STRATEGIES FOR IMPROVING THE EFFECTIVENESS OF SINO-FOREIGN COOPERATIVE EDUCATION IN GUANGXI UNIVERSITIES

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the Degree of Doctor of Philosophy Program in Educational Administration
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Thesis Title Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities

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ABSTRACT

The objectives of this research were to: 1) to analyze the current status of effectiveness of Sino-Foreign cooperative education in Guangxi universities, 2) to formulate strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities, and 3) to evaluate the suitability and feasibility of strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities. The sample group included 242 administrators from 14 Guangxi universities that offer joint Sino-Foreign cooperative education. The research instruments involved: 1) questionnaire, 2) focus group discussion, and 3) evaluation form. The data were analyzed by percentage, mean, standard deviation and content analysis.

The results were found that: 1) The current situation of effectiveness of Sino-Foreign Cooperative Education in Guangxi Universitiesi was at a high level. 2) The strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities includes 5 aspects: 1) leadership skill and quality 6 measures, 2) management institutions and standards 8 measures, 3) management system and models 8 measures, 4) goal management and performance evaluation 8 measures, and 5) organizational culture and climate 7 measures. 3) The results of the suitability and feasible of the strategies were at the highest level.

Keywords: Strategies for Improving, Effectiveness Sino-Foreign Cooperative Education, Guangxi Universities

ชื่อเรื่อง **กลยุทธ์การพัฒนาประสิทธิภาพความร่วมมือทางการศึกษาของจีน-ต่างประเทศในมหาวิทยาลัยในมณฑลกวางสี**
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อวิเคราะห์ประสิทธิภาพความร่วมมือทางการศึกษาของจีน-ต่างประเทศในมหาวิทยาลัยในมณฑลกวางสี 2) เพื่อเสนอกลยุทธ์การพัฒนาประสิทธิภาพความร่วมมือทางการศึกษาของจีน-ต่างประเทศในมหาวิทยาลัยในมณฑลกวางสี และ 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์การพัฒนาประสิทธิภาพความร่วมมือทางการศึกษาของจีน-ต่างประเทศในมหาวิทยาลัยในมณฑลกวางสี กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารมหาวิทยาลัยในมณฑลกวางสีที่มีความร่วมมือทางการศึกษาของจีน-ต่างประเทศ จำนวน 14 แห่ง รวมทั้งสิ้น 242 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบบสนทนากลุ่ม และแบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) ประสิทธิภาพความร่วมมือทางการศึกษาของจีน-ต่างประเทศในมหาวิทยาลัยในมณฑลกวางสี อยู่ในระดับสูง 2) กลยุทธ์การพัฒนาประสิทธิภาพความร่วมมือทางการศึกษาของจีน-ต่างประเทศในมหาวิทยาลัยในมณฑลกวางสี ประกอบด้วย 5 ด้าน ได้แก่ 1) ด้านทักษะและคุณภาพผู้บริหาร จำนวน 6 มาตราการ 2) ด้านระบบและมาตรฐานการบริหารจัดการ จำนวน 8 มาตรการ 3) ด้านระบบและรูปแบบการบริหารจัดการ จำนวน 8 มาตราการ 4) ด้านเป้าหมายการบริหารจัดการและการประเมินผลการปฏิบัติงาน จำนวน 8 มาตรการ และ 5) ด้านวัฒนธรรมและสภาพแวดล้อมขององค์กร จำนวน 7 มาตรการ 3) ผลการประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์การพัฒนาประสิทธิภาพความร่วมมือทางการศึกษาของจีน-ต่างประเทศในมหาวิทยาลัยในมณฑลกวางสี อยู่ในระดับสูงสุด

คำสำคัญ: กลยุทธ์การพัฒนา ประสิทธิภาพความร่วมมือทางการศึกษาของจีน-ต่างประเทศ มหาวิทยาลัยในมณฑลกวางสี

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Chapter 1
Introduction

Rationale

In the late 20th century, to introduce high-quality educational resources from abroad and draw on advanced educational management concepts and methods, the Chinese Ministry of Education promulgated the "Interim Provisions on Sino-Foreign cooperative education" in 1995, aiming to promote the development of higher education in China. Sino-Foreign cooperative education emerged as a positive response to the internationalization of education. With the deepening of China's opening-up and ongoing reforms in the education system, the "Law of the People's Republic of China on Sino-Foreign cooperative education" was promulgated in March 2003 and implemented in September of the same year. In the following July, further measures were introduced through the "Implementation Measures for the Regulations of the People's Republic of China on Sino-Foreign cooperative education," propelling the vibrant development of Sino-Foreign cooperative education.

In July 2010, the "National Medium and Long-term Education Reform and Development Plan (2010-2020)" further clarified the government's determination and efforts to promote educational openness to the outside world, marking a new historical starting point and a new period of development for Sino-Foreign cooperative education. In April 2016, the "Several Opinions on Doing Well in Education Opening to the Outside World in the New Era" was issued by the General Office of the Communist Party of China Central Committee and the General Office of the State Council, presenting new requirements for Sino-Foreign cooperative education. "China's Education Modernization 2035" also identified education opening to the outside world as one of the key strategic tasks.

In 2019, Chen Baosheng, the Minister of Education in China, mentioned, "We should deeply implement the 'Belt and Road' policy, actively explore new ideas for opening up to the outside world, strengthen academic recognition with countries along the route, and further expand the scope of educational cooperation and

exchange, particularly in fostering language talents within established Confucius Institutes or Confucius Classrooms."

China's awareness of Sino-Foreign cooperative education has gradually increased, and since its inception in the country, policies have consistently encouraged and supported its development. The "Law of Sino-Foreign cooperative education" specifically defines the status of Sino-Foreign cooperative education as a public welfare undertaking, making it an integral part of China's education system. When promoting Sino-Foreign cooperaton education, the country adheres to principles such as expanding openness, regulating management, and promoting development in accordance with the law. There is also active encouragement to introduce high-quality educational resources from foreign countries, particularly in the fields of higher education and vocational education. Under the guidance and support of various policies, Sino-Foreign cooperative education has experienced rapid development, achieving significant progress and accomplishments in practice.

Guangxi is located in the southern and southwestern part of China, serving as a crucial gateway and frontier region facing the Association of Southeast Asian Nations (ASEAN). It is the most convenient maritime channel in the southwestern region and holds an important strategic position in promoting regional coordinated development and deepening cooperation with ASEAN. Currently, Guangxi is fully leveraging its unique geographical advantage as a forefront window for open cooperation with ASEAN countries and an important gateway that connects with the Belt and Road Initiative. It actively serves and integrates into the new development paradigm, implementing a more proactive strategy for international openness. With the vigorous development of Guangxi's economy, Sino-Foreign cooperative education, as a manifestation of education internationalization, has rapidly grown worldwide and been widely applied in China, further advancing the internationalization process of higher education in our country.

By the end of 2023, the number of Sino-Foreign cooperative education (both institutions and projects) approved and filed through educational review in China had reached 2,444. Among them, the number of Cooperative Education (both institutions and projects) at the undergraduate level had reached 1289, and this figure continues

to increase annually. Currently, the number of enrolled students in Sino-Foreign cooperative higher education institutions in China has exceeded 300,000, making China a major partner for world-class universities. In the Guangxi region, Sino-Foreign cooperative education has been operational for approximately 12 years, involving 24 undergraduate Sino-Foreign cooperative education (both institutions and projects) from 14 universities. Despite the rapid development and significant achievements of Sino-Foreign cooperative education in universities, they also face some challenges that are increasingly attracting attention from various fields. It is gratifying that the Chinese Ministry of Education and an increasing number of experts, scholars, and relevant administrators have recognized the importance of strengthening research on various aspects of Sino-Foreign cooperative education. To promote the more optimal and high-quality development of Sino-Foreign cooperative education, it is necessary to thoroughly discuss the issues currently arising in Sino-Foreign cooperative education. This pragmatic discussion reflects the need for Sino-Foreign cooperative education to promote its own development.

There is a situation of cultural differences and mismatched management philosophies between foreign educational institutions and Chinese educational institutions (hereinafter referred to as Sino-Foreign cooperative educators). Sino-Foreign cooperaton education typically involves higher education institutions with diverse cultural backgrounds from different countries, leading to unavoidable cultural differences. Additionally, differences in management philosophies, teaching models, and academic practices between different countries can result in difficulties in adaptation and conflicts during the management process. For instance, Chinese institutions may prioritize collectivism and government guidance, while foreign institutions may lean towards individualism and market orientation. These differences can impact the formulation and execution of management decisions, thereby influencing the development and operation of Cooperative Education.

Communication and coordination among Sino-Foreign cooperative institutions can be challenging. Sino-Foreign cooperative education involves cross-border collaboration, requiring frequent communication and coordination among all parties involved. Language barriers, time zone differences, and different working styles

between countries can hinder smooth information exchange and create communication difficulties, subsequently affecting the progress of projects and management efficiency. Particularly, language barriers and cultural differences can increase the complexity of communication, requiring more effort and time, especially when dealing with important decisions and problem-solving.

The quality assurance and regulation of Sino-Foreign cooperative education are considered insufficient. Sino-Foreign cooperative education involves multiple regulatory systems from two or more countries, which may have differences in regulations, laws, educational standards, academic accreditation, and other aspects. This diversity can lead to inadequate quality assurance and regulation. Some unscrupulous individuals may exploit regulatory loopholes for personal gain, or there may be insufficient quality management, resulting in a decline in the quality of education. Therefore, establishing an effective cross-border regulatory mechanism to ensure the quality of Cooperative Education projects is crucial for the sustainable development of Sino-Foreign cooperative education.

Sino-Foreign cooperative education involves the sharing of resources and the allocation of benefits among educational institutions from different countries. Disagreements among partners may arise in areas such as resource investment, intellectual property rights, and profit distribution, potentially leading to conflicts of interest. These differences can negatively impact the stability and development of Cooperative Education, potentially resulting in one party dominating resources and harming the interests of other partners. Therefore, establishing a fair and reasonable resource allocation mechanism, clarifying the rights and interests of all parties involved, and enhancing trust and a sense of win-win cooperation among partners is crucial.

Cooperative education rely on faculty members from different countries, involving issues related to teaching level, teaching style, language proficiency, and other aspects of teachers. Due to cultural differences and language barriers, this may lead to inconsistent or uneven teaching quality. However, teaching quality is the core of higher education, and poor management may impact students' learning experiences and outcomes.

Therefore, it can be seen that issues related to the management efficacy of Sino-Foreign cooperative education are complex and challenging. In this era and context, this paper focuses on the effectiveness of Sino-Foreign Cooperative projects as the research subject. It analyzes the impact of Sino-Foreign cooperative education on education, economic and social development, and international cooperation, while also drawing on experiences to improve management, promote the enhancement of educational quality, and advance the internationalization process of education.

Research Questions

1. What is the current status of effectiveness in Sino-Foreign cooperative education?

2. How to formulate strategies to improving the effectiveness of Sino-Foreign cooperative education projects in Sino-Foreign cooperative education?

3. Are the strategies for improving the effectiveness of Sino-Foreign cooperative education in Sino-Foreign cooperative education suitability and feasibility?

Objectives

1. To analyze the current status of effectiveness of Sino-Foreign cooperative education in Guangxi universities.

2. To formulate strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities.

3. To evaluate the suitability and feasibility of strategies for improving the effectiveness of Sino-Foreign cooperative education in Sino-Foreign cooperative education.

Scope of the Research

Population and the Sample Group

Population

The study population included 650 administrators involved in Sino-Foreign cooperative education in 14 universities in Guangxi that offer such programs.

The Sample Group

The sample group consisted of 242 administrators involved in Sino-Foreign cooperative education in 14 universities in Guangxi that offer such programs. According to Krejcie and Morgan (1970) sampling table, the purposive sampling method was used to select from 14 universities located in different cities across Guangxi, using a systematic random sampling approach.

The Variable

The strategies for improving effectiveness of Sino-Foreign cooperative education in Sino-Foreign cooperative education were:

1. Leadership skill and quality
2. Management institutions and standards
3. Management system and models
4. Goal management and performance evaluation
5. Organizational culture and climate.

Advantages

1. Studying the effectiveness of Sino-Foreign cooperative education is crucial for enhancing education quality. Sino-Foreign cooperative education involves collaboration between partners from different countries and cultural backgrounds, facilitating the integration and utilization of their respective advantageous educational resources. This contributes to providing a broader and more in-depth educational content and teaching methods, enhancing students' learning experiences and comprehensive abilities. Additionally, the participation of foreign education institutions also aids in driving domestic universities' education and teaching reforms, introducing advanced educational concepts and teaching methods, and promoting education internationalization.

By researching the effectiveness of Sino-Foreign cooperative education, effective pathways for improving educational quality can be identified, realizing the complementary advantages of educational resources from both China and foreign countries, jointly enhancing educational quality.

2. Studying the management effectiveness of Sino-Foreign cooperative education contributes to promoting international exchange and cooperation. These programs provide opportunities for domestic students to study abroad and attract a significant number of foreign students to study in China. Student exchanges in a cross-cultural learning environment can cultivate cross-cultural communication and collaboration skills, enhancing international understanding and friendship. Additionally, cooperative projects foster academic exchanges and collaborations between Chinese and foreign universities, driving research cooperation and technological innovation. By studying management effectiveness, potential challenges and issues in cooperation can be identified, leading to solutions that enhance the international appeal and influence of programs, thereby broadening the scope and depth of international exchange and cooperation.

3. Researching the management effectiveness of Sino-Foreign cooperative education has positive implications for promoting economic and social development. As these programs progress, they attract a large number of foreign students and scholars to study and conduct research in China, thereby promoting the development of the education service industry. Students and their families living in China stimulate the prosperity of related industries such as tourism, accommodation, and dining. Additionally, foreign students' study in China increases their understanding and knowledge of Chinese society, contributing to cultural exchange between China and other countries. Moreover, the transformation of teaching and research achievements from Sino-Foreign cooperative education programs may give rise to new drivers of economic growth. Hence, researching effectiveness plays a significant role in promoting economic and social development.

4. Researching the effectiveness of Sino-Foreign cooperative education is instrumental in refining management models and policies. These programs involve multiple stakeholders and complex policies and regulations. Through in-depth research on effectiveness, problems and challenges can be identified, leading to improvements in management models and policies. Strengthening supervision and evaluation are also crucial for ensuring the quality of Sino-Foreign cooperative education programs. With a scientific evaluation system, issues can be promptly

identified and resolved, ensuring the steady and healthy development of cooperative programs.

5. Researching the effectiveness of Sino-Foreign cooperative education directly impacts the competitiveness of universities. As a significant component of higher education, improving effectiveness in Sino-Foreign cooperative education directly enhances a university's competitive advantage. With more scientifically efficient management, universities can attract outstanding domestic and international faculty and student resources, expand international exchange and cooperation channels, and further enhance the institution's reputation and influence both domestically and internationally. Excellent university management will attract more international students, further increasing the institution's international reputation and competitiveness.

In summary, researching the effectiveness of Sino-Foreign cooperative education is of paramount importance in improving education quality, promoting international exchange and cooperation, driving educational internationalization, achieving economic and societal benefits, and advancing education reform and innovation.

Definition of Terms

Strategy refers to a series of proactive measures developed to improve or enhance a specific aspect. These measures are guided by clear improvement goals and are based on systematic research and analysis to identify and address key factors that impact the achievement of these goals. The designed strategies are operational, including detailed steps and action plans that can be implemented in practice. These strategies rely on theoretical frameworks and empirical research, utilizing methods such as literature review and data analysis to ensure their scientific basis and practical feasibility.

Sino-Foreign Cooperative Education refers to Sino-Foreign cooperative education is a specific manifestation of international education within China's borders. It refers to educational and instructional activities carried out through collaborations between Chinese educational institutions and foreign ones, taking the form of both institutions and projects.

Sino-Foreign cooperative education encompasses both academic and non-academic education. The academic education includes preschool education, secondary education, and higher education, but does not encompass compulsory education or specialized forms of education like military, police, or political education. This study primarily focuses on Sino-Foreign cooperative education in academic education at the undergraduate level and above in China.

Effectiveness refers to the ability of an organization, team, or individual to achieve goals with optimal use of resources and achieve desired results. Effectiveness is a crucial concept that involves the optimal utilization of resources and the ability to achieve expected outcomes. It primarily assesses the overall effectiveness of an organization's work, reflecting the ability to fully utilize the advantages of administrative organizational structures, administrative actions, or relevant systems. It requires not only completing tasks quickly but also doing so correctly and with high quality.

Leadership Skill and Quality refers to leadership skill and quality refer to the qualities and abilities that senior university leaders should possess during their tenure. These qualities and abilities involve multiple aspects, including but not limited to: political and ideological qualities, knowledge qualities, ability qualities, leadership ability, correct value orientation.

Management Institutions and Standards refer to the various management regulations and standards that are clearly defined and established within an organization or institution. This includes explicit provisions for responsibilities, power distribution, decision-making procedures, and other aspects at different levels of management, departments, and positions within the organization. Standards encompass behavioral guidelines, work procedures, teaching standards, disciplinary requirements, and other explicit regulations to ensure stability and efficient operation within the organization.

Management System and Models refer to an effective set of management structure and operational methods established within an organization or institution. The management system encompasses aspects such as organizational structure, communication mechanisms, administrative supervision systems, etc., to ensure

smooth operation and effective coordination within the organization. Management models include talent development models, academic and teaching management models, subject specialization models, teacher appointment models, quality control models, etc., to meet the development needs of the organization and improve management efficiency.

Goal Management and Performance Evaluation refers to a management approach that involves setting clear work objectives, work plans, and evaluating work performance. In educational management, this concept includes establishing clear educational goals, developing corresponding work plans, and measuring the success of educators and institutions in achieving these goals through evaluation.

Organizational Culture and Climate refer to the shared core values, behavioral norms, and working styles formed within an organization, as well as the comprehensive work environment and emotional atmosphere integrated throughout the institution. In terms of organizational culture, it encompasses mutual understanding, trust among members, and identification with the organization's mission. As for organizational climate, it includes the ways of working interaction among members, the working atmosphere, and employees' overall perceptions of work.

Research Framework

Based on the analysis of relevant theories and research, the research framework for this study is illustrated in the figure 1.1:

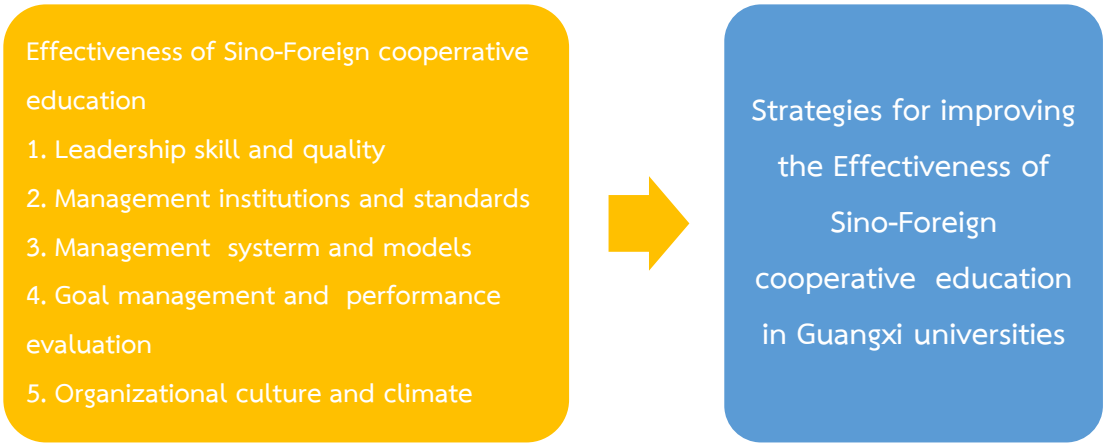

Figure 1.1 Research Framework

Chapter 2

Literature Review

This chapter will focus on addressing the research questions raised in Chapter 1 and provide a summary of the main theoretical foundations and related studies in this field. This will help clarify the theoretical inheritance, improvement, and expansion relationship between this research and existing achievements. The author conducted in-depth research on management, and education-related theories to establish the theoretical basis for the study of management effectiveness in Sino-Foreign cooperative education, laying a solid theoretical foundation for this research.

1. Concept of Educational Administration
2. Concept of Strategy
3. Concept of Effectiveness
4. Context of Sino-Foreign cooperative education
5. Related Research

The details are as follows.

Concept of Educational Administration

Educational administration, as a multidisciplinary academic field, encompasses the organization, operation, and development of schools and educational institutions. With changes in various aspects such as society, economy, and culture, the definition and understanding of educational administration have continuously evolved. This paper reviews the definitions and development of educational administration, discussing the viewpoints and theories of multiple scholars to provide a theoretical basis and practical guidance for further research.

Definition and Development of Educational Administration

In the early stages (late 19th to early 20th century), educational administration was primarily influenced by industrial management theories, focusing on improving the efficiency and productivity of educational organizations. Frederick Taylor’s theory of scientific management, known as "Taylorism," emphasized

enhancing productivity through scientific methods. Taylor (1911) believed that productivity could be increased through the rational design of labor division, working hours, wage systems, and the scientific analysis and optimization of work processes. Henri Fayol (1925) proposed general management principles applicable to various organizations, including educational institutions. He categorized management functions into forecasting, organizing, commanding, coordinating, and controlling, emphasizing the importance of management hierarchy. His work "General and Industrial Management" elucidated the universal principles and methods of management.

These early views on educational administration emphasized organizational efficiency and productivity, highlighting the importance of scientific methods in management. They laid the foundation for later educational management theories, particularly providing significant guidance in terms of management functions and organizational levels. Additionally, Max Weber's (1947, p.178-183) theory of bureaucracy significantly influenced early educational administration. Weber argued that bureaucracy is the most rational and efficient form of organization, emphasizing clear division of labor, hierarchical authority structure, and systematic rules and procedures, providing a theoretical basis for administrative management in educational institutions.

By the mid-20th century, educational administration began to be viewed as a specialized administrative activity, emphasizing the importance of interpersonal relationships and decision-making processes within organizations. Mayo (1945, p.134-167) was one of the representatives of the human relations school, discovering the impact of social factors among employees on job performance, thus proposing the theory of "human relations," which emphasizes emotional and social needs of employees, and how organizations enhance productivity by meeting these needs. Simon (1950, p.46-47) proposed the "satisficing" theory, believing that managers are constrained by limited information and cognitive abilities when making decisions, often settling for satisfactory decisions rather than optimal ones. His perspective emphasized the complexity and uncertainty faced by decision-makers in practice.

During this phase, educational administration started to focus on the importance of interpersonal relationships and organizational culture. McGregor (1960, p.98-101) introduced Theory X and Theory Y, providing managers with new perspectives on understanding and addressing employee motivation. Theory X assumes that employees are inherently lazy and require strict supervision and control, while Theory Y posits that employees are willing and capable of self-motivation and responsibility. These views have been widely applied in educational administration, helping managers better understand and motivate faculty and staff.

Additionally, Argyris (1957, p.239-242) introduced the theory of personal and organizational integration, offering a new perspective for educational management. Argyris believed that management should focus on integrating personal development with organizational goals, promoting effective organizational operation by encouraging employee autonomy and creativity. These perspectives emphasized the importance of interpersonal relationships and organizational culture in educational administration, laying the foundation for modern educational management theories.

From the late 20th century to the early 21st century, the study of educational administration increasingly emphasized the systemic and comprehensive nature of educational systems, focusing on the development and transformation of educational organizations. Drucker (1974, p.123-125) highlighted the importance of an organization's mission and goals, suggesting that an organization's success depends on a clear understanding and effective management of its mission and goals. Drucker also proposed several fundamental principles of management, including effective communication, clear delegation of responsibilities, and continuous self-assessment. His viewpoints reflected the main focus and theoretical orientation of the social scientific research stage of educational administration.

Füllan (2003, p.78-80) emphasized the importance of leadership and change management in education. He argued that effective leaders should be agents of change, fostering the development and reform of educational organizations to achieve continuous improvement and innovation. Fullan’s change theory emphasized that educational leaders need to have a clear vision, strong leadership capabilities,

and the ability to manage the change process, which has significant implications for educational administration theory and practice.

Edmonds (1979, p.15-27) proposed the "effective schools" movement, highlighting the critical role of school leadership in improving school performance. He believed that successful school leaders should focus on creating a positive school culture, setting clear academic standards, and supporting teachers' instructional practices through effective professional development programs. This viewpoint has had a profound impact on research into leadership and school improvement in educational administration.

Since the 21st century, modern educational administration has been seen as a comprehensive activity where administrators need to lead change, promote learning and innovation, and ensure quality and fairness. Modern educational administration emphasizes comprehensive management, leadership and change, learning organizations, quality assurance and effectiveness evaluation, as well as social responsibility and equity. The following are some scholars' perspectives:

Bush (2003, p.97-98) He considers educational administration to involve planning, organizing, leading, and controlling educational institutions' activities to ensure the achievement of educational goals. His perspective emphasizes the systematic and comprehensive nature of educational administration, viewing it as not just administrative management but also a leadership and strategic activity.

Hoy and Miskel (2008, p.15-18) They define educational administration as implementing leadership and management within educational organizations to improve the efficiency and effectiveness of the education system. Their research emphasizes the practical and applied nature of educational administration, proposing various management models and strategies to suit different educational contexts and needs.

Leithwood (1992, p.23-29) He emphasizes the goal-oriented nature of educational administration, ensuring the achievement of educational goals through the formulation and implementation of effective management strategies. His research particularly focuses on school leadership, proposing effective strategies for school improvement and educational change.

Caldwell & Spinks (1992, p.39-41) They state that educational administration is a systematic process involving multiple stages and elements, including curriculum design, teacher management, student management, and resource allocation. Their research introduces the concept of "self-managing schools, " emphasizing autonomy and innovation in school management.

Sergiovanni (2001, p.55-57) He highlights the moral responsibility and values of educational leaders, viewing educational administration as not just a technical and strategic issue but also an ethical and values issue. He introduces the concept of "value-driven leadership," stressing that leaders should consider the ethical and value dimensions in decision-making.

These perspectives reflect the diversity and complexity of educational administration as a comprehensive activity.

Recent Trends in Educational Administration

The development of modern educational administration is also influenced by globalization, the advancement of information technology, and educational reform. Schleicher (2018, p.10-13) points out that globalization and the development of information technology pose new challenges and opportunities for educational administration. He believes that educational administration needs to adapt to the cultural diversity brought by globalization and the educational innovations brought by information technology, driving continuous improvement and development of the educational system.

Moreover, educational administration needs to focus on educational equity and social responsibility. Fielding (2011, p.61-75) suggests that educational administration should focus on the equitable distribution of educational resources and the educational opportunities for socially disadvantaged groups, emphasizing the social responsibility and moral mission of educational administration. This viewpoint is particularly important in contemporary educational administration, especially in the formulation and implementation of educational policies.

Furthermore, Bolman and Deal's (2008, p.44-47) "organizational framework" theory provides a multidimensional perspective for understanding educational administration. They argue that educational organizations can be analyzed through

structural, political, human resources, and cultural frames, each providing different perspectives and methods for understanding and addressing complex issues in educational administration.

In conclusion, educational administration is an evolving term. With changes in society, economy, and culture, the definition and understanding of educational administration continue to evolve. This paper reviews perspectives from multiple scholars, demonstrating the diversity and complexity of educational administration. From early scientific management theories to mid-stage human relations theories, and to modern systemic and comprehensive management theories, the development of educational administration reflects the continuous transformation and progress of educational systems and organizations. This paper adopts the definition proposed by Sun Miantao (2006): Educational administration refers to the organizational activities where educational administrators utilize certain theories and methods to reasonably allocate educational resources under specific conditions, guide and organize educational personnel to fulfill educational tasks, and achieve educational goals. This organizational activity includes educational management institutions, mechanisms, and concepts, which can generally be divided into macro-level educational administration—educational administrative management, and micro-level educational administration—school management.

Concept of Effectiveness

The term "effectiveness" in the Oxford English Dictionary is explained as "able to bring about the result intended." The development of "Effectiveness" research in the field of education can be traced back to the latter half of the 20th century. However, the development of educational effectiveness research did not happen suddenly but gradually evolved and matured over time, roughly divided into five stages.

The first stage: In the 1960s and 1970s, the origin of modern educational effectiveness research field revolved around the debate on the question "Does the school make a difference?" Coleman (2010, p.3-18) and Jencks et al. (1972, p.121-123) argued that the influence of schools on student achievement was minimal compared

to the impact of students' own abilities and their social backgrounds. It was once popularly believed that "besides the family, schools have no effect on students," and "education cannot compensate for society." In response, Stringfield. S., Teddlie, C., (2011, p.34-35), Edmonds, R. (1979), Weber, G. (1971, p.24-25), Rutter, M., et al. (1979) questioned these conclusions, demonstrating that schools indeed influence student achievement and identified factors that lead to differences between schools.

The second stage: From the mid-1980s to the 1990s, a large number of studies began to focus on the relationship between school effectiveness and student academic performance. Mortimore, P., Sammons, P., Stoll, L., Lewis, D., and Eeob, R. (1988, p.67-70) defined effective schools as those where students make progress in learning that is above the expected learning progress based on their initial level, emphasizing the impact of effective schools on adding value to student performance. Scheerens, J. (2001) defined school effectiveness as scientifically classifying students' specificity, conducting effective targeted education based on objective facts to improve the degree of completing learning goals.

The third stage: From the 1990s onwards, many studies attempted to explore the reasons for different levels of effectiveness in schools. Sammons (1995, p.10-20) identified key factors related to effectiveness, including 1) professional leadership; 2) shared vision and goals; 3) learning environment; 4) focus on teaching; 5) purposeful teaching; 6) high expectations; 7) positive reinforcement; 8) progress monitoring; 9) student rights and responsibilities; 10) home-school cooperation; and 11) learning organizations. Dimmock (1993, p.35-61) pointed out that under the premise of school-based management, values, vision, and organizational culture have a significant impact on school effectiveness.

The fourth stage: From around the early 21st century to the present, scholars from various countries have joined the research in this field, gradually moving towards internationalization. Integration and synergy in research methods have arisen due to the academic collaboration between researchers in school effectiveness, school improvement, and educational practitioners. The internet provides opportunities for international cooperation, the development of multinational joint research, and the significant influence of different research and

traditional education effectiveness research in various countries, opening doors for mutual learning, observation, and selection. Similarly, after advocating for the integration of school sffectiveness and school improvement fields, many school effectiveness researchers began to adopt typical qualitative research methods from the school improvement field. Reynolds, D., et al. (2006, p.20-25) linked school effectiveness with school improvement practices, conducting collaborative research. Lee (2007, p.14-19) devoted to studying the impact of principal leadership, organizational culture, and climate on the effectiveness of educational institutions. Fertig (2000, p.144-157) believed that research on effectiveness should ultimately be implemented in educational reform.

In summary, Professor Creemers (2010, p.211-214) was one of the earliest scholars internationally to use "Educational Effectiveness," reviewing and defining "school effectiveness," "educational effectiveness," and "teaching effectiveness." Professor Sun Miantao (2007, p.37-40) believes that educational effectiveness refers to the effective acquisition and full utilization of various resources beneficial to nurturing individuals, by effectively managing the implementation process to achieve the core educational goals, and continuously meeting the requirements of various aspects within and outside the education system, thereby obtaining characteristics and effective functions corresponding to development. In this paper, "effectiveness" mainly refers to the positive effects and characteristics generated by educational organizations in the process of achieving educational goals under the influence of educational objectives, with reference to the definitions of these two scholars.

Different scholars have different understandings about the effectiveness. Through the review and analysis of relevant literature, the researcher found that the research content mainly has the following views:

Dow (1983, p.31-45). Management institutions has an absolute impact on organizational effectiveness. Management iInstitutions includes leadership style, management relationship, organizational style and so on.

Yang Weifeng (1983, p.45-48). The theory of management by goals should be applied to the school management, the managers and the managers should jointly determine the collective work goals, and the organization members should

formulate personal work goals according to the work goals of the organization. The managers should improve the incentive force of the work goals to the staff, so as to achieve the effectiveness of the goals.

Small, & Michael (1984, p.61-68). It points out that school administrators play a key role in the organization, and that their decisions and actions have a profound impact on the operation and development of the entire school system. Emphasize the importance of school management effectiveness to the entire school ecosystem. Confidence and quality of school administrators is critical to school performance and success. The authors believe that the school management effectiveness is an important factor that can affect the school operation and the students' academic achievement.

Qi Liangzu (1984, p.64-69). There are three inseparable concepts to increase effectiveness, exert effectiveness and improve effectiveness. Benefit emphasizes doing the right thing, through making the right decision, taking the right strategic behavior and measures, in the management level to obtain the maximum social benefits. Effectiveness emphasizes to do things right, through the optimization of management procedures, measures, institutions and, methods, give full play to the manager management ability, organizational ability, to complete the work objectives. Effectiveness emphasizes improving speed, saving resources, and completing work quickly and cheaply by simplifying working procedures and adopting advanced equipment or technology.

Chen Faisong (1988, p.162-168). Managers must concentrate on the study of management science, and strive to have better quality and high prestige, reduce management mistakes, so as to improve management effectiveness.

Chen Jiayi (1990, p.47-48). Good will quality is the principal to take conscious, decisive, tenacious and highly self-control will action, is an important factor to participate in school management and improve management effectiveness.

Dimmock (1993, p.35-61). Under the premise of school-based management, values, vision and organizational culture have an important impact on school effectiveness.

Sammons (1995, p.10-20) Key factors include 1) professional leadership; 2) shared vision and goals; 3) learning environment; 4) focus on teaching; 5) purposeful teaching; 6) high expectations; 7) reinforcement; 8) monitoring progress; 9) student rights and responsibilities; 10) home-school cooperation; and 11) learning organization.

Wang ZhIyun (1996, p.10-11) University management effectiveness is the combination of function and effect, and its standards include two basic aspects: management effectiveness and management effectiveness. The means and ways to continuously improve the effectiveness of university management mainly include: clarifying management goals, streamlining organizational structure, establishing information system and organizational climate.

Li Jian (1998, p.144-145) The quality of the administrators has an important influence on the management effectiveness. Aspiring managers should devote themselves to studying management science, and constantly improve and improve their overall quality to ensure management performance.

Everard (2004, p.77-80) The factors affecting the school management effectiveness include leadership, management decision-making, risk management and so on.

Fang Hongjian, & Wang Xiucheng (2005, p.320-321) To improve the effectiveness of school management, we should establish effective rules and regulations, improve the management institutions, and standardize the management to improve the work effectiveness.

Dai Yuchun (2006, p.128-130) It is believed that harmonious organizational structure, power and responsibility mechanism, performance evaluation method and leadership ability are important factors influencing management effectiveness.

Lee (2007, p.14-19). Principals' leadership, organizational culture and climate have a great influence on the effectiveness of educational institutions.

Zhang Youming, Xu Xianchun, & Lu Xudong (2007, p.82-85) The factors that affect the management effectiveness of colleges and universities include organization, individual, technology, culture and other aspects. It is proposed to improve the management effectiveness of schools from the establishment of effective

management institutions, strengthening the system construction, improving the effectiveness of organizational management, strengthening the construction of organizational culture, and improving the incentive and supervision mechanism.

Liu Yuhui (2007, p.67-68) The main links to improve the effectiveness of school management include implementing correct and scientific decision-making, implementing scientific and democratic management, and deepening the reform of education and teaching.

Peng Ya (2007, p.58-60) The establishment of a new scientific teacher evaluation mechanism can effectively improve the school management effectiveness.

Wu Ni (2009, p.129-130) The key to improve the effectiveness of school management lies in establishing an effective management iInstitutions, systematic and standardized management system, organizational climate and improving the risk awareness of managers.

Xia Meiwu (2009, p.104-107) The six dimensions of university management effectiveness construction are: 1) Grasp the changes of social environment and improve the flexible response ability of university. 2) Accelerate the transformation of the management system and improve the independent corporate governance capacity of the university. 3) Strengthen resource cost accounting and improve the utilization rate of university educational resources. 4) Promote scientific development and improve the university teaching reform and knowledge innovation ability. 5) Improve the monitoring and evaluation system, and improve the scientific guidance ability of university evaluation. 6) Grasp the rules and characteristics of management and improve the level of management innovation.

Zhao Xiaoying (2009, p.10-15) Based on the theories of administration and organizational behavior, it is believed that the internal administration of universities has a service nature. It is suggested to improve the administrative management effectiveness from the aspects of administrative management concept, the selection and training of administrative personnel, the bureaucracy of administrative management, the implementation of effective performance management and the strengthening of effective communication.

Sun Jing (2011, p.25-27). Organizational culture is an important variable influencing and restricting the effectiveness of university management. The human culture, power attribute and organizational structure shown in the organizational culture of Chinese universities all affect the institutional rationality of university management. The closure and integrity of university management will eventually lead to the loss of university management effectiveness.

Hu Guangji (2013, p.17) Scientific, systematic and standardized management is an important factor to improve the effectiveness of school management.

Cai Zhongbing (2014, p.15-17) It is believed that the management effectiveness should start from the aspects of refining the management standards, improving the excitation mechanism, improving the fine management level, constructing the supervision mechanism, optimizing the performance evaluation and strengthening the policy guidance.

Wang Benfeng, Liu Xinmin (2015, p.36-39) Think colleges and universities as a social organization, its administrative effectiveness is influenced by internal and external factors, including social culture, political laws and regulations, economic development, education policy from external impact on the administrative effectiveness, administrative organization setup, management goals, organizational culture, management quality and management technology from internal impact on administrative management effectiveness.

Büyükgöze (2016, p.67-76) Through the case analysis and qualitative research of primary and secondary schools, it is concluded that the participatory leadership, seeking the incentive and satisfaction of the subordinates, and paying attention to the needs of students.

Abdulrahman, Shamsudeen & Jamil (2017, p.129-141) It is believed that the school leadership is the core group of the organization, and its comprehensive ability and quality such as organizational ability, decision-making ability, communication ability and incentive ability are the key to the efficient school administration, which has a direct impact on the school administration.

Chidi & Victor (2017, p.356-361) Put forward teaching achievement is an important part of school administrative effectiveness, by stratified sampling, about state middle school research, using the structure equation data analysis, found that the school to strengthen administrative management, through teachers 'workshops, seminars and meetings, improve teachers' teaching skills and knowledge, and help them to adapt to the innovation of education practice, help to improve the school management effectiveness, so as to improve the teaching performance.

Wang man (2017, p.23-28) It is proposed that the administrative management of institutions of higher learning can establish a feasible management institutions from the aspects of changing the concept of administrative management, improving the quality of administrative management personnel, strengthening the execution of the administrative management system, optimizing the administrative management system, reasonably establish the administrative institutions of institutions of higher learning, and improve the effectiveness of the internal administrative management of schools.

Ding feiyang (2017, p.10-11) It is pointed out that the administrative management effectiveness of colleges and universities should be improved from the aspects of service concept, improving rules and regulations and performance evaluation system, strengthening the training of administrative personnel and improving the execution of all links of administrative management.

Olorunsola & Belo (2018, p.48-55) There is a significant relationship between school property management, infrastructure and school management effectiveness, so it is proposed to improve the effectiveness of administrative management by increasing government input and making full use of limited resources.

Simon (1950, p.46-47). It is proposed that the administrative effectiveness should be improved with the improvement of the degree of specialization. In order to maintain the unity of command, it should be realized by optimizing the work system, work process and work objectives.

Deliati, Sakinah & Naimi (2019, p.538-541) Put forward the school administrators is an important part of education, effective administrative management can promote the development of teachers, teacher development directly affects the

staff work enthusiasm, responsibility, attitude, ability, and affect the school education quality improvement, through the school administrative rules, observation and evaluation, strengthen the administrative personnel management and assessment can effectively improve management effectiveness.

Huang Haiman (2019, p.30-40). Put forward administrative effectiveness is the comprehensive effect of administrative work, namely the administrative behavior not only pursue the effectiveness of unit time, should also pursue the quality of work and social effect, emphasis on the limited administrative resources, get the best allocation of resources, maximize the administrative goal, university administrative management to consider "do the right thing", to achieve the goal of effectiveness construction.

Zhong Linli (2019, p.19-25) It is proposed that the development of the school needs to fully integrate various resources such as people, finance and material, and the effective use of resources such as organization, human resources, administrative expenditure and materials is an important factor affecting the administrative effectiveness.

Liu Ting (2019, p.127-128) The effectiveness of administrative management reflects the management level and good external image of colleges and universities, among which the administrative management system, institutional setting, the responsibility and quality of administrative personnel are the main factors affecting the effectiveness of efficient administrative management.

Hu Wenting & Liu Huanran (2021, p.319-320) It can improve the administrative work mechanism, establish the administrative incentive mechanism, improve the quality of administrative management personnel, and gradually improve the effectiveness of administrative management of basic education.

Wang Pingping (2015, p.199-201) Based on the theories of administration and organizational behavior, it is believed that the internal administration of universities has a service nature. It is suggested to improve the administrative management effectiveness from the aspects of administrative management concept, the selection and training of administrative personnel, the bureaucracy of administrative

management, the implementation of effective performance management and the strengthening of effective communication.

Nwinyokpugi & Zincware (2019, p.1-30) It is proposed that the complexity and cost of the public sector should be reduced by streamlining the organizational procedures of the public sector. In addition, employee participation, continuous improvement and office automation are the key to the implementation of fine management and improve administrative effectiveness.

Jacob O. N., & Johnson A. G. (2021, p.12-19) It believes that primary and secondary education lays the level of national social, economic and technological development. In view of the corruption problems in public schools, suggestions are put forward to strengthen administrative supervision.

In order to study the influencing factors and variables of management efficacy, researchers reviewed relevant literature and categorized its content in table 2.1.

Table 2.1 Literature on factors influencing

Sino-Foreign Cooperation Projects Researcher	Leadership skill and quality	Management institutions and standards	Management system and models	Resource allocation and utilization	Goal management and performance	Organizational culture and climate	Quality of teaching	Excitation mechanism	Psychological capital of managers	Vision and goals	Risk management
Dow, I. I.	√		√			√					
Yang Weifeng								√		√	
Small, & Michael, W.	√								√		

Table 2.1 (Continue)

Sino-Foreign Cooperation Projects Researcher	Leadership skill and quality	Management institutions and standards	Management system and models	Resource allocation and utilization	Goal management and performance	Organizational culture and climate	Quality of teaching	Excitation mechanism	Psychological capital of managers	Vision and goals	Risk management
Qi Liangzu	√			√							
Chen Faisong	√					√					
Chen Jiayi	√								√		
Dimmock, C.						√			√	√	
Sammons, P.	√					√	√			√	
Wang Zhiyun						√				√	
Li Jian	√										
Everard, K. B.	√										√
Fang Hongjian, & Wang Xiucheng		√	√		√						
Dai Yuchun	√	√	√		√						
Lee, T. L.	√					√					
Zhang Youming, Xu Xianchun, & Lu Xudong		√	√		√	√		√			
Liu Yuhui		√	√		√						

Table 2.1 (Continue)

Sino-Foreign Cooperation Projects Researcher	Leadership skill and quality	Management institutions and standards	Management system and models	Resource allocation and utilization	Goal management and performance	Organizational culture and climate	Quality of teaching	Excitation mechanism	Psychological capital of managers	Vision and goals	Risk management
Peng Ya		√	√		√						
Wu Ni		√	√			√					
Xia Meiwu	√	√	√	√	√						√
Zhao Xiaoying		√									
Sun Jing						√					
Hu Guangji		√									
Cai Zhongbing		√	√		√			√			
Wang Benfeng, & Liu Xinmin	√	√	√			√			√		
Büyükgöze						√			√		
Abdulrahman U., Shamsudeen S., & Jamil A. T.	√										
Chidi N, Victor A.A.							√				
Wang man	√	√	√		√						
Ding feiyang		√			√	√					

Table 2.1 (Continue)

Sino-Foreign Cooperation Projects Researcher	Leadership skill and quality	Management institutions and standards	Management system and models	Resource allocation and utilization	Goal management and performance	Organizational culture and climate	Quality of teaching	Excitation mechanism	Psychological capital of managers	Vision and goals	Risk management
Olorunsola E. O., & Belo F. A.				√							
Simon H. A.		√								√	
Deliati D., Sakinah N., & Naimi N.		√		√		√					
Huang Manman				√							
Zhong Linli				√							
Liu Ting	√	√	√								
Hu Wenting, & Liu Huanran	√							√			
Wang Pingping					√						
Nwinyokpugi p.N., & Zincware P.			√								
Total	**17**	**18**	**15**	**6**	**12**	**13**	**1**	**5**	**5**	**5**	**2**

According to table 2.1, the researchers used standards to consider the corresponding characteristics as the framework for this study, by selecting features with a frequency of 10 or higher and summarizing them into 5 features, including:

1. Leadership skill and quality
2. Management institutions and standards
3. Management system and models
4. Goal management and performance evaluation
5. Organizational culture and climate

Leadership Skill and Quality

Yu Junrui (1996, p.1) pointed out that school-run industries are facing unprecedented opportunities and severe challenges under the new situation. The qualities and abilities of leaders are particularly important in this process. Scientific decision-making, talent recognition and utilization, relationship coordination, broad vision, knowledge structure, and innovative consciousness are essential elements for leaders. At the same time, firmly establishing a sense of efficiency and correctly handling the relationship between long-term and short-term benefits are also important. Only with these qualities and abilities can leaders in school-run industries seize opportunities and achieve success in the market economy, creating a new situation for the development of school-run industries.

Zhao Jinsheng, & Yang Xueyi (2000, p.67-70) believe that leaders in higher education should possess outstanding qualities and abilities in political ideology, moral character, culture and expertise, organizational management, and psychological aspects. They should have noble sentiments and good conduct, be diligent and incorruptible, be exemplary figures to influence, unite, and inspire others with their good moral qualities. They need to have a high level of cultural cultivation and professional technical level, constantly update their knowledge, and combine professional knowledge with social and political knowledge. They should also have the talent for decision-making, planning, organization, command, coordination, and possess healthy psychological qualities, including mature attitude, keen perception, excellent thinking ability, strong willpower, and sound and noble personality. These qualities will help leaders maintain psychological balance, make quick and accurate

decisions, and promote the continuous development and improvement of higher education.

Sun Hongyan (1997, p.6-10) emphasizes that leaders in higher education should focus on the improvement of three aspects of qualities: ideological and political qualities, professional knowledge and skills, and leadership and management abilities. First, they should adhere to the correct political stance, uphold socialist ideas, and take upright and incorruptible moral qualities as their behavioral norms. Secondly, they should be proficient in their professional business, continuously improve their teaching and research levels, and ensure that there is no significant gap with the teaching staff. Finally, they need to have scientific thinking ability and leadership decision-making ability, organizational decision-making ability, and pioneering and innovative ability.

Xu Yufang (1996, p.45) believes that middle-level cadres in colleges and universities should have the following qualities and abilities in the new century: 1) Organizational leadership ability: Enjoy high prestige among the masses, have strong appeal and cohesion, and be able to unite and lead the team to achieve the school's development goals. 2) Scientific prediction decision-making ability and management ability: Good at summarizing and learning from experiences and strengths of others, focus on practicality, make scientific predictions and decisions, effectively coordinate various relationships, and comprehensively use existing achievements to maximize the benefits of the school. 3) Social competition ability: Possess a sense of "making a name for oneself" and a sense of pursuing value, expand the school's reputation through social networking and learning efforts, improve the economic and social benefits of talent training, and give the school a competitive advantage in the talent market. 4) Language expression and writing ability: Good at summarizing work experience and lessons, expressing opinions and thoughts with concise language and accurate words, and correctly applying modern high-tech achievements to meet the needs of the information society. 5) Economic development and exploitation ability: Possess ideological liberation, dare to reform, make good use of both domestic and international resources, open up two markets, strive to create new situations, achieve new achievements, give full play to the

maximum efficiency of various elements, and promote the economic development and prosperity of the school.

Wang Heqiang (2013, p.4) emphasized that middle-level cadres, as the backbone of university management, must have excellent political qualities, management abilities, professional literacy, moral character, and psychological qualities.

Zhao Chengsheng (2004, p.15-17) believes that modern university leaders should have a correct ideological and political quality as the foundation, possess high leadership ability and influence, be good at adaptability and innovation, capable of handling the overall situation, and reasonably use incentive measures. They should also have the correct values, govern the school according to law, and maintain integrity in politics.

Zeng Xianzhang (2018, p.60) believes that enhancing the comprehensive qualities and leadership skills of middle-level management cadres in colleges and universities is the key to creating first-class universities. In the new era, middle-level management cadres in colleges and universities should have five abilities and qualities in terms of political quality, management ability, knowledge and expertise, personal qualities, and leadership methods.

In summary, Leadership skill and quality refer to the qualities and abilities that senior university leaders should possess during their tenure. These qualities and abilities involve multiple aspects, including but not limited to:

1. Political and ideological qualities: Possessing the correct political direction, political stance, and political views, adhering to the Party's basic line, and establishing the consciousness of being a socialist politician and educator.

2. Knowledge qualities: Being familiar with knowledge in the field of education and disciplines, understanding the theories and methods of modern management science, and having rich life and work experiences.

3. Ability qualities: Including decision-making ability, organizational coordination ability, adaptability, the ability to handle the overall situation, the ability to use incentive theories to implement incentive measures, and activity ability, which are necessary for leadership cadres in university management.

4. Leadership ability: Having strong leadership ability and high influence, being able to balance and consider the cutting-edge scientific research and the basic situation of the unit, being good at capturing information favorable to the development of the school, and setting an example for faculty and students.

5. Correct value orientation: Having a correct work value orientation, taking the interests of the people as the starting point and destination, adhering to the Party's mass work line, and always adhering to the fundamental point of view of everything for the masses, relying on the masses.

Leadership skill and quality of university leaders are crucial for the healthy development of the school. Their leadership level and comprehensive qualities directly affect the achievements and reputation of various aspects such as teaching, research, and management in the school. Therefore, selecting and cultivating outstanding leaders who possess these qualities and abilities is one of the important tasks of university organization work.

Management Institutions and Standards

Hu Jianyong (1998, p.2) The systems and norms of adult colleges can be classified through affiliation and administrative influence. External systems and norms refer to the requirements and regulations of adult education by the country, government, and society, while internal systems and norms refer to the internal regulations formulated by the school based on its actual situation. Direct systems and norms are formulated by the government and competent authorities, while indirect systems and norms are formed by non-linear competent authorities or behavioral norms from internal and external environments. Internal basic management systems and norms involve teaching, administrative services, and student development. The systems and norms cover teaching plans, syllabi, teacher hiring and management, exam regulations, student academic management, staff responsibilities, office work regulations, textbook management, financial norms, class teacher and counselor responsibilities, student class cadre system, and more. The implementation of these systems and norms is crucial for ensuring teaching quality, improving management levels, and promoting student development.

Su Guorong (2006, p.101-102) While strengthening institutional building, school managers should also highly value the value, potential, and needs of teachers, pay attention to their emotional life and experiences, respect, understand, and treat them well, and enable each teacher to fully exert their enthusiasm and creativity, so that teachers can grow together with students in educational and teaching work and enjoy education.

Yao Lv (2007, p.1) The school curriculum system is a series of rules and behavior guidelines used to implement curriculum plans and programs and effectively promote the development, implementation, management, and evaluation of school curriculum. In addition to formulating curriculum systems, schools also need to standardize curriculum operation procedures. This includes curriculum review, decision-making and planning procedures, curriculum development and implementation procedures, and curriculum teaching quality and student academic achievement monitoring system. The standardization of these procedures helps ensure effective curriculum implementation and improved teaching quality.

Yan Wei (2011, p.117) In the process of promoting standardized management, it is essential to establish and improve various rules and regulations that are appropriate for development. These rules and regulations can provide consistency in organizational members' behavior and ensure the effectiveness of work implementation. Main measures include improving systems, strengthening propaganda and learning, enhancing rule awareness, and strengthening supervision and inspection.

In conclusion, the management institutions and standards of universities refer to a series of rules, policies, and guidelines established and implemented within higher education institutions (universities) to guide and regulate various aspects of university operations, including organizational structure, operating mechanisms, management processes, teaching quality, and student-teacher behavior. These mechanisms and standards aim to ensure the normal operation of universities, improve the efficiency and quality of school management, and promote the coordinated development of teaching, research, academics, and management. Specific aspects covered by university management institutionss and standards include:

1. Organizational structure and management system: Define the leadership structure of the university, functional department settings, clarify the responsibilities and authority of various management levels, and ensure the stability and efficiency of the internal management system.

2. Admission and enrollment: Define the university's admission plan and enrollment policies to ensure a fair, just, and transparent admission process.

3. Teaching management: Includes curriculum design, teaching evaluation, faculty development, and student academic management, aiming to improve teaching quality and student learning outcomes.

4. Academic research and research management: Standardize research project application, fund utilization, research achievement evaluation, etc., to promote academic research and scientific progress.

5. Student management: Includes behavior norms for students, mechanisms for rewards and penalties, management of student groups, etc., to promote comprehensive student development and healthy growth.

6. Financial management: Ensure the transparency, standardization, and reasonable use of university finances and prevent financial risks.

7. Faculty and staff management: Includes faculty recruitment, appointment, and promotion, establishment of incentive mechanisms, to attract and retain high-quality faculty.

8. Academic ethics and norms: Regulate academic ethics, prevent academic misconduct, and maintain the purity and reliability of academic research.

9. Campus order and safety: Ensure campus safety and stability and maintain a good campus order.

The management institutionss and standards are the foundation for the quality and development of higher education, which can promote continuous progress in universities and better serve students and society.

Management System and Models

Wang Changle (2000, p.51-54) The education system, as the sum of the institutions, organizations, laws, and policies governing and organizing education activities across society, plays a crucial determining role in various types of educational activities in society. It serves as the foundation and condition for the existence, continuity, and development of education in society. The education mechanism, as a social activity system that can effectively integrate social and educational factors, encompasses all elements that influence educational activities.

Zhuo yue (2000, p.18-21) Introducing market mechanisms is one of the important ways to promote the reform of the management system in higher education. Market mechanisms, including market transactions, market selection, market competition, market allocation, and market accounting, can clarify market orientation, improve service efficiency, and enhance the flexibility and adaptability of the management system in higher education.

Lin Jue & Tong Wei (1999, p.3) Using New York University in the United States as a prototype, they introduced the unique educational model, flexible operation mechanism, diverse teaching methods, and innovative educational reform concepts of American private universities.

Chen Bin (1995, p.64-72) The operation mechanism is the way to regulate the behavior of the main body of university management, while the management system is the basic organizational structure of the main body of university management. Both aim to stimulate and maintain the enthusiasm and creativity of the main body of university management. The relationship between the operation mechanism and the management system is a dynamic relationship of mutual influence, mutual restraint, mutual transformation, and complexity. While they have different natures and functions, they both work on the process of university management activities as a whole. Any problem in either aspect will have a negative impact on the overall effectiveness of the university's management, affecting the overall benefits of running the university.

Liu Yibing, & Fu Guanghuai (2014, p.111-116) The integration of pre-service and in-service teacher education system and mechanism is an interrelated and unified entity. The former mainly refers to the collaborative organizational structure composed of educational administrative departments, universities, research institutions, primary, and secondary schools. The latter mainly refers to the conditional guarantees or collaborative relationships that maintain the normal operation of the integrated teacher education organization, including incentive mechanisms, operation mechanisms, and guarantee mechanisms for the entire integrated system.

Wang Zhiping & Ren Aizhen (2015, p.1-4) The establishment of a multi-party win-win mechanism for "government-enterprise-university" cooperative education aims to address possible contradictions and conflicts in cooperation, ensure the satisfaction of interests of all parties, and promote the coordinated development of education and industry. When establishing such a mechanism, the interests and needs of the government, enterprises, and high schools need to be fully considered. The responsibilities of the government, industries, enterprises, and schools in cooperative education should be clearly defined, including the government providing policy support, industries participating in cooperative education and providing guidance, enterprises providing talent demand information and professional construction, and schools participating in cooperative education and providing talent training.

Wu Yadong & Li Zhao (2010, p.237-238) The system is a whole composed of related elements, and the institution is the rules that govern and guide people's behavior, while the mechanism is the way of implementing and realizing the institution. They are interconnected in social management and organizational operation, jointly constructing an orderly and effective system.

Based on the research of various scholars, we can understand the following:

Management System: The management system refers to the regulations concerning the management organizational structure, division of responsibilities, and power relationships in an organization or society. It focuses on the form and arrangement of management hierarchy and organizational structure. The management system defines the management responsibilities, powers, and relationships at various levels within the organization to ensure the scientific and reasonable decision-making.

It involves the norms related to the establishment of various functional departments, hierarchical relationships, reporting systems, etc., to ensure clear management levels and well-defined roles and responsibilities.

Management Model refers to the methods and strategies used to manage educational institutions and activities. It involves the ways in which the institution operates, is managed, and makes decisions. Different management models are applicable to different educational institutions and contexts. For example, some educational institutions may adopt a democratic management approach, emphasizing employee participation and decision-making consensus, while others may adopt an authoritarian management approach, emphasizing the authority and decision-making power of leaders.

In the field of educational administration, different management systems and management models have significant impacts on the operation and development of educational institutions. Therefore, educational managers need to devise suitable management systems and models based on specific circumstances and goals to improve the efficiency and efficacy of their educational institutions. Furthermore, as the educational landscape continues to evolve and change, management systems and models also need to be continuously optimized and adjusted to adapt to new challenges and demands.

Goal Management and Performance Evaluation

Dong Yunchuan & Liu Kangning (1998, p.57-59) The reform and development of modern education cannot be separated from the evaluation and testing of school education quality and teaching effectiveness. Currently, there are several main issues in undergraduate teaching evaluation: excessive emphasis on evaluation indicators, mismatch between hardware and software investments, inaccurate grasp of qualitative indicators, and lack of effective incentive mechanisms. Addressing these issues requires a comprehensive understanding of the essence and purpose of educational evaluation, ensuring that evaluation is scientific, objective, and comprehensive, and integrating it with the actual situation of the school to promote continuous improvement in educational quality.

Li Guoshun (1988, p.61-64) Educational evaluation assesses the level of education, academic disciplines, and course construction and quality of higher education institutions, which can stimulate the enthusiasm and competitiveness of the schools. At the same time, evaluation helps ensure the direction, level, and quality of higher education, enhancing its international competitiveness and applicability. National supervision provides macro guidance and management of higher education institutions to ensure that they serve socialist modernization, adhere to correct educational direction and quality standards. National supervision also helps prevent blind education, safeguard basic quality standards in higher education, and reflect the authority of the state towards higher education. Educational evaluation provides scientific basis for the quality of higher education institutions, while national supervision guides and supervises based on evaluation results. Evaluation does not replace supervision but provides strong support for it. The National Education Commission, as the authority responsible for national education management, is responsible for the macro guidance and supervision of higher education development.

Zhong Yigui, & Xu Shaozhong (1996, p.17) Educational supervision tasks mainly include supervision, inspection, evaluation, and guidance. Among them, "supervision" and "inspection" are the main tasks of supervision, while "guidance" is the concentrated performance of deepening supervision, inspection, and evaluation through specific guidance. The ultimate purpose of guidance is to help the supervised schools perform well and spread and promote advanced educational ideas and experiences. During evaluation or investigation, if a school is found to have advanced ideas or experiences, the supervisory department must promptly provide feedback or reports to the education administration department for publicity and promotion, thereby achieving the comprehensive goal of educational supervision.

Zhou Qing (2003, p.42-45) Performance evaluation is an important responsibility of managers in their daily work, aimed at providing a correct evaluation of employees' performance, helping them improve performance, and achieving continuous improvement. Performance evaluation should combine ultimate results management with process supervision and control, conducting it in a fair and objective manner. The content of appraisal mainly includes annual business goal

plans, regular indicator plans, monthly work plans, departmental work functions, and employee job responsibilities, etc. Performance evaluation is divided into regular work performance evaluation and year-end performance evaluation, and the results are linked to employees' performance bonuses to incentivize higher performance. Face-to-face interviews and performance improvement coaching are also critical aspects of the performance evaluation process, helping employees identify strengths and improvement areas while establishing a comprehensive performance evaluation evaluation system that aligns with enterprise human resource management planning to drive strategic decision-making.

Zhang Ming, Zhou Yanghui, Wen Wanxi & Zhang Jing (2019, p.189-190) Target management assessment has played a positive role in the standardized management of university archives and enhancing archive value. Through target assessment, it encourages advancement and drives overall development while promoting institutional reform and development, enhancing the core competitiveness of the university, and introducing competition and incentive mechanisms.

Xiong Chaoqun, & Mei Zhiguo (2004, p.21-27) Performance evaluation is an important concern for enterprise owners and human resource managers, and there are various methods of performance evaluation. Goal management is an advanced scientific management system based on scientific management and behavioral science theory, managing employees through goal setting to promote enterprise development. Combining goal management with performance evaluation enables employees to participate in goal setting, achieve self-control, and advance enterprise operation. It stimulates employees' work motivation, making evaluations and rewards more objective and reasonable, while aligning them with enterprise objectives. Goal management breaks down the company's overall objectives into layers, and performance evaluation indicators are decomposed according to this approach, making employees accountable for their own job responsibilities while considering overall enterprise benefits, fostering a shared interest concept.

He Liqiu (2022, p.9-11) Goal management is a modern management method that is goal-oriented, people-centered, and result-based, enabling organizations and individuals to achieve optimal performance. Evaluating work results typically involves

the following three steps: first, determining key responsibility areas; second, identifying key performance indicators. Key performance indicators are statements made regarding the most important and measurable performance results that the department needs to achieve in a given key responsibility area. When determining key performance indicators, they can be considered from four aspects: quantity, quality, cost, and time. Third, determining performance standards or target values. Performance standards or target values provide a reference standard for achieving goals.

In conclusion, it can be seen that goal management and performance evaluation are two closely related concepts, playing a supportive and mutually beneficial role in enterprise management.

Goal management, also known as Management By Objectives (MBO), is a management approach that revolves around setting clear work objectives. It involves employee participation in defining and achieving these goals, and encourages self-motivation and self-control to accomplish them. Goal management breaks down the overall objectives of the company into various levels of targets and aligns employees' personal goals with those of the company, helping them to clarify work priorities and directions, thus enhancing work motivation and efficiency. The core idea of goal management is to transform employees from task executors to goal achievers, fostering initiative and creativity in their work.

Performance evaluation is a method used to evaluate employee job performance and outcomes. By quantitatively assessing employee performance, it determines the level of achievement in the workplace. Performance evaluation typically evaluates employee performance based on predefined performance indicators and standards, leading to corresponding rewards or incentives. For enterprises, performance evaluation is an important management tool that helps to understand employee performance, identify outstanding employees, identify issues, and guide employees' career development to improve overall performance.

There is a close connection between goal management and performance evaluation. The core of goal management lies in setting clear work objectives, while performance evaluation evaluates whether employees have achieved those goals.

Goal management provides clear criteria and basis for performance evaluation, and in turn, performance evaluation reflects the effectiveness of goal management. Through the results of performance evaluation, enterprises can assess goal achievement, understand employee performance, identify issues and potentials, and adjust and optimize goals in a virtuous cycle.

In practical applications, goal management and performance evaluation are often combined to form an enterprise's performance management system. Goal management provides clear work objectives and directions, while performance evaluation evaluates employees' actual performance, collectively driving the development of both the company and its employees. Moreover, goal management and performance evaluation should be integrated with employees' career development and training plans to establish a comprehensive talent management system, thereby enhancing employee work motivation and satisfaction.

Organizational Culture and Climate

Wang Yue, Wang Yingjie (2022, p.10-12) Organizational culture mainly refers to the external manifestations of rules, behavioral norms, moral standards, and shared values gradually formed and recognized by members of a social organization during its survival and development, with shared values and beliefs as an important core. The organizational culture of a university is a special form of traditional organizational culture, mainly composed of educational guiding ideology and management philosophy, formed by all members of the school and recognized by them, including three interrelated cultural levels: material, institutional, and spiritual.

Li Fei, Li Jianwei & Hu Junjie (2019, p.103-109) There are significant differences in organizational culture climate, psychological capital, and organizational belongingness at different levels of education and job positions; psychological capital and organizational belongingness show significant gender and length of service differences; there is a significant correlation and causality between organizational culture climate, psychological capital, and organizational belongingness; organizational culture climate and psychological capital interact and jointly influence organizational belongingness, with the organizational culture climate having a greater impact. On one hand, organizations can enhance organizational flexibility and cultivate external

orientation awareness to create a more vibrant culture. On the other hand, organizations should flexibly choose the combination of strategic flexibility and culture according to their own situation to effectively improve the innovation climate and performance.

Huang Zhengwei & Ouyang Jing (2019, p.277-286) Taking the perspective of university organizational culture climate, teacher satisfaction can enhance student satisfaction with teachers and vice versa. At the same time, teachers with low student satisfaction have a greater impact on students' behavior. In addition to affecting teacher organizational commitment, both university organizational culture climate and student satisfaction with teachers are key factors influencing this relationship.

Zhang Kun (2014, p.24-27) School culture is the sum of the behaviors of school members guided by shared values. Once the school's educational philosophy, values, vision, etc., are recognized and implemented by teachers, they can generate tremendous energy, effectively promoting school effectiveness and enhancing teachers' intrinsic satisfaction. The school culture climate has a significant impact on school effectiveness, and schools should adopt a democratic management approach, focus on teachers' emotional needs and professional development aspirations, respect teachers' subjective personality, and create a harmonious working climate to effectively improve school effectiveness and teachers' intrinsic satisfaction.

Based on the research of the scholars mentioned above, it is evident that organizational culture refers to a set of shared values, beliefs, and behavioral norms formed collectively by members of an organization. It represents the consensus among organizational members on "who we are" and "how we should act." Organizational culture can be reflected in the organization's rules and regulations, values, symbols, and traditions. It is the spiritual core of the organization and profoundly influences employees' behavior, attitudes, decisions, and judgments.

Organizational climate refers to the emotions, climate, and working environment pervading within the organization. It is shaped by factors such as the organization's culture, leadership style, and employee relations. The organizational climate can be positive and optimistic, or it can be negative and oppressive. It affects employees' emotions, morale, work motivation, and job satisfaction.

Organizational culture and climate are closely related; they influence and interact with each other. Organizational culture forms the foundation for shaping the organizational climate, while the organizational climate, in turn, influences the transmission and development of organizational culture. A positive organizational culture and climate can promote employee cohesion and a sense of belonging, enhancing organizational stability and competitiveness. Conversely, a negative culture and climate may lead to employee dissatisfaction and turnover, impacting the organization's development and performance.

Context of Sino-Foreign Cooperative Education

The Meaning of Sino-Foreign Cooperative Education

According to Article 2 of the "Interim Provisions on Sino-Foreign cooperative education" (1995), Sino-Foreign cooperative education refers to the educational and teaching activities carried out within China by foreign legal persons, individuals, and relevant international organizations, in cooperation with Chinese legal educational institutions and other social organizations. These activities primarily aim to enroll Chinese citizens as the main participants. From this definition, we can deduce the following characteristics of Sino-Foreign cooperative education:

Table 2.2 Connotation and characteristics of Sino-Foreign cooperative education

No	Dimension	Connotation and characteristics
1	Educational Entities	Two or more Chinese educational institutions and foreign educational institutions with legal representation qualifications.
2	Location of Operation	Within the territory of China
3	Target of Enrollment	Primarily enrolling Chinese citizens

According to table 2.2 it can be seen that Sino-Foreign cooperative education refers to a recognized cooperative model in higher education and vocational education. This model involves collaborating with foreign educational institutions to

conduct educational activities within their recognized scope. It is important to emphasize that if a cooperative project does not genuinely introduce foreign educational resources and only establishes connections through other means, such as foreign university preparatory classes or inter-school exchange programs, such activities do not fall within the definition and scope of Sino-Foreign cooperative education as defined by China.

The Categories of Sino-Foreign Cooperative Education

Based on the main content of the "Law of the People's Republic of China on Sino-Foreign cooperative education" and China's 40 years of practice in Sino-Foreign cooperation in education, Sino-Foreign cooperation in education is classified differently according to various criteria. It can be categorized as follows:

Based on the form of operation, it is divided into Sino-Foreign cooperation institutions and Sino-Foreign cooperation programs.

In terms of cultivation mode, Sino-Foreign cooperation in education mainly includes the single-campus cultivation mode and the dual-campus cultivation mode.

According to the classification of educational levels, Sino-Foreign cooperation in education is divided into non-degree education and degree education. It offers cooperative education at various levels, such as higher vocational, undergraduate, master's, and doctoral levels. This article primarily discusses Sino-Foreign cooperation in undergraduate education in Guangxi Province.

In terms of enrollment form, Sino-Foreign cooperation in education mainly involves being integrated into the national unified enrollment plan and autonomous enrollment.

Regarding the issuance of degrees and graduation certificates, Sino-Foreign cooperation in education mainly involves two forms: the Chinese side issuing graduation certificates and degree certificates, or the Chinese side issuing graduation certificates and degree certificates, with the foreign partner institution also issuing degree certificates (the issuance of degree certificates by the foreign partner institution generally requires meeting certain conditions, for example, foreign students must study for at least one year).

The above introduction covers six categories of Sino-Foreign cooperation in education, and different scholars classify it based on different criteria.

Related Research

Lustig & Koester (2007, p.98) pointed out that intercultural communication competence is essential in the modern era due to the needs of economic, technological, and population development, as well as peaceful coexistence. Economic development in a globalized context relies on effective communication with people from diverse cultural backgrounds. The growth of the U.S. economy also stems from the interconnections among global economies and intercultural competence. Technological advancements have facilitated communication, reducing both distance and time barriers. The desire for peace highlights the importance of intercultural understanding and communication. In a diverse society, fostering intercultural communication competence in the younger generation is crucial for personal development and advancing both the era and global civilization.

Li Xiaofen (2021, p.103-104) suggested that a widely recognized cross-cultural management model requires the active participation of all staff to achieve good results. This calls for the management personnel in Sino-Foreign cooperative education institutions to possess certain cross-cultural leadership abilities and competence. This can be achieved through specialized training to enhance cross-cultural competence. The training content may include knowledge and skills in cross-cultural communication and exchange, providing opportunities for staff members to learn about relevant policies, regulations, and specific matters related to foreign affairs, enabling them to have a better understanding and adept use of the customs, etiquette, and religious cultures of different countries.

Gu Anyi (2019, p.140-141) highlighted that cultural conflicts objectively exist in Sino-Foreign cooperative education, primarily centered around language communication, educational values, and management culture. However, these conflicts can be overcome by improving teacher training and management concepts, modifying student motivation mechanisms, and adjusting the educational awareness of decision-makers.

Huang Guifang (2010, p.91-94) emphasized that cultural differences arising from different country backgrounds directly and significantly impact the smooth progress of cultural and economic exchanges between China and foreign countries. The level of cross-cultural communication and management competence in Sino-Foreign cooperative education institutions directly influences the success or failure of such cooperative endeavors. Therefore, it is crucial to enhance the cross-cultural awareness and management competence of leaders at all levels. Managers should have sufficient understanding and appreciation of cultural differences, respect cultural diversity, be aware of the risks involved in Sino-Foreign cooperative education institutions or projects, to avoid mistakes and mitigate risks. They should strive to understand themselves and others, adapt to local customs, respect the cooperating parties, cultivate empathy, consider issues from the perspective of others, enhance mutual understanding between China and foreign cooperation partners, and jointly create an environment that is conducive to both cultures and economic contexts, so as to lead Sino-Foreign cooperative education towards success.

Wang Fenglan (2005, p.32-37) Currently, Sino-Foreign cooperative education can be classified into three categories: the first category comprises independently established Sino-Foreign cooperative education institutions with legal person qualifications, where both Chinese and foreign parties invest jointly to form an independent legal entity responsible for educational operations. This type of institution enjoys independent legal status and the autonomy to conduct educational affairs through a board of directors. The second category consists of non-independent Sino-Foreign cooperative education institutions, usually affiliated with a university, co-founded by the school and the foreign partner institution, without legal person qualifications, and operates as a secondary college under the university's management. The third category includes general Sino-Foreign cooperative education projects, where both Chinese and foreign parties jointly complete specific educational tasks for one or several cooperative programs based on a contract. Most of these projects are associated with a relevant secondary college within a university and managed by that college.

Zhao Lei, Xiong Zhongming & Wang Junliang (2023, p.116-120) Non-independent Sino-Foreign cooperative education institutions, which rely on domestic universities, represent the mainstream in higher education cooperation. Currently, the majority of Sino-Foreign cooperative education adopts this system. These non-independent institutions are secondary colleges affiliated with domestic universities and operate under the management institutions of secondary colleges. They are subject to macro-management from higher education authorities and the leadership of the parent university. Additionally, based on the agreement, the foreign partner university is also involved in the management. Hence, non-independent Sino-Foreign cooperative education institutions are not entirely equivalent to regular secondary colleges within universities. The management structure of non-independent Sino-Foreign cooperative education secondary institutions generally includes three levels: the Joint Management Committee (JMC), the Joint Meeting of College Party and Government Leaders, and functional departments under the college. The JMC is jointly established by Chinese and foreign parties and serves as the decision-making and highest authority. It typically comprises the presidents of both cooperating institutions, heads of the secondary institution, and leaders of relevant professional and functional departments. The JMC is responsible for making strategic decisions and implementing significant matters at the operational level, such as formulating and revising institutional statutes, determining the college's strategic planning, approving the annual plan and budget, etc. The functional departments under the college are responsible for various daily tasks related to teaching, students, administration, and academics. Sino-Foreign cooperative education secondary institutions establish academic committees headed by deputy presidents in charge of Sino-Foreign cooperative education work in both partner universities. Based on mutual consultation, the academic committee decides its composition and the activities to be implemented.

Xu Jian (2016, p.116-119) The management models of Sino-Foreign cooperative education mainly include the independent management model, the professional college management model, and the mixed management model. The independent management model involves centralizing the management of foreign

affairs, teaching, students, and finance under the international college. The professional college management model integrates the management of Sino-Foreign cooperative education in terms of professional teaching, students, and finance into the corresponding professional college. The mixed management model categorizes students under the management of the international education college, teaching under the management of relevant professional colleges, and other work under the unified management of the university.

Zhao Liwen (2022, p.22) in the study "Issues and Countermeasures in the Management of Sino-Foreign cooperative education Projects in Higher Education," provides a detailed analysis using S University as a case study. At a macro level, Zhao integrates relevant laws and regulations governing Sino-Foreign cooperative education to formulate comprehensive management measures. At the micro level within hosting institutions, Zhao advocates for the establishment of clear internal roles and responsibilities aligned with national regulations and internal management protocols. Despite these efforts, Zhao highlights the need for ongoing updates and refinements to these institutions and standards to address evolving educational needs.

Li Lulu (2011, p.108-109) believes that Sino-foreign cooperative education institutions have experienced rapid development, but this growth process has encountered various bottlenecks that hinder further progress. Particularly in administrative management, several issues have emerged, such as challenges adapting foreign management experience to local contexts, instability in the mobility of faculty and staff, mismatches between traditional domestic administrative models and advanced foreign management systems, as well as insufficient training of management personnel in cutting-edge international management concepts.

Lei Ning (2023, p.23-29) emphasizes the importance of coherent interactions and checks among institutions at various levels—from government policies to university regulations and grassroots practices. Lei argues that these interactions are crucial for fostering a conducive environment for effective management and governance in Sino-Foreign cooperative education initiatives.

Lin Ming (2020, p.32) believes that the evolution of Sino-foreign cooperative education in vocational colleges within Fujian Province, which has developed a distinct model of socialist internationalized educational management with market-oriented governance. While demonstrating certain effectiveness, the model faces significant challenges across several dimensions. These include inadequate regulatory frameworks tailored to vocational education, structural imbalances and instability within faculty teams, difficulties in attracting and maintaining high-quality student enrollments, and deficiencies in comprehensive quality monitoring and evaluation mechanisms. To optimize this educational approach and foster further development, Lin Ming advocates for enhanced government guidance, the establishment of robust policy safeguards, improvements in regulatory infrastructure, and the cultivation of internationally competent faculty and management teams. These efforts aim to address current shortcomings and bolster the overall management and effectiveness of Sino-foreign cooperative education in the region.

Liu Shan (2021, p.25) points out persistent challenges despite the establishment of regulatory mechanisms for Sino-Foreign cooperative education. These include issues such as uneven distribution of responsibilities, underdeveloped quality assessment systems, and insufficient process supervision. Liu emphasizes the necessity of further refining the administrative supervision system to ensure effective governance and oversight.

Li Jinlong (2012, p.27) focuses on the human resource management of Sino-foreign cooperative education, based on a case analysis of College A's cooperation with foreign institutions. He explores the unique model of Sino-foreign cooperative education and its human resource management. With a focus on the performance evaluation of teachers in Sino-foreign cooperative education, Li Jinlong conducts theoretical research and draws insights from performance evaluation practices at universities in the United States, United Kingdom, and other countries. He analyzes the current status of performance evaluation at College A and proposes recommendations and strategies. Suggestions include establishing and improving a teacher performance evaluation system, and subsequently implementing effective systems for compensation, promotion, and incentives. These measures aim to comprehensively

enhance the quality of teachers and thereby enhance the competitiveness of Sino-foreign cooperative education.

Niu Xiaoshan (2018, p.30) focused on identifying key performance indicators for teaching and research performance of teachers involved in Z College's Sino-foreign cooperative education projects. Using Analytic Hierarchy Process (AHP), he calculated weights for these performance indicators to construct a comprehensive performance evaluation system tailored to the needs of teachers in Sino-foreign cooperative education projects.

Ma Yanmei (2022, p.25-26) investigates the existing evaluation index system used in Sino-Foreign cooperative education, identifying limitations and proposing improvements. Employing stakeholder theory, Ma Yanmei develops a multidimensional evaluation index framework tailored for higher vocational levels of Sino-Foreign cooperative education projects. Her research emphasizes the necessity of incorporating diverse stakeholder perspectives into evaluation practices to ensure comprehensive and fair assessments of program effectiveness and outcomes.

Hong Haixing (2010, p.54-56) delves into the characteristics of organizational culture within Sino-Foreign cooperative education institutions. He observes that these organizations often experience cultural integration and occasional conflicts between Chinese and foreign cultural norms. Despite these differences, Hong emphasizes that the primary goal remains the cultivation of students, necessitating effective cultural adaptation and harmonization strategies.

Shao Wei (2011, p.25) identifies Sino-Foreign cooperative education as facing unique and intricate challenges in organizational culture construction and management. He advocates for innovative approaches tailored to the rapid development needs of universities, highlighting the imperative of establishing robust management frameworks that accommodate diverse cultural dynamics. Moreover, each Sino-Foreign cooperative education institution has cultivated its distinct organizational culture throughout its development journey. This culture reflects unique characteristics tailored to the institution's specific developmental trajectory and educational mission. Understanding and leveraging these distinctive cultural attributes

are crucial for fostering a conducive environment that supports both local and international educational goals.

Wang Yuan (2010, p.22) proposed general and universal strategies for cross-cultural management in Sino-foreign cooperative educational institutions. Emphasizing the establishment of core values acceptable to both Chinese and Western partners, these strategies are rooted in China's unique cultural characteristics and methods. They outline principles such as Collaboration, Efficiency, Innovation, and Mutual Benefit, aimed at fostering close cooperation and coordination, enhancing operational efficiency, encouraging innovative practices, and pursuing mutual interests for long-term development. Additionally, various other researchers have put forth similar viewpoints.

Wu Jin (2019, p.19-20) suggests pathways to enhancing the core qualities of foreign affairs workers, including strengthening ideological literacy, improving cross-cultural communication, enhancing international perspectives, and refining organizational and adaptive capabilities. Luo Ping underscores the importance of enhancing personal qualities among foreign affairs workers, covering aspects like ideological literacy, knowledge, skills, and psychological attributes.

Wang Jianhua (2014, p.8) proposed a comprehensive plan for the nationwide selection and evaluation of Sino-Foreign cooperative education projects, building upon the developmental experiences observed in Shanghai. His plan emphasizes the need for a standardized and rigorous evaluation process to ensure the quality and effectiveness of these educational initiatives across different regions in China. Wang Jianhua advocates for the establishment of a specialized evaluation indicator system tailored specifically for Sino-Foreign cooperative education projects. This system would encompass criteria such as educational outcomes, cultural integration, institutional sustainability, and stakeholder satisfaction. By implementing a structured evaluation framework, Wang Jianhua aims to enhance transparency, accountability, and strategic alignment in the selection and evaluation of projects, thereby promoting continuous improvement and excellence in international educational collaborations.

Zhou Hong et al. (2018, p.117-124) contributed to the discourse by developing a comprehensive set of evaluation indicator systems specifically designed for the project approval phase of Sino-Foreign cooperative education initiatives. Recognizing the unique characteristics and strategic goals associated with internationalizing education, Zhou Hong et al. designed their evaluation framework to assess project proposals based on predefined criteria aligned with educational internationalization strategies. Their approach emphasizes the importance of aligning project goals with broader educational policies and objectives, ensuring that approved initiatives contribute effectively to enhancing educational quality, promoting cultural exchange, and fostering global competencies among students and faculty. By establishing clear evaluation criteria tailored to the specific needs and goals of Sino-Foreign cooperative education, Zhou Hong et al. seek to streamline decision-making processes, optimize resource allocation, and enhance the overall impact and success of these collaborative educational ventures.

Lu Xiaomin (2010, p.17) contributed to the discourse by focusing specifically on organizational culture construction within Sino-Foreign cooperative education institutions in Inner Mongolia. Through meticulous research, Lu examined the dynamics of organizational culture formation, assessed its current status, identified prevalent challenges, and proposed targeted improvement strategies. His analysis revealed that while organizational culture plays a crucial role in defining institutional ethos and operational norms, there exist significant gaps and inconsistencies that hinder effective cultural integration and management within cooperative education settings. Lu's recommendations advocate for proactive measures to strengthen leadership commitment, enhance cultural awareness among faculty and staff, and implement tailored cultural development programs that resonate with the unique cultural contexts of Sino-Foreign cooperative education institutions. By addressing these challenges and leveraging cultural synergies, Lu emphasizes the potential for enhancing organizational effectiveness, improving stakeholder engagement, and achieving sustainable growth in educational quality and internationalization efforts.

Wang Yang and Zhao Yonggang (2018, p.244-245) have argued persuasively that by enhancing administrators' capabilities and qualities, the overall proficiency of management teams can be elevated, enabling them to more effectively fulfill their managerial responsibilities and propel the development of Sino-Foreign cooperative education within universities. They emphasize that administrators with enhanced capabilities can better navigate the complexities of cross-cultural educational collaborations, thereby contributing significantly to the educational and cultural exchange goals between China and its international partners.

Li Ran (2023, p.122-123) in their research highlights the multifaceted nature of "Leadership Skills and Quality," emphasizing the need for administrators to develop strong ideological and political acumen. This includes a deep understanding of global political dynamics and cultural sensitivities, which are crucial for navigating diplomatic and administrative challenges in Sino-Foreign educational contexts. Moreover, Li Ran stresses the importance of moral integrity and cultural sensitivity, noting that administrators must embody these qualities to effectively foster an inclusive and supportive environment for international students and faculty.

Yang Libin (2007, p.18-19) argues for a comprehensive approach to enhancing leadership in university foreign affairs. According to Yang, administrators should continuously cultivate their political literacy and strategic management capabilities. This involves staying informed about global trends in education and diplomacy, adapting management practices to accommodate diverse cultural perspectives, and fostering effective communication channels across international boundaries. Yang emphasizes that by enhancing these skills, administrators not only improve operational efficiency but also contribute to the broader goal of advancing the internationalization agenda of universities.

Zhao Jiaxin (2019, p.23) expands on the discussion by proposing optimization strategies for cooperative education models in higher education. She argues that aligning educational models with contemporary development trends is crucial for ensuring the relevance and effectiveness of higher education institutions. Zhao advocates for the adoption of innovative pedagogical approaches, strategic partnerships, and institutional reforms that support long-term sustainability and

competitiveness in Sino-Foreign cooperative education. Her insights emphasize the transformative impact of optimized cooperative education models in enhancing institutional resilience, attracting international collaborations, and fostering a culture of educational excellence.

Huang Haiyan (2017, p.129-131) contributes to the discourse by focusing on teaching management innovation within Sino-Foreign cooperative education projects. She suggests that continuous exploration and innovation in teaching methods, coupled with the establishment of tailored management mechanisms, are essential for promoting sustainable development. Huang highlights the significance of formulating adaptive management policies that address the unique challenges and opportunities presented by international collaborative ventures. Her research underscores the pivotal role of effective teaching management in optimizing student learning outcomes, promoting cultural exchange, and advancing institutional goals in Sino-Foreign cooperative education settings.

Wang Yanan (2013, p.33) asserts that the development of performance evaluation tools specific to Sino-Foreign cooperative education is crucial for the sustained growth of these institutions. He emphasizes the need for evaluation methods that align with the unique characteristics of Sino-Foreign cooperative education universities, considering factors such as cultural integration, educational objectives, and international collaboration. Wang suggests drawing insights from performance evaluation practices in for-profit organizations, adapting them to suit the educational context to effectively measure and enhance institutional effectiveness and competitiveness over the long term.

Wu Chen and Song Yonghua (2019, p.7) advocate for a holistic approach to performance evaluation in international education, particularly in the context of global higher education trends. They propose integrating various dimensions such as goal alignment, content relevance, implementation effectiveness, and outcome assessment into a unified evaluation framework. This approach aims to bridge the gap between strategic goals and operational outcomes, ensuring that performance evaluation not only measures academic quality but also contributes to the broader goals of internationalization and institutional advancement. Wu and Song emphasize

the importance of balancing qualitative and quantitative metrics, leveraging both explicit strategies (like goal-setting and outcome measurement) and implicit strategies (like cultural integration and stakeholder engagement) to foster continuous improvement and enhance the international competitiveness of higher education institutions.

Chapter 3
Research Methodology

The purpose of this research is to study the following aspects: 1) To analyze the current status of effectiveness of Sino-Foreign cooperative education in Guangxi universities. 2) To formulate strategies to improving the effictiveness of Sino-Foreign cooperative education in Guangxi universities. 3) To evaluate the adaptability and feasibility of strategies to improving the effictiveness of Sino-Foreign cooperative education in Guangxi universities.

The researcher follows the following procedures: [Further details about the research procedures are needed to provide an accurate translation.]

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

Phase 1: The objective of this phase is to analyze the current status of effectiveness of Sino-Foreign cooperative education in Guangxi universities.

The Population / Sample Group

The Population

The population of this research were 650 administrators involved in Sino-Foreign cooperative education in 14 universities in Guangxi that offer such programs.

The Sample Group

According to Krejcie and Morgan (1970) sampling table, the sample group of this research were 242 administrators involved in Sino-Foreign cooperative education in 14 universities in Guangxi that offer such programs. By using stratified sampling and sample random sampling were also used by drawing from undergraduate universities according to the table 3.1.

Table 3.1 Lists of university and sample size

No	Private university in Guangxi	Population	Sample Group
1	GuangXi University for Nationalities	55	20
2	Guilin Tourism University	45	17
3	Guangxi University of Finance and Economics	50	19
4	Guilin university of technology	48	18
5	Guangxi Normal University	50	19
6	Guangxi Medical University	42	16
7	Guangxi Arts University	46	17
8	Guangxi University of Science and Technology	48	18
9	Guangxi University	48	18
10	Nanning Normal University	44	16
11	Guangxi University of Chinese Medicine	43	16
12	Guilin University Of Electronic Technology	42	16
13	Guilin University Of Aerospace Technology	40	15
14	Guilin University Of Aerospace Technology	49	17
	Total	**650**	**242**

According to table 3.1, it showed that the 14 universities selected include: 1) GuangXi University for Nationalities, 2) Guilin Tourism University, 3) Guangxi University of Finance and Economics, 4) Guilin university of technology, 5) Guangxi Normal University, 6) Guangxi Medical University, 7) Guangxi Arts University, 8) Guangxi University of Science and Technology, 9) Guangxi University, 10) Nanning Normal University, 11) Guangxi University of Chinese Medicine, 12) Guilin University Of Electronic Technology, 13) Guilin University Of Aerospace Technology, 14) Guilin University Of Aerospace Technology.

Research Instruments

Questionnaire

The instrument to collect the data for objective one: to study the current situation of the effectiveness of Sino-Foreign cooperative education in Guangxi universities was a questionnaire. The questionnaire designed based on effectiveness in five following aspects: 1) leadership skill and quality, 2) management institutions and standards, 3) management system and models, 4) goal management and performance evaluation, 5) organizational culture and climate. The questionnaire was provided into two parts:

Part 1: Survey about personal information of respondents, classified by college and position.

Part 2: Survey about the current situation of the effectiveness of Sino-Foreign cooperative projects in Guangxi universities. There are 9 questions for leadership skill and quality, 14 questions for management institutions and standards, 12 questions for management system and models, 11 questions for goal management and performance evaluation, and 10 questions for organizational culture and climate, total 56 questions. The criteria for data interpretation based on five-point Likert's scale, as follows:

5 express the level of the effectiveness of Sino-Foreign cooperative education at strongly high level.

4 express the level of the effectiveness of Sino-Foreign cooperative education at high level.

3 express the level of the effectiveness of Sino-Foreign cooperative education at medium level.

2 express the level of the effectiveness of Sino-Foreign cooperative education at low level.

1 express the level of the effectiveness of Sino-Foreign cooperative education at low level.

The data interpretation for average value based on Rensis Likert (1932). The data interpretation are as follows:

4.50 – 5.00 express highest level

3.50 – 4.49 express high level

2.50 – 3.49 express medium level

1.50 – 2.49 express low level

1.00 – 1.49 express lowest level

Constructing a Questionnaire Process

The construction process of questionnaire was as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to the effectiveness of Sino-Foreign cooperative education.

Step 2: Constructing the questionnaire about the current situation of the effectiveness of Sino-Foreign cooperative education in Guangxi universities. Then sending 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 5 experts. The IOC value of the survey questionnaire used in this research is 1.00, indicating that it is a valid questionnaire.

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

Step 5: The questionnaire was distributed to 30 administrators from 14 universities in Guangxi that offer Sino-Foreign cooperative education for try-out. The reliability coefficient value of the research data is 0.979, indicating that the data is reliable.

Step 6: The questionnaire was applied to 242 administrators in universities in Guangxi.

Data Collection

The data collection for objective 1: to study the current situation of the effectiveness in Sino-Foreign cooperative education in Guangxi universities as following procedured:

Step 1: The researcher sent a cooperation letter to 14 universities that run Sino-Foreign cooperative education, asking them to collect the data of 242 administrators of Sino-Foreign cooperative education.

Step 2: The researcher distributed the questionnaire to 242 administrators. A total of 242 questionnaires.

Data Analysis

In this phase of data analysis, the researcher analyzed the data from the questionnaire by the mean and standard deviation, as outlined in the following procedures:

Step 1: The personal information of the respondents was analyzed by frequency and percentage, classified by Colleges and positions.

Step 2: The current situation of the effectiveness in Sino-Foreign cooperative education in Guangxi universities in 5 following aspects: 1) leadership skill and quality. 2) management institutions and standards 3) management system and models. 4) goal management and performance evaluation 5) organizational culture and climate was analyzed by average value and standard deviation.

Phase 2: The objective of this phase is to formulate strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities.

Key Informants

The key informants of the focus group discussion in this research were 14 administrators involved in Sino-Foreign cooperative education in 14 universities in Guangxi that offer such programs. The qualifications of the key informants are as follows: 1) at least 5 years of experience in management related to Sino-Foreign cooperative education, 2) have extensive experience in management related to Sino-Foreign cooperative education, 3) graduated with master's degree or above.

Research Instruments

Focus Group Discussion

The instrument used to collect data for objective two: to formulate strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities was a focus group discussion. The focus group discussion designed based on the current situation of effectiveness of Sino-Foreign cooperative education in five following aspects: 1) leadership skill and quality, 2) management institutions and standards, 3) management system and models, 4) goal management and

performance evaluation, 5) organizational culture and climate. The focus group discussion provide into two parts:

Part 1: the personal information of the key informants, classified by education background, work experience.

Part 2: the questions about suggestion for developing the current situation of the effectiveness base on five aspects: 1) leadership skill and quality, 2) management institutions and standards, 3) management system and models, 4) goal management and performance evaluation, 5) organizational culture and climate of Sino-Foreign cooperative education in Guangxi universities.

Constructing a focus group discussion process

The construction process of focus group discussion are as follows:

Step 1: Introduce yourself and the purpose of the focus group discussion, explaining to the expert that the topic is about improving the effectiveness of Sino-Foreign cooperative education. Present the strategies for measuring and identifying the influencing factors.

Step 2: Inquire about the key informants' background information related to Sino-Foreign cooperative education, such as their institution, position, and work experiences.

Step 3: Understand the key informants' current views on the criteria for measuring the effectiveness of Sino-Foreign cooperative projects.

Step 4: Invite the key informants' to share their suggestions and improvement plans regarding the criteria for measuring the effectiveness and the influencing factors of Sino-Foreign cooperative projects.

Step 5: Ensure that the focus group discussion gathers sufficient answers and information, seek feedback and opinions from the experts, and conclude the focus group discussion with a summary and appreciation.

Data Collection

The data collection for objective 2: to formulate the strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities., as following procedured:

Step 1: The researcher requested a requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University, to invite the key informants from 14 universities in Guangxi.

Step 2: The researchers determined the time and location for the focus group discussion based on the key informants' convenience. Discussions were conducted both online and face-to-face.

Data Analysis

In this phase of data analysis, the researcher analyzed the data from the focus group discussion about the strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities by content analysis.

Phase 3: The objective of this phase is to evaluate the suitability and feasibility of strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities.

Experts Group

The experts of experts group in this research were 11 administrators involved in Sino-Foreign cooperative education in 14 universities in Guangxi that offer such programs. The qualifications of the experts are as follows: 1) at least 8 years of work experience in in management related to Sino-Foreign cooperative education, 2) have extensive experience in management related to Sino-Foreign cooperative education, 3) graduated with master's degree or above 4) academic title is associate professor or above.

Research Instruments

Evaluation Form

The instrument to collect the data for objective three: to evaluate the suitability and feasibility of strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities was a evaluation form. The evaluation form designed based on strategies for improving the effectiveness of Sino-Foreign cooperative education in five following aspects: 1) leadership skill and quality, 2) management institutions and standards, 3) management system and models, 4) goal management and performance evaluation, 5) organizational culture and climate. The evaluation form provide into two parts:

Part 1: the personal information of interviewees, classified by university, gender, age, education level, academic title and work experiences.

Part 2: The evaluation form about the strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities. The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 refers to the adaptability and feasibility of the strategies at the highest level

4 refers to the adaptability and feasibility of the strategies at a high level

3 refers to the adaptability and feasibility of the strategies at a medium level

2 refers to the adaptability and feasibility of the strategies at a low level

1 refers to the adaptability and feasibility of the strategies at the lowest level

The data interpretation for average value 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 the strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities.

Step 2: The evaluation form was applied to 11 experts in universities in Guangxi that offer Sino-Foreign cooperative education.

Data Collection

The data collection for objective 3: to evaluate the strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities, as following procedured:

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

Step 2: The researcher distributed the evaluation form to experts. A total of 11 evaluation forms.

Data Analysis

In this phase of data analysis, the researcher analyzed the data from the evaluation form using the mean and standard deviation to evaluate the suitability and feasibility of the strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities.

Chapter 4

Results of Analysis

This research was to study the strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities. The objectives of this research are 1) to analyze the current status of effectiveness of Sino-Foreign cooperative education in Guangxi universities, 2) to formulate strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities, and 3) to evaluate the suitability and feasibility of strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities.

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.

Symbols and Abbreviations

N refers to population

N refers to sample group

$\overline{x}$ refers to mean

S.D. refers to standard deviation

Presentation of Data Analysis

Part 1: The analysis results of the personal information of the respondents, classified by university, gender, age, education level, academic title and work experiences. Presented the data in the form of frequency and percentage.

Part 2: The analysis results of the current situation of effectiveness of Sino-Foreign cooperative education in Guangxi universities. Presented the data in the form of mean and standard deviation.

1. The questionnaire of the effectiveness of Sino-Foreign cooperative education in Guangxi universities is analyzed in the form of mean and standard deviation.

2. Present data SWOT analysis.

Part 3: The analysis results of the focus group discussion about the effectiveness of Sino-Foreign cooperative education in Guangxi universities. Presented the data analysis by the final strategies.

Part 4: The analysis results of the evaluation of the suitability and feasibility of the strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities. Presented the data in the form of mean and standard deviation.

Results of Data Analysis

The researcher analyzed the data in the following three parts:

Part 1: The analysis results of the personal information of the respondents, classified by university, gender, age, education level, academic title and work experiences. Presented the data in the form of frequency and percentage.

Table 4.1 Frequency and percentage of respondents

(n = 242)

	Personal information	Frequency	Percentage
University	GuangXi University for Nationalities	20	8.26
	Guilin Tourism University	17	7.02
	Guangxi University of Finance and Economics	19	7.85
	Guilin University of Technology	18	7.44
	Guangxi Normal University	19	7.85
	Guangxi Medical University	16	6.61
	Guangxi Arts University	17	7.02

Table 4.1 (Continue)

	Personal information	Frequency	Percentage
	Guangxi University of Science and Technology	18	7.44
	Guangxi University	18	7.44
	Nanning Normal University	16	6.61
	Guangxi University of Chinese Medicine	16	6.61
	Guilin University Of Electronic Technology	16	6.61
	Guilin University Of Aerospace Technology	15	6.20
	Beibu Gulf University	17	7.02
	Total	**242**	**100**
Gender	male	127	52.48
	female	115	47.52
	Total	242	100
Age	25 years old or below	7	2.89
	26 to 35	58	23.97
	36 to 45	102	42.15
	46 to 55	53	21.90
	56 years old above	22	9.09
	Total	**242**	**100**
education level	Bachelor degree	94	38.84
	Master's degree	114	47.11
	Doctoral degree	34	14.05
	Total	**242**	**100**
academic title	Teaching assistant	23	9.50
	The lecturer or Assistant Professor	107	44.22
	Associate professor	87	35.95

Table 4.1 (Continue)

	Personal information	Frequency	Percentage
	Professor	25	10.33
	Total	**242**	100
work experiences	within 5 years	51	21.07
	5 to 10 years	81	33.47
	11 to 15 years	56	23.15
	16 to 20 years	35	14.46
	More than 20 years	19	7.85
	Total	**242**	**100.00**

According to table 4.1, the distribution of respondents' schools shows that the survey included 14 undergraduate universities in Guangxi. Male respondents for 127 people accounted for 52.48%, and female respondents for 115 people accounted for 47.52%. Respondents' age distribution is as follows: 7 people accounted for 2.89% are 25 years old or younger, 58 people accounted for 23.97% are between 26-35 years old, 102 people accounted for 42.15% are between 36-45 years old, 53 people accounted for 21.90% are between 46-55 years old, and 22 people accounted for 9.09% are 56 years old or older. In terms of educational background, 94 people accounted for 38.84% of respondents hold a bachelor's degree, 114 people accounted for 47.11% hold a master's degree, and 34 people accounted for 14.05% hold a doctoral degree. The professional titles of respondents are as follows: 23 people accounted for 9.50% are teaching assistants, 107 people accounted for 44.22% are lecturers, 87 people accounted for 35.95% are associate professors, and 25 people accounted for 10.33% are professors. In terms of length of servicel administrator, 51 people accounted for 21.07% of respondents have less than 5 years of experience, 81 people accounted for 33.47% have 5-10 years of experience, 56 people accounted for 23.15% have 11-15 years of experience, 35 people accounted for 14.46% have 16-20 years of experience, and 19 people accounted for 0.83% have more than 7.85 years of experience.

Part 2: The analysis results of the current situation of effectiveness of Sino-Foreign cooperative education in Guangxi universities. Presented the data in the form of mean and standard deviation.

1. The questionnaire of the effectiveness of Sino-Foreign cooperative education in Guangxi universities is analyzed in the form of mean and standard deviation.

This section aims to investigate the current situation of effectiveness of Sino-Foreign cooperative education in Guangxi universities. For this purpose, this study used a questionnaire survey method to investigate the current situation of effectiveness of Sino-Foreign cooperative education in Guangxi universities from five aspects: leadership skills and qualities, Management institutions and standards, management system and models, goal management and performance evaluation, organizational culture and climate. Through the survey, the researchers gained a deeper understanding of the problems faced by administrators Sino-Foreign cooperative education in Guangxi universities in terms of effectiveness, providing important data support for further establishing a strategies for improving the effectiveness of Sino-Foreign cooperative education. The survey questionnaire used in this study was specifically designed by the researchers for this study, and the survey results are as follows:

Table 4.2 Mean and standard deviation of the current situation of effectiveness of Sino-Foreign cooperative education in Guangxi universities in five aspects

(n = 242)

	Effectiveness of Sino-Foreign cooperative education in Guangxi universities	$\bar{x}$	S.D.	level	order
1	leadership skills and qualities	3.47	1.23	medium	5
2	management institutions and standards	3.55	1.24	high	2
3	management system and models	3.48	1.29	medium	3
4	goal management and performance evaluation	3.64	1.23	high	1
5	organizational culture and climate	3.45	1.25	medium	4
	Total	**3.52**	**1.25**	**high**	

According to table 4.2, the data showed that the current situation of effectiveness in 5 aspects was at a high level ($\overline{x}$= 3.52). Among the five dimensions, the highest mean was goal management and performance evaluation ($\overline{x}$= 3.64), followed by management institutions and standards ($\overline{x}$= 3.55), and the lowest level was organizational culture and climate ($\overline{x}$ = 3.45).

Table 4.3 Mean and standard deviation of the current situation of effectiveness of Sino-Foreign cooperative education in leadership skills and qualities

(n = 242)

	leadership skills and qualities	$\overline{x}$	S.D.	level	order
1	Administrators demonstrate steadfast political ideological integrