					
5	Continuing education administrators encourage open, honest, and transparent communication with their teams, including listening, asking questions, and giving feedback, in order to better solve problems and improve team performance.					
6	Continuing education administrators encourage team members to actively participate in training and learning.					
7	Continuing education administrators set up a team reward mechanism and encourage team members to actively participate to improve team morale.					
8	Continuing education administrators encourage team members to improve performance and efficiency for greater success.					
9	Continuing education administrators encourage teams to have the ability to adapt to change and quickly					

No.	Dependent Variable Name	5	4	3	2	1
	adjust strategies to meet challenges and embrace change.					
10	In the digital era, continuing education administrators encourage teams to utilize a variety of digital tools for digital communication, including online chat, video conferencing, social media, and email. This instant messaging improves the efficiency of communication between teams.					
11	In the digital era, continuing education managers encourage team members to acquire digital skills, including data analysis, cybersecurity, etc., in order to better utilize digital tools and meet the challenges of the digital era.					
	<b>High performance expectations (The sixth variable)</b>					
1	Continuing education administrators have a higher level of expectations that enable employees to contribute more to the organization.					
2	Continuing education administrators encourage team members to actively drive change and create an atmosphere for change.					
3	Continuing education administrators have the ability to develop a clear vision and strategy for change and can set the way forward for their teams.					
4	Continuing education administrators encourage teams to be able to continuously innovate and find new ways to respond to change in order to achieve high performance.					
5	Continuing education administrators guide close cooperation among team members through high-					

No.	Dependent Variable Name	5	4	3	2	1
	performance goal setting and encourage mutual support to enhance team cohesion and synergy.					
6	Continuing education administrators to set higher change goals is an important way to improve employee performance					
7	The high expectations of continuing education administrators motivate team members to have problem-solving skills, maintain positive team dynamics, and be able to respond quickly to challenges.					
8	Stimulated by continuing education administrators ' high performance expectations, administrators and team members are able to self-motivate themselves and maintain a positive attitude in difficult times.					
9	In the digital era, continuing education administrators require employees to master digital skills, including data analysis, artificial intelligence applications, big data processing, etc., to adapt to the digital work environment. The result is a high performance return.					
10	In the digital era, continuing education managers' high performance expectations require employees to have remote collaboration skills to be able to collaborate, communicate, and manage teams online.					

## 2. Interview Outline

Interview outline of model for the educational leadership development of continuing education administrators in the digital era of universities in Guangxi

### Instructions:

The interviewees in this study are 20 continuing education administrators from 10 universities in Guangxi, who are interviewed in this study to understand the current situation of the educational leadership of continuing education administrators. The qualifications of interviewees are as follows: 1) At least 5 years of university management experience; 2) academic title is associate professor or above; 3) graduated with master's degree or above.

### Part 1: Respondent Status (Personal Information)

- 1.Name (Interviewee):
- 2.Position:
- 3.School:
- 4.Date of Interview:
- 5.Length of interview:

### Part 2: Interview outline

content	question
Idealized influence	In your opinion continuing education administrators are good at stimulating the creativity and motivation of employees, and how about your suggestion in idealized influence?
Inspirational motivation	In your opinion continuing education administrators build a trusting relationship with employees, give employees support and encouragement, and enable employees to persist in pursuing goals in difficult times, and how about your suggestion in inspirational motivation?



content	question
Intellectual stimulation	In your opinion continuing education administrators create a positive learning atmosphere so that employees can better adapt to a rapidly changing environment and lead the organization to a successful organization., and how about your suggestion in intellectual stimulation?
Individualized consideration	In your opinion continuing education administrators provide opportunities for employees to learn and develop, encouraging them to continuously upgrade their skills and knowledge, and how about your suggestion in individualized consideration?
Team construction	In your opinion continuing education administrators encourage teams to utilize a variety of digital tools for digital communication, including online chat, video conferencing, social media, and email. This instant messaging improves the efficiency of communication between teams in the digital era, and how about your suggestion in team construction?
High performance expectations	In your opinion continuing education administrators encourage teams to be able to continuously innovate and find new ways to respond to change in order to achieve high performance, and how about your suggestion in high performance expectations?

### 3. Interview Records

In your opinion continuing education administrators are good at stimulating the creativity and motivation of employees, and how about your suggestion in idealized influence?

#### Interviewee 1

I think that continuing education administrators should establish the right values and principles and stick to them. He should constantly learn new knowledge and management skills, demonstrate an attitude of self-improvement, demonstrate honest and transparent behavior, and build a relationship of trust with employees, while at the same time, treat others with respect and care, and have a caring attitude.

#### Interviewee 2

I think that continuing education administrators should be good at receiving feedback and dealing with criticism and suggestions with a positive attitude, he should remain calm and calm at all times, not easily angered, and not affected by mood swings. And be good at receiving feedback and dealing with criticism and suggestions with a positive attitude. At the same time, he should be an honest and transparent person who can build a relationship of trust with his employees.

#### Interviewee 3

I think that the continuing education manager should have the right values and principles and always adhere to them, and he should always self-reflect and constantly seek to improve and improve. He was able to maintain an impartial and objective attitude when dealing with some conflicts.

#### Interviewee 4

I think that a continuing education manager should be good at receiving feedback and have a positive attitude towards criticism and suggestions, and he will be able to overcome various difficulties and become a leader and role model for the team. Maintain an impartial and objective attitude in dealing with conflicts, be able to

demonstrate honest and transparent behavior, and build trusting relationships with colleagues around them.

**Interviewee 5**

I think that continuing education administrators should have the right values and principles, be good at receiving feedback, have a positive attitude towards criticism and suggestions, be able to remain calm and calm when dealing with conflicts, and not get angry easily and not be affected by mood swings.

**Interviewee 6**

I think that continuing education administrators should continue to learn new knowledge and management skills, and constantly improve themselves. Be receptive to feedback from others and take a positive attitude towards criticism and suggestions. At the same time, he must be able to overcome all kinds of difficulties and become a leader and role model for the team.

**Interviewee7**

I think that continuing education administrators should continue to learn new knowledge and management skills, show an attitude of self-improvement, be good at accepting feedback from others, and treat criticism and suggestions with a positive attitude, and should insist on self-reflection and constantly seek improvement and improvement.

**Interviewee 8**

I think that continuing education administrators should have the right values and principles and always adhere to them, and he should also insist on self-reflection and constantly seek to improve and improve. Trust and support employees at work, and stimulate their creativity and enthusiasm.

**Interviewee 9**

I think that continuing education administrators should be receptive to feedback and take a positive attitude towards criticism and suggestions. It is necessary to constantly self-reflect and constantly seek to improve and improve. At the same time, they should be able to overcome various difficulties and become a leader and role model for the team.

**Interviewee 10**

I think that continuing education administrators should continue to learn new knowledge and management skills, be able to constantly improve themselves, and be able to remain calm and calm at work, not easily angered, and not affected by emotional fluctuations. At the same time, he is able to lead by example and demonstrate efficiency and professionalism.

**Interviewee 11**

I think that continuing education administrators should continue to learn new knowledge and management skills, and show an attitude of self-improvement. At the same time, he is able to insist on self-reflection, constantly seek improvement and improvement, constantly overcome various difficulties, and become a guide and role model for the team.

**Interviewee 12**

I think that continuing education administrators should be able to accept the suggestions and opinions of others with an open mind and respond to criticism and suggestions with a positive attitude. He is able to empower and support employees, and stimulate creativity and motivation among employees. When there is a problem of responsibility, he can take the initiative to take responsibility and do not shirk responsibility or make excuses.

**Interviewee 13**

I think that continuing education administrators should continue to learn new knowledge and management skills, be good at accepting other people's opinions, and have a positive attitude towards criticism and suggestions, so that they can remain calm and calm when dealing with problems, not easily angered, and not affected by mood swings. He is able to lead his colleagues through various difficulties and become a leader and role model for the team. Ability to foster an open and inclusive culture within the team, encouraging the exchange and sharing of different perspectives.

**Interviewee 14**

I think that continuing education administrators should be receptive to different opinions and take a positive attitude towards criticism and suggestions. He can take responsibility on his own initiative and not shirk responsibility or make excuses. At the same time, he should trust and support employees, and stimulate their creativity and enthusiasm.

**Interviewee 15**

I think that continuing education administrators should establish the right values and principles and stick to them. Be receptive to feedback and take a positive attitude towards criticism and suggestions, lead by example, demonstrate efficiency and professionalism, be self-reflective, constantly seek to improve and improve, set high standards for yourself and demonstrate them in practice.

**Interviewee 16**

I think that continuing education administrators should continue to learn new knowledge and management skills, show an attitude of self-improvement, learn to accept different opinions, and treat criticism and suggestions with a positive attitude, insist on self-reflection, constantly seek improvement and improvement, and establish clear communication channels to ensure that information is transmitted smoothly.

**Interviewee 17**

I think that continuing education administrators should have the right values, be good at receiving feedback, and treat criticism and suggestions with a positive attitude, lead by example, show high efficiency and professionalism, insist on self-reflection, constantly seek improvement and improvement, trust and support employees, and stimulate the creativity and enthusiasm of employees.

**Interviewee 18**

I think that continuing education administrators should pay attention to listening to the opinions and suggestions of others, and take a positive attitude towards these suggestions, setting high standards for themselves and demonstrating these standards in practice, while maintaining a fair and objective attitude when dealing with various conflicts.

**Interviewee 19**

I think that continuing education administrators should have the right values and principles, be good at receiving feedback and treat criticism and suggestions with a positive attitude, remain calm and calm in the face of various problems, ensure that they are not affected by emotional fluctuations, strengthen trust and support for employees, stimulate creativity and enthusiasm of employees, and establish clear communication channels to ensure that information is transmitted smoothly.

**Interviewee 20**

I think that continuing education administrators should continue to learn new knowledge and management skills, stay calm and calm in their work, not get angry easily, not be affected by emotional fluctuations, and lead by example to show high efficiency and professionalism. At the same time, set high standards for yourself and demonstrate them in practice.

In your opinion continuing education administrators build a trusting relationship with employees, give employees support and encouragement, and enable employees to persist in pursuing goals in difficult times, and how about your suggestion in inspirational motivation?

#### **Interviewee 1**

I think that continuing education administrators should have excellent communication skills, be able to communicate exciting visions and respond to the emotional needs of employees, be digitally intelligent, understand and apply emerging technologies to lead their teams to success in a digital environment, actively encourage personal development and growth, and provide support and resources.

#### **Interviewee2**

I think that continuing education administrators should have a clear vision and goals so that team members understand the goals of the organization as a whole, and administrators should build a relationship of trust with employees, give them support and encouragement, and enable employees to persevere in pursuing goals during difficult times. Actively provide training and development opportunities for employees to help them improve their skills and capabilities.

#### **Interviewee 3**

I think that continuing education administrators should establish a relationship of trust with employees, give employees support and encouragement, so that employees can persist in pursuing goals in difficult times, should actively encourage employees to achieve common goals of individuals and organizations in the face of continuous challenges, encourage employees to pursue personal development and growth, and provide support and resources.

**Interviewee 4**

I think that continuing education administrators should have excellent communication skills, be able to convey an exciting vision and respond to the emotional needs of their employees. administrators should actively encourage team members to innovate, tolerate failure, and promote the innovation and development of the organization in the digital era. It is necessary to communicate regularly to share the progress and achievements of the organization and motivate employees to work.

**Interviewee 5**

I think that continuing education administrators should have a clear vision and goals, be digitally competent, and be able to understand and apply emerging technologies in order to lead their teams to success in the digital environment. At work, employees are encouraged to express their ideas and suggestions so that they feel the importance of being involved in decision-making.

**Interviewee 6**

I think that continuing education administrators should have a clear vision and goals so that team members understand what their work means to the organization as a whole, and administrators should have excellent communication skills, be able to communicate exciting visions and respond to the emotional needs of employees. It also has the ability to understand and apply emerging technologies to lead teams to success in a digital environment.

**Interviewee 7**

I think that continuing education administrators should be digitally intelligent, understand and apply emerging technologies in order to lead their teams to success in the digital environment. It is necessary to actively encourage teams to actively innovate in the digital era and promote the innovation and development of the organization. Be good at encouraging employees to express their ideas and suggestions, so that they feel important to participate in decision-making.



**Interviewee 8**

I think that continuing education administrators should have excellent communication skills, be able to convey exciting visions and respond to the emotional needs of employees. At the same time, administrators should encourage team members to innovate in the digital era, promote the innovative development of the organization, and actively appreciate and affirm employees' achievements and contribute.

**Interviewee 9**

I think that continuing education administrators should have a clear vision and goals that team members understand to mean to the organization as a whole. administrators should encourage team members to innovate in the digital era, tolerate failure, and drive the innovation of the organization. At the same time, it is important to appreciate and affirm the achievements and contributions of employees so that they feel valued.

**Interviewee 10**

I think that continuing education administrators should actively encourage employees to achieve the common goals of individuals and organizations in the face of continuous challenges, establish a relationship of trust with employees, give employees support and encouragement, so that employees can persist in pursuing goals in difficult times, and establish a fair and transparent reward mechanism to make employees feel that their efforts will be fairly rewarded.

**Interviewee 11**

I think that continuing education administrators need to be digitally intelligent, understand and apply emerging technologies in order to lead their teams to success in the digital environment, and actively encourage employees to achieve common personal and organizational goals in the face of constant challenges.

#### **Interviewee 12**

I think that continuing education administrators should encourage team members to innovate, tolerate failure, and drive innovation in the organization in the digital era. Employees should be encouraged to express their ideas and suggestions and feel the importance of being involved in decision-making. At the same time, it is necessary to establish a fair and transparent reward mechanism so that employees feel that their efforts will be fairly rewarded.

#### **Interviewee 13**

I think that continuing education administrators should build a relationship of trust with employees, give them support and encouragement, make employees persist in pursuing goals in difficult times, appreciate and affirm employees' achievements and contributions, and make them feel valued. Continuing education administrators should have excellent communication skills, be able to convey an exciting vision and respond to the emotional needs of their employees.

#### **Interviewee 14**

I think that continuing education administrators should actively encourage team members to innovate in the digital era, tolerate failure, promote the innovation and development of the organization, share the progress and achievements of the organization on a regular basis, motivate employees to work motivated, and at the same time, appreciate and affirm the achievements and contributions of employees to make them feel valued.

#### **Interviewee 15**

I think that continuing education administrators should have a clear vision and goals, so that team members understand what their work means to the organization as a whole, actively share the progress and achievements of the organization, and motivate employees to work. At the same time, continuing education administrators should have excellent communication skills, be able to communicate an exciting vision and respond to the emotional needs of employees.

**Interviewee 16**

I think that continuing education administrators should actively stimulate the creativity and innovation of employees, encourage them to come up with new ideas and solutions, encourage employees to achieve the common goals of individuals and organizations in continuous challenges, especially in the digital era, encourage team members to innovate, tolerate failure, and promote the innovation and development of the organization.

**Interviewee 17**

I think that continuing education administrators should establish a relationship of trust with employees, give employees support and encouragement, help employees overcome difficulties and challenges, so that employees can persist in pursuing goals in difficult times, communicate with employees regularly, share the progress and achievements of the organization, and motivate employees to work motivated.

**Interviewee 18**

I think that continuing education administrators should set clear visions and goals for team members to understand what their work means to the organization as a whole, actively encourage employees to achieve common personal and organizational goals in the face of constant challenges, and appreciate and acknowledge employees' achievements and contributions to make them feel valued.

**Interviewee 19**

I think that continuing education administrators should stimulate the creativity and innovation of employees, encourage them to come up with new ideas and solutions, establish a relationship of trust with employees, give employees support and encouragement, enable employees to persist in pursuing goals in difficult times, and help employees overcome difficulties and challenges.

### **Interviewee 20**

I think that continuing education administrators should actively encourage employees to achieve the common goals of individuals and the organization in the midst of continuous challenges, appreciate and affirm the achievements and contributions of employees, communicate with employees regularly, share the progress and achievements of the organization, and motivate employees to work motivated.

**In your opinion continuing education administrators create a positive learning atmosphere so that employees can better adapt to a rapidly changing environment and lead the organization to a successful organization, and how about your suggestion in intellectual stimulation?**

### **Interviewee 1**

I think that continuing education administrators should set motivating goals and encourage team members to challenge themselves and constantly push themselves, encourage team members to come up with new ideas and solutions, stimulate innovation and thinking, and create a positive, open and inspiring work environment that stimulates passion and motivation among team members.

### **Interviewee 2**

I think that continuing education administrators should express trust and support for their team members and make them feel valued and trusted, so as to stimulate their passion and motivation and encourage team members to believe in their abilities and face challenges bravely. At the same time, a reward and incentive mechanism is set up to motivate team members to work hard to achieve their goals.

### **Interviewee 3**

I think that continuing education administrators should set motivating goals and encourage team members to challenge themselves and push the bounds. Stimulate innovation and thinking by encouraging team members to come up with new ideas

and solutions. At the same time, make sure that team members have the necessary support and resources to achieve their goals, so that they feel valued and supported.

**Interviewee 4**

I think that continuing education administrators should create a positive, open and inspiring working environment to stimulate the passion and motivation of team members, should set up a reward and incentive mechanism to motivate team members to work hard to achieve their goals, and finally give timely feedback and guidance to team members to help them continuously improve and grow.

**Interviewee 5**

I think that continuing education administrators should have trust and support for team members, openly appreciate and recognize the achievements and contributions of team members, stimulate their enthusiasm and motivation, and make them feel valued and trusted, so as to stimulate their passion and motivation. At the same time, care about the personal and professional development of team members, build trust and empathy.

**Interviewee 6**

I think that continuing education administrators should set motivating goals and encourage team members to challenge themselves and push the bounds. Encourage team members to believe in their own abilities and face challenges bravely. At the same time, administrators should create a positive, open and inspiring working environment for team members to stimulate their passion and motivation.

**Interviewee 7**

I think that continuing education administrators should ensure that team members receive the necessary support and resources to achieve their goals, make them feel valued and supported, provide timely feedback and guidance to team members, help them continuously improve and grow, care about the personal and professional development of team members, and build trust and empathy.

**Interviewee 8**

I think that continuing education administrators should allow team members to learn and grow by sharing experiences of successes and failures. Team members should be encouraged to believe in their abilities and face challenges bravely, and administrators should also trust and support team members to make them feel valued and trusted, so as to stimulate their passion and motivation.

**Interviewee 9**

I think that continuing education administrators should set motivating goals and encourage team members to challenge themselves and push the bounds. Create a positive, open and inspiring work environment for your team that inspires passion and motivation among your team members. Publicly appreciating and recognizing team members' achievements and contributions, motivating and motivating them.

**Interviewee 10**

I think that continuing education administrators should allow team members to learn and grow by sharing experiences of successes and failures. Team members should be encouraged to believe in their own abilities and be brave enough to face challenges. Make sure team members have the necessary support and resources to achieve their goals so they feel valued and supported. At the same time, give timely feedback and guidance to team members to help them continuously improve and grow.

**Interviewee 11**

I think that continuing education administrators should encourage team members to constantly challenge themselves, surpass themselves, and pursue higher goals and achievements. Expressing full trust and support to team members makes them feel valued and trusted, which inspires their passion and motivation. At the same time, make sure team members have the necessary support and resources to achieve their goals, so they feel valued and supported.

**Interviewee 12**

I think that continuing education administrators should allow team members to learn and grow by sharing experiences of successes and failures. Create a positive, open and inspiring work environment for your team that inspires passion and motivation among your team members. and publicly appreciate and recognize the achievements and contributions of team members, stimulating their motivation and motivation.

**Interviewee 13**

I think that continuing education administrators should establish effective communication channels to keep team members informed about the vision, goals, and expectations, and to stimulate their passion and motivation. Make sure team members have the necessary support and resources to achieve their goals so they feel valued and supported. At the same time, it is necessary to give timely feedback and guidance to team members to help them continuously improve and grow.

**Interviewee 14**

I think that continuing education administrators should set motivating goals and encourage team members to constantly challenge themselves, surpass themselves, and pursue higher goals and achievements. Encourage team members to believe in their abilities and face challenges bravely.

**Interviewee 15**

I think that continuing education administrators should create a positive, open, and inspiring work environment that inspires passion and motivation in team members. Actively encourage team members to believe in their own abilities and face challenges bravely. At the same time, it is necessary to cultivate team spirit, so that team members can encourage, support and help each other.

**Interviewee 16**

I think that continuing education administrators should publicly appreciate and recognize the achievements and contributions of team members, motivating them and motivating them. Let team members learn and grow by sharing experiences of successes and failures. At the same time, express trust and support for team members, so that they feel valued and trusted, which in turn stimulates their passion and motivation.

**Interviewee 17**

I think that continuing education administrators should establish effective communication channels to keep team members informed about the vision, goals, and expectations, and to stimulate their passion and motivation. Publicly appreciating and recognizing team members' achievements and contributions to motivate them and motivate them. Create a positive, open and inspiring work environment for team members to stimulate their passion and motivation.

**Interviewee 18**

I think that continuing education administrators should set motivating goals and encourage team members to challenge themselves and push the bounds. Be good at expressing trust and support for your team members and make them feel valued and trusted, which will spark their passion and motivation. At the same time, it is necessary to give timely feedback and guidance to team members to help them continuously improve and grow.

**Interviewee 19**

I think that continuing education administrators should allow team members to learn and grow by sharing experiences of successes and failures. Team members' achievements and contributions should be publicly appreciated and recognized, and their motivation and motivation should be stimulated. Attention should be paid to cultivating teamwork spirit, so that team members can encourage, support and help each other.



### **Interviewee 20**

I think that continuing education administrators should allow team members to continuously learn and grow by sharing experiences of successes and failures, and through timely feedback and guidance from team members. At the same time, ensure that team members have the necessary support and resources to achieve their goals, so that they feel valued and supported.

**In your opinion continuing education administrators provide opportunities for employees to learn and develop, encouraging them to continuously upgrade their skills and knowledge, and how about your suggestion in individualized consideration?**

### **Interviewee 1**

I think that continuing education administrators should provide learning opportunities and encourage employees to continuously improve their skills. Encourage participation in decision-making and respect their opinions. Create a personalized career development plan to help you achieve your goals.

### **Interviewee 2**

I think that continuing education administrators should be concerned with respecting individual employee needs to ensure they are fully understood and met. Provide real-time feedback through digital tools and regular performance reviews to adjust individualized support strategies. Allow work arrangements to be adapted to individual needs, such as remote or flexible working hours.

### **Interviewee 3**

I think that continuing education administrators should utilize online platforms and instant messaging tools to provide employees with real-time virtual support and resource sharing, promote information exchange and teamwork, and help manage work-life balance and reduce stress. Understand the balancing needs of support team

members and encourage feedback so that timely adjustments can be made to the work environment and individual needs.

**Interviewee 4**

I think that continuing education administrators should provide employees with learning opportunities to encourage skill and knowledge enhancement; give timely positive feedback and appreciation to increase self-confidence; and develop personalized incentive plans that take into account individual motivations and values.

**Interviewee 5**

I think that continuing education administrators should establish humane relationships, care about employees' lives, and enhance satisfaction, sense of belonging and loyalty; use online platforms and instant messaging tools to provide virtual support and resource sharing, promote teamwork, balance work and life, and reduce stress; and encourage employees to realize their potential by providing opportunities and resources to achieve their personal career goals.

**Interviewee 6**

I think that continuing education administrators should provide learning and development opportunities to encourage employees to improve their skills and knowledge; encourage participation in work decisions and respect employees' opinions; and care for and respect individual needs to ensure that they are fully understood and met.

**Interviewee 7**

I think that continuing education administrators should encourage employees to participate in decision-making and respect their opinions; promote the realization of potential and provide support to achieve individual career goals. Provide real-time feedback through digital tools to regularly assess performance and adjust personalized

support strategies. Provide personalized career development plans to help team members achieve their goals.

**Interviewee 8**

I think that continuing education administrators should utilize online platforms and instant messaging tools to provide virtual support, share resources, facilitate information exchange, and aid teamwork. Support employee work-life balance, reduce stress, and allow remote or flexible work. Encourage feedback and make timely adjustments to the work environment and individual needs.

**Interviewee 9**

I think that continuing education administrators should give positive feedback and appreciation in a timely manner to encourage employees to persist in their efforts and increase self-confidence. Encourage employees to realize their potential by providing opportunities and resources to achieve personal career goals. Develop individualized incentive plans that take into account personal motivations and values.

**Interviewee 10**

I think that continuing education administrators should provide employees with opportunities for learning and development and encourage them to continually improve their skills and knowledge; understand and support employees' work-family balance needs; and encourage employees to participate in work decisions and respect their opinions.

**Interviewee 11**

I think that continuing education administrators should establish humane relationships, care for employees' lives, and increase satisfaction, belonging, and loyalty; encourage participation in decision-making and respect for employees' opinions; and promote the realization of employees' potential by providing opportunities and resources to achieve personal career goals.

**Interviewee 12**

I think that continuing education administrators should provide timely positive feedback and appreciation to encourage employees to persevere in their efforts and increase their self-confidence; understand and support employees' need to balance work and family; and provide mentor support to team members to help them progress in their professional and personal lives.

**Interviewee 13**

I think that continuing education administrators should provide employees with learning and development opportunities to encourage the enhancement of skills and knowledge; utilize online platforms and instant messaging tools to provide real-time virtual support, facilitate information exchange and teamwork, help manage work-life balance, and reduce stress; and encourage employees to realize their potential by providing them with the opportunities and resources to achieve their personal career goals.

**Interviewee 14**

I think that continuing education administrators should care about employees' personal lives and build humane relationships to enhance satisfaction, belongingness, and loyalty; give positive feedback and appreciation in a timely manner to encourage employees to work hard and increase self-confidence; create cross-functional teams to promote collaborative learning; and provide mentor support to help team members advance in their professional and personal lives.

**Interviewee 15**

I think that continuing education administrators should provide staff with learning and development opportunities to encourage skills and knowledge enhancement; give positive feedback and appreciation in a timely manner to increase self-confidence; and care for and respect individual needs to ensure full understanding and satisfaction.

**Interviewee 16**

I think that continuing education administrators should care about employees' personal lives and build humane relationships to enhance satisfaction, belonging and loyalty; help employees balance their work lives in the digital era by providing flexible hours and vacation time to reduce stress; and provide mentor support to help team members progress in their professional and personal lives.

**Interviewee 17**

I think that continuing education administrators should give employees positive feedback and appreciation in a timely manner to encourage sustained effort and increase self-confidence; care for and respect the individual needs of employees to ensure that they are fully understood and met; and create cross-functional teams that promote collaborative learning and allow members to benefit from different areas of expertise.

**Interviewee 18**

I think that continuing education administrators should care about employees' personal lives, establish humane relationships, and improve satisfaction, sense of belonging and loyalty; use online platforms and instant messaging tools in the digital era to provide real-time virtual support and resource sharing, promote information exchange and teamwork, and help employees to balance work and life and reduce stress; and encourage employees to participate in the decision-making process of their work, and respect their opinions and perspectives.

**Interviewee 19**

I think that continuing education administrators should use online platforms and instant messaging tools to provide real-time virtual support and resource sharing in the digital era, promote information exchange and teamwork, and help employees balance work and life and reduce stress; give employees positive feedback and appreciation in a timely manner to encourage sustained efforts and enhance self-confidence; and

encourage employees to realize their potential by providing them with the opportunities and resources to achieve their personal and professional goals.

#### **Interviewee 20**

I think that continuing education administrators should care about the personal lives of their employees, establish humane relationships, and increase satisfaction, belongingness, and loyalty; encourage employees to participate in the decision-making process at work, and respect their opinions and viewpoints; and pay attention to and respect the individual needs of each employee to ensure that they are fully understood and met.

**In your opinion continuing education administrators encourage teams to utilize a variety of digital tools for digital communication, including online chat, video conferencing, social media, and email. This instant messaging improves the efficiency of communication between teams in the digital era, and how about your suggestion in team construction?**

#### **Interviewee 1**

I think that continuing education administrators should clarify the mission and goals of the team and stimulate the motivation of teamwork; Establish open and transparent communication that fosters problem solving and performance improvement; In the digital era, teams are encouraged to master digital skills such as data analytics and cybersecurity to better leverage digital tools and meet challenges.

#### **Interviewee 2**

I think that continuing education administrators should strengthen teamwork, establish common missions and goals, and stimulate members' motivation to cooperate. At the same time, develop the team's ability to adapt to changes and adjust quickly to meet challenges and changes.

**Interviewee 3**

I think that continuing education administrators should clarify the mission and goals of the team, stimulate the motivation for cooperation, improve the independent decision-making and problem-solving ability of members, and cultivate a sense of responsibility. At the same time, we build a positive team culture that promotes respect, understanding and support, and fosters a positive working atmosphere.

**Interviewee 4**

I think that continuing education administrators should build team trust, improve communication transparency, and promote information sharing and cooperation. At the same time, establish an open, honest and transparent communication mechanism, including listening, asking questions and feedback, to solve problems and improve performance. In addition, establish an effective conflict resolution mechanism to teach members to deal with differences and avoid conflicts affecting teamwork.

**Interviewee 5**

I think that continuing education administrators should establish open, candid, and transparent communication channels, including listening, questioning, and feedback, to facilitate problem solving and team performance improvement. At the same time, improve the independent decision-making and problem-solving ability of team members, and cultivate a sense of responsibility. Establish a positive team culture that promotes respect, understanding and support, and creates a positive work atmosphere.

**Interviewee 6**

I think that continuing education administrators should develop the team's ability to adapt to change and adjust quickly to face challenges and changes. At the same time, build a positive team culture that promotes respect, understanding and support, and creates a positive working atmosphere. Team members are encouraged to innovate, provide support and encouragement to drive new ideas and solutions.

**Interviewee 7**

I think that continuing education administrators should aim to build a relationship of trust among team members and ensure a high degree of transparency in internal communication to facilitate information sharing and collaboration. In the digital era, team members should be encouraged to master digital skills, including data analytics and cybersecurity, to better leverage digital tools and meet challenges. At the same time, enhance the independent decision-making and problem-solving ability of team members, and cultivate a sense of responsibility to ensure the success and development of the team.

**Interviewee 8**

I think that continuing education administrators should promote close teamwork and pursue common goals, and establish open, candid, and transparent communication mechanisms, including listening, questioning, and feedback, to optimize problem solving and team performance. At the same time, establish an effective conflict resolution mechanism, guide members to deal with differences, maintain teamwork, and ensure team development and success.

**Interviewee 9**

I think that continuing education administrators should clarify the team's mission and goals, stimulate the motivation for cooperation, and cultivate the team's ability to adapt to changes to meet challenges and changes. At the same time, establish a positive team culture, promote respect, understanding and support among members, and create a positive working atmosphere to improve team performance and member satisfaction.

**Interviewee 10**

I think that continuing education administrators should build trusting team relationships, ensure highly transparent internal communication, and promote information sharing and collaboration. At the same time, establish an atmosphere of open, honest and transparent communication, including listening, asking questions and



feedback, to solve problems and improve performance. Fully understand the strengths of team members, allocate tasks and roles reasonably, and give full play to everyone's potential to improve team effectiveness and member satisfaction.

**Interviewee 11**

I think that continuing education administrators should clarify the team's mission and goals, motivate collaboration, and promote team members to master digital skills in the digital era to better meet challenges. At the same time, enhance members' independent decision-making and problem-solving skills, and cultivate a sense of responsibility to ensure the success and development of the team.

**Interviewee 12**

I think that continuing education administrators should strengthen teamwork, pursue goals together, and establish a positive team culture that advocates respect, understanding and support, and creates a positive working atmosphere. At the same time, we pay attention to the well-being of our team members, value work-life balance, provide support and assistance, and ensure physical and mental health to promote team stability and member satisfaction.

**Interviewee 13**

I think that continuing education administrators should establish open, candid, and transparent communication, including listening, asking questions, and feedback, to solve problems and improve team performance. At the same time, cultivate the team's ability to adapt to changes and adjust quickly to meet challenges and changes. In the digital era, promote team members to master digital skills, such as data analysis, cybersecurity, to better meet digital challenges. These initiatives will help improve team performance and suitability, leading to long-term success.

**Interviewee 14**

I think that continuing education administrators should establish open, honest, and transparent communication channels that include listening, questioning, and feedback to optimize problem solving and team performance. Also, develop the team's ability to adapt to change and adjust quickly to meet challenges and change. In the digital era, promote digital skills among team members, including data analytics and cybersecurity, to better utilize digital tools and meet the challenges of the digital era.

**Interviewee 15**

I think that continuing education administrators should strengthen teamwork and the common pursuit of goals, as well as enhance members' autonomous decision-making and problem-solving abilities and foster a sense of responsibility. At the same time, establish a positive team culture that promotes respect, understanding and support to create a positive work atmosphere. To this end, provide the necessary resources and support to ensure that members successfully complete their work assignments in order to promote team success and personal development.

**Interviewee 16**

I think that continuing education administrators should reinforce teamwork in the pursuit of common goals and develop the team's ability to adapt to change in order to meet challenges and transformations. At the same time, they promote the personal growth of team members and help them to continuously improve their skills and abilities through training, coaching, and feedback in order to achieve individual and team success.

**Interviewee 17**

I think that continuing education administrators should build trusting team relationships, ensure highly transparent internal communication, and promote information sharing and cooperation. At the same time, clarify common missions and goals to stimulate teamwork. Pay attention to the well-being of team members,

emphasize work-life balance, and provide support and assistance to ensure physical and mental health and promote team stability and member satisfaction.

**Interviewee 18**

I think that continuing education administrators should do a good job of working as a team, pursuing goals together, and pushing team members to master digital skills to better meet challenges in the digital era. At the same time, they should fully understand the strengths and advantages of their team members, reasonably assign tasks and roles, and give full play to everyone's potential in order to maximize team effectiveness and member development.

**Interviewee 19**

I think that continuing education administrators should build the team's capacity to adapt to change and provide the necessary resources and support to ensure that members successfully complete their tasks. At the same time, they should promote personal growth and help members continuously improve their skills and abilities through training, coaching, and feedback. Such initiatives can equip teams to adapt to change, meet challenges and succeed.

**Interviewee 20**

I think that continuing education administrators should build team trust, maintain transparent communication, promote information sharing and collaboration, and promote team mastery of digital skills to better meet challenges in the digital era. At the same time, members' autonomous decision-making and problem-solving skills should be enhanced, and a sense of responsibility should be fostered to ensure the success and development of the team.

In your opinion continuing education administrators encourage teams to be able to continuously innovate and find new ways to respond to change in order to achieve high performance, and how about your suggestion in high performance expectations?

#### **Interviewee 1**

I think that continuing education administrators should set high performance goals, promote close cooperation and support of the team, and enhance cohesion and synergy. Strengthen the team to continuously innovate and respond to change to achieve high performance. Demonstrate a commitment to high standards and excellence, motivate team members to follow suit, and push the team to higher levels.

#### **Interviewee 2**

I think that continuing education administrators should develop their team's problem-solving skills, stay motivated, and meet challenges. Drive continuous learning and improvement of the team to ensure continuous progress and development. Inspire intrinsic motivation and enthusiasm among team members through incentives to improve performance.

#### **Interviewee 3**

I think that continuing education administrators should set high performance goals, promote close cooperation and support of the team, and enhance cohesion and synergy. Strengthen the team to continuously innovate to adapt to change and achieve high performance. Provide your team with the support and resources to ensure that tasks are completed successfully and that high expectations are met.

#### **Interviewee 4**

I think that continuing education administrators should promote continuous learning and improvement of the team to ensure continuous progress and development. Through incentives, the intrinsic motivation and enthusiasm of team members are stimulated to improve the level of performance. In the digital era, improve your

employees' remote collaboration skills and facilitate online team collaboration, communication and management to adapt to the demands of the job.

**Interviewee 5**

I think that continuing education administrators should set high performance goals, promote close cooperation and support of the team, and enhance cohesion and synergy. Provide your team with the support and resources to ensure successful completion of tasks and high expectations. At the same time, set challenging tasks and goals to stimulate learning and growth motivation to meet high performance requirements.

**Interviewee 6**

I think that continuing education administrators should improve their team's problem-solving skills, stay motivated, and respond to challenges. Strengthen the team to continuously innovate, respond to change, and achieve high performance. Demonstrate a commitment to high standards and excellence, motivate team members to follow suit, and push the team to higher levels.

**Interviewee 7**

I think that continuing education administrators should urge employees to master digital skills, such as data analysis and artificial intelligence applications, to adapt to the digital work environment. Drive continuous improvement and learning in the team to ensure continuous progress and development. In the digital era, improve employees' remote collaboration skills and facilitate online team collaboration, communication and management to meet the demands of work.

**Interviewee 8**

I think that continuing education administrators should improve their team's problem-solving skills, stay motivated, and meet challenges. Strengthen the team to continuously innovate, respond to change, and achieve high performance. Provide support and resources to your team to ensure successful tasks and high expectations.

**Interviewee 9**

I think that continuing education administrators should set high performance goals, promote close cooperation and support of the team, and enhance cohesion and synergy. Demonstrate a commitment to high standards and excellence and motivate team members to follow suit. Through incentives, the intrinsic motivation and enthusiasm of team members are stimulated to improve the level of performance.

**Interviewee 10**

I think that continuing education administrators should require employees to master digital skills, such as data analysis, artificial intelligence applications, to adapt to the digital work environment. At the same time, provide support and resources to the team to ensure that tasks are successfully completed and high expectations are met. In the digital era, improve employees' remote collaboration skills and facilitate online team communication and management to adapt to the needs of the job.

**Interviewee 11**

I think that continuing education administrators should set high performance goals, promote close cooperation and support of the team, and enhance cohesion and synergy. Drive continuous improvement and learning in the team to ensure continuous progress and development. Inspire intrinsic motivation and enthusiasm among team members through incentives to improve performance.

**Interviewee 12**

I think that continuing education administrators should strengthen their team's problem-solving skills, maintain positive motivation, and respond to challenges. Provide support and resources to ensure your team successfully completes tasks and meets high expectations. At the same time, it cultivates employees' remote collaboration skills and facilitates online team communication and management to adapt to the needs of the digital era.

**Interviewee 13**

I think that continuing education administrators should urge employees to master digital skills, including data analysis, artificial intelligence applications, etc., in the digital era, to adapt to the work environment. At the same time, demonstrate a commitment to high standards and excellence, and motivate team members to follow suit. Drive continuous improvement and learning for the team to ensure continuous progress and development.

**Interviewee 14**

I think that continuing education administrators should set high performance goals, promote close cooperation and mutual support of the team, and enhance cohesion and synergy. Provide support and resources to ensure team members successfully complete their tasks and meet high expectations. At the same time, it cultivates employees' remote collaboration skills and promotes online communication and team management to adapt to the needs of the digital era.

**Interviewee 15**

I think that continuing education administrators should be committed to improving their team's problem-solving skills, staying motivated, and meeting challenges. At the same time, strengthen the team to continue to innovate and adapt to change to achieve high performance. Incentives are used to motivate team members to drive performance.

**Interviewee 16**

I think that continuing education administrators should emphasize employees' digital skills development in the digital era, including data analytics and artificial intelligence applications, in order to adapt to the digital work environment. Demonstrate a commitment to high standards and performance excellence to inspire team members to follow suit. Enhance employee remote collaboration skills to promote online teamwork, communication, and management.

**Interviewee 17**

I think that continuing education administrators should set high performance goals, promote teamwork and support, and enhance cohesion. Strengthen the team's ability to innovate and respond to change to achieve high performance. Promote continuous improvement and learning for the team to ensure continuous progress and development.

**Interviewee 18**

I think that continuing education administrators need to improve their team's problem solving skills and maintain positive momentum to meet challenges. Employees are required to acquire digital skills such as data analytics and artificial intelligence applications to adapt to the digital work environment. At the same time, incentives are used to stimulate team members' intrinsic motivation and enthusiasm to improve performance levels.

**Interviewee 19**

I think that continuing education administrators should improve their team's problem-solving skills and team motivation to deal with challenges. Employees are required to master digital skills, such as data analysis, artificial intelligence applications, to adapt to the digital work environment. At the same time, demonstrate a commitment to high standards and motivate team members to strive for excellence.

**Interviewee 20**

I think that continuing education administrators should pay attention to the development of remote collaboration skills and promote online team communication and management. At the same time, incentives are used to motivate team members and challenge them to learn and grow to improve performance.



Assessment checklist	suitability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
<b>Models</b>										
Increasing idealized influence										
1. Establish the right values and principles.										
2. Constantly learn new knowledge and management skills.										
3. Be good at accepting feedback and have a positive attitude towards criticism.										
4. Stay calm and calm, unaffected by mood swings.										
5.Demonstrate high efficiency and professionalism.										
6.We should insist on self-reflection and continuous improvement and improvement.										
7. We should insist on self-reflection and continuous improvement and improvement.										
8. Empower employees with trust and support.										
Developing inspirational motivation										

[illegible]

[illegible]

[illegible]

Appendix D

The Results of the Quality Analysis of Research  
Instruments

### The index of objective congruence (IOC)

Model for educational leadership development of continuing education administrators in the digital era of universities in Guangxi

No	The educational leadership development of continuing education administrators in the digital era in universities in Guangxi	Experts					IOC	Validity
		1	2	3	4	5		
Idealized influence								
1	Continuing education administrators are recognized by followers as having a variety of qualities such as intelligence, emotional intelligence, charisma, and communication skills.	1	1	1	1	1	1	Valid
2	Continuing education administrators become decision-makers and executors of the organization.	1	1	1	1	1	1	Valid
3	Continuing education administrators can be leaders and role models for their teams.	1	1	1	1	1	1	Valid
4	Continuing education administrators have clear goals	0	1	1	1	1	0.8	Valid
5	Continuing education administrators are able to lead team members to overcome difficulties.	1	1	1	1	1	1	Valid
6	Continuing education administrators need to empower and trust team members.	1	1	1	1	0	0.8	Valid
7	Continuing education administrators are good at stimulating the creativity and motivation of employees.	1	1	1	1	1	1	Valid

No	The educational leadership development of continuing education administrators in the digital era in universities in Guangxi	Experts					IOC	Validity
		1	2	3	4	5		
8	Continuing education administrators are respected and trusted by employees.	1	1	1	1	1	1	Valid
9	Continuing education administrators work with their teams to achieve common goals.	1	1	0	1	1	0.8	Valid
10	Continuing education administrators are equipped with modern capabilities such as data-driven, cybersecurity-aware, and innovative communication in the digital era.	1	1	0	1	1	0.8	Valid
11	Continuing education administrators are able to accept challenges and seize opportunities to achieve current organizational or personal goals.	1	1	1	1	1	1	Valid
<b>Inspirational motivation</b>								
1	Continuing education administrators have a clear vision and sense of mission.	1	1	1	1	0	0.8	Valid
2	Continuing education administrators inspire passion and motivation in their employees, making them passionate about their work and striving for excellence.	1	1	1	1	1	1	Valid
3	Continuing education administrators have excellent communication skills, communicate exciting visions and respond to the emotional needs of employees.	1	1	1	1	1	1	Valid

No	The educational leadership development of continuing education administrators in the digital era in universities in Guangxi	Experts					IOC	Validity
		1	2	3	4	5		
4	Continuing education administrators have excellent communication skills, communicate exciting visions and respond to the emotional needs of employees.	1	1	1	1	1	1	Valid
5	Continuing education administrators are able to understand the emotional needs of employees, care about their personal development, and establish emotional connections with employees.	1	1	1	1	1	1	Valid
6	Continuing education administrators lead by example, demonstrate high moral values and ethical standards, and become role models for employees.	1	1	1	0	1	0.8	Valid
7	Continuing education administrators build a trusting relationship with employees, give employees support and encouragement, and enable employees to persist in pursuing goals in difficult times.	1	1	1	1	1	1	Valid
8	Continuing education administrators drive organizational innovation and enable employees to achieve common personal and organizational goals in the face of constant challenges.	1	1	1	1	1	1	Valid
9	Continuing education administrators need to be digitally intelligent and	1	1	0	1	1	0.8	Valid



No	The educational leadership development of continuing education administrators in the digital era in universities in Guangxi	Experts					IOC	Validity
		1	2	3	4	5		
	understand and apply emerging technologies in order to lead their teams to success in a digital environment.							
10	Continuing education administrators understand employees' needs, interests, and skills, thereby providing individualized motivations to make employees feel valued and recognized.	1	1	1	1	1	1	Valid
11	Continuing education administrators should encourage team members to innovate, tolerate failure, and promote the innovation and development of the organization in the digital era.	1	1	1	1	0	0.8	Valid
<b>Intellectual stimulation</b>								
1	Continuing education administrators inspire enthusiasm and creativity to explore new ways to solve problems	1	1	1	1	0	0.8	Valid
2	Continuing education administrators encourage employees to continue learning and pursue knowledge.	1	1	1	0	1	0.8	Valid
3	Continuing education administrators encourage employees to come up with unique perspectives and solutions in their work.	1	1	1	1	1	1	Valid
4	Continuing education administrators guide employees to think strategically at	1	1	1	1	1	1	Valid

No	The educational leadership development of continuing education administrators in the digital era in universities in Guangxi	Experts					IOC	Validity
		1	2	3	4	5		
	work, develop their critical thinking, and give them sufficient autonomy.							
5	Continuing education administrators guide employees to be brave in trying new methods in their work, and may even fail the interview.	1	1	1	1	1	1	Valid
6	Continuing education administrators focus on developing employees' innovative awareness and problem-solving skills.	1	1	1	1	0	0.8	Valid
7	Continuing education administrators support employees intellectually to achieve organizational change and innovation goals.	1	1	1	1	1	1	Valid
8	Continuing education administrators create a positive learning atmosphere so that employees can better adapt to a rapidly changing environment and lead the organization to a successful organization.	1	1	0	1	1	0.8	Valid
9	Continuing Education administrators in order to provide employees with more diverse and rich learning opportunities in the digital era, they will support them through digital technologies such as online learning platforms and digital libraries	1	1	1	1	1	1	Valid

No	The educational leadership development of continuing education administrators in the digital era in universities in Guangxi	Experts					IOC	Validity
		1	2	3	4	5		
10	Continuing education administrators in the digital age can enable employees to improve their knowledge and abilities more efficiently.	1	1	1	1	1	1	Valid
<b>Individualized consideration</b>								
1	Continuing education administrators care about and respect the individual needs of each employee, ensuring that their needs are fully understood and met.	1	0	1	1	1	0.8	Valid
2	Continuing education administrators provide individualized, customized guidance and support to develop adaptable development plans based on their abilities, interests, and goals.	1	1	1	1	1	1	Valid
3	Continuing education administrators encourage employees to reach their potential and provide opportunities and resources to help them achieve their personal and professional goals.	1	1	1	1	1	1	Valid
4	Continuing education administrators encourage employees to come up with new ideas, ideas, and solutions that foster innovation in the organization.	1	1	1	1	1	1	Valid
5	Continuing education administrators encourage employees to participate in the decision-making process at work, so	1	1	0	1	1	0.8	Valid

No	The educational leadership development of continuing education administrators in the digital era in universities in Guangxi	Experts					IOC	Validity
		1	2	3	4	5		
	that they feel that their opinions and perspectives are respected and valued.							
6	Continuing education administrators give employees timely positive feedback and appreciation, encourage them to continue their efforts and enhance their self-confidence.	1	1	1	1	1	1	Valid
7	Continuing education administrators care about employees' personal lives, build humane relationships, and increase employee satisfaction, belonging, and loyalty.	1	1	1	0	1	0.8	Valid
8	Continuing education administrators provide opportunities for employees to learn and develop, encouraging them to continuously upgrade their skills and knowledge.	1	0	1	1	1	0.8	Valid
9	In the digital era, continuing education administrators can use online platforms and instant messaging tools to provide real-time virtual support to employees, share online resources, and facilitate information exchange and team collaboration.	1	1	1	1	1	1	Valid
10	In the digital era, continuing education managers can better help employees manage work-life balance, provide	1	1	1	1	1	1	Valid

No	The educational leadership development of continuing education administrators in the digital era in universities in Guangxi	Experts					IOC	Validity
		1	2	3	4	5		
	flexible working hours and holiday schedules, and reduce employee stress.							
11	Continuing education managers can provide real-time feedback, conduct regular performance reviews, and tailor personalized support strategies to employee performance by digital tools.State-owned assets managers believe that individualized support creates a supportive and caring working environment for employees.	1	1	1	1	0	0.8	Valid
<b>Team construction</b>								
1	Continuing education administrators encourage close cooperation and collaboration among team members so that team members can pursue common goals together.	1	1	1	1	0	0.8	Valid
2	Continuing education administrators encourage mutual trust between team members, high communication transparency within the team, and promote better information sharing and cooperation.	1	1	1	1	1	1	Valid
3	Continuing education administrators clarify the common mission and goals of team construction, so that all members understand the direction of their efforts	1	1	1	1	1	1	Valid

No	The educational leadership development of continuing education administrators in the digital era in universities in Guangxi	Experts					IOC	Validity
		1	2	3	4	5		
	and stimulate the motivation of teamwork.							
4	Continuing education administrators identify the roles and responsibilities of each member of the team, ensuring that everyone on the team knows their tasks, and thus be more productive.	1	1	0	1	1	0.8	Valid
5	Continuing education administrators encourage open, honest, and transparent communication with their teams, including listening, asking questions, and giving feedback, in order to better solve problems and improve team performance.	1	1	1	1	1	1	Valid
6	Continuing education administrators encourage team members to actively participate in training and learning.	1	1	1	1	1	1	Valid
7	Continuing education administrators set up a team reward mechanism and encourage team members to actively participate to improve team morale.	0	1	1	1	1	0.8	Valid
8	Continuing education administrators encourage team members to improve performance and efficiency for greater success.	1	1	1	1	1	1	Valid
9	Continuing education administrators encourage teams to have the ability to	1	1	1	1	0	0.8	Valid

No	The educational leadership development of continuing education administrators in the digital era in universities in Guangxi	Experts					IOC	Validity
		1	2	3	4	5		
	adapt to change and quickly adjust strategies to meet challenges and embrace change.							
10	In the digital era, continuing education administrators encourage teams to utilize a variety of digital tools for digital communication, including online chat, video conferencing, social media, and email. This instant messaging improves the efficiency of communication between teams.	1	0	1	1	1	0.8	Valid
11	In the digital era, continuing education managers encourage team members to acquire digital skills, including data analysis, cybersecurity, etc., in order to better utilize digital tools and meet the challenges of the digital era.	1	1	1	1	1	1	Valid
<b>High performance expectations</b>								
1	Continuing education administrators have a higher level of expectations that enable employees to contribute more to the organization.	1	1	1	1	1	1	Valid
2	Continuing education administrators encourage team members to actively drive change and create an atmosphere for change.	1	1	1	0	1	0.8	Valid

No	The educational leadership development of continuing education administrators in the digital era in universities in Guangxi	Experts					IOC	Validity
		1	2	3	4	5		
3	Continuing education administrators have the ability to develop a clear vision and strategy for change and can set the way forward for their teams.	1	1	1	1	1	1	Valid
4	Continuing education administrators encourage teams to be able to continuously innovate and find new ways to respond to change in order to achieve high performance.	1	1	1	1	1	1	Valid
5	Continuing education administrators guide close cooperation among team members through high-performance goal setting and encourage mutual support to enhance team cohesion and synergy.	1	1	1	0	1	0.8	Valid
6	Continuing education administrators to set higher change goals is an important way to improve employee performance	0	1	1	1	1	0.8	Valid
7	The high expectations of continuing education administrators motivate team members to have problem-solving skills, maintain positive team dynamics, and be able to respond quickly to challenges.	1	1	1	1	1	1	Valid
8	Stimulated by continuing education administrators high performance expectations, administrators and team	1	0	1	1	1	0.8	Valid



No	The educational leadership development of continuing education administrators in the digital era in universities in Guangxi	Experts					IOC	Validity
		1	2	3	4	5		
	members are able to self-motivate themselves and maintain a positive attitude in difficult times.							
9	In the digital era, continuing education administrators require employees to master digital skills, including data analysis, artificial intelligence applications, big data processing, etc., to adapt to the digital work environment. The result is a high performance return.	1	1	1	1	1	1	Valid
10	In the digital era, continuing education administrators high performance expectations require employees to have remote collaboration skills to be able to collaborate, communicate, and manage teams online.	1	1	1	1	1	1	Valid

### Reliability analysis of research instruments

To ensure the reliability and validity of the data collected by the questionnaire, the researcher conducted a reliability and validity analysis of the questionnaire using SPSS software.

#### Reliability Analysis

Simplified Format of Cronbach's Reliability Analysis		
Number of Items	Sample Size	Cronbach's Alpha Coefficient
64	226	0.99

From the table above, it can be seen that the reliability coefficient value is 0.99, which is greater than 0.9, indicating that the quality of the research data reliability is high. Regarding the " $\alpha$  coefficient with deleted items," the reliability coefficient does not significantly increase when any item is deleted. Therefore, it indicates that the items should not be deleted. Regarding the "CITC value," the CITC values for all analyzed items are above 0.4, indicating that there is a good correlation between the analyzed items, which also indicates a good reliability level. In summary, the reliability coefficient value of the research data is higher than 0.9, which comprehensively indicates high data reliability quality and can be used for further analysis.

Appendix E  
Certificate of English



This is to certify that

***Mr. Wang Qing***

Achieved BSRU English Proficiency Test (BSRU-TEP) level

**C2**

Given on 25<sup>th</sup> January 2021

A handwritten signature in black ink, which appears to read 'Kulsiri', is positioned above the printed name of the Director.

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

## Appendix F

The Document for Accept Research



# มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

วิทยาเขตนครศรีธรรมราช

๓/๓ ม.๕ ค.ม.ะม่วงลงต้น อ.เมือง จ.นครศรีธรรมราช ๘๐๐๐๐

โทร. ๐๗/๕-๓๕๒๘๙๘ โทรสาร ๐๗/๕-๓๕๕๘๖๒

อ.ว. ๘๐/๒๓ / ๑๓/๐

๒๐ มิถุนายน ๒๕๖๓

เรื่อง รับรองการลงบทความวิจัยเพื่อตีพิมพ์ในวารสารมหาจุฬานาครธรรม

เรียน นายวัง ชิง

ตามที่ นายวัง ชิง และรองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ ผู้ช่วยศาสตราจารย์ ดร.พัชรา เตชโฮม และผู้ช่วยศาสตราจารย์ ดร.สรายุทธ์ เศรษฐขจร ได้ลงบทความวิจัยเรื่อง "รูปแบบการพัฒนาก้าวหน้าทางการศึกษาในยุคดิจิทัลของมหาวิทยาลัยในกว้างซี" เพื่อพิจารณาตีพิมพ์ในวารสารมหาจุฬานาครธรรม มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ซึ่งได้รับการคัดเลือกเข้าสู่ฐานข้อมูล ของศูนย์ดัชนีการอ้างอิงวารสารไทย (ศูนย์ TCI) ได้ถูกจัดกลุ่มคุณภาพวารสารประจำปี พ.ศ.๒๕๖๒ ให้เป็น วารสารที่มีคุณภาพ กลุ่มที่ ๒ (TCI ฐาน ๒) และอยู่ในฐานข้อมูล TCI จนถึง ๓๑ ธันวาคม ๒๕๖๓ โดยจะดำเนินการจัดพิมพ์ในฉบับต่อไปตามระยะเวลาที่กำหนดไว้ และวารสารมหาจุฬานาครธรรม ได้รับบทความวิจัยของท่านเป็นที่เรียบร้อยแล้ว

ในการนี้ วารสารมหาจุฬานาครธรรม มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ขอรับรองว่าบทความของท่านได้ผ่านตอบรับเพื่อพิจารณาบทความตีพิมพ์ เผยแพร่ในปีที่ ๑๑ ฉบับที่ ๓ (กรกฎาคม ๒๕๖๓) นี้ ซึ่งภายหลังจากนี้บทความจะผ่านการตรวจสอบความถูกต้องทางวิชาการ โดยกองบรรณาธิการวารสาร และผู้ทรงคุณวุฒิต่อไป

จึงเรียนมาเพื่อโปรดทราบและดำเนินการต่อไป

เรียนมาด้วยความเคารพ

๒/๑๖๓๑

(นางสาวปณญาดา จงละเอียด)

บรรณาธิการวารสารมหาจุฬานาครธรรม

มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช

## Research Profile

**Name-Surname:** Wang Qing

**Birthday:** October 20, 1981

**Place of Birth:** Hezhou, China

### **Educational Background:**

- Doctor of Philosophy Program in Educational Administration, Bansomdejchaopraya Rajabhat University, in 2021
- Master of Agriculture, Guangxi Normol University, in 2007
- Bachelor of Science, Guangxi Normol University, in 2004

### **Work Experience:**

- Vice Dean, School of Continuing Education, Guangxi University of science and technology, from 2023 to the present
- Deputy Director of Student Affairs Department (Division), Guangxi University of science and technology, from 2019 to 2023

### **Office Location:**

- Guangxi University of science and technology, No. 2 Wenchang Road, Liuzhou City, Guangxi, China

### **Current Contact Location:**

- O2 Place Apartment, 76 Soi Wat Hiran Ruchi, Hiranruchi, Thon Buri, Bangkok, 10600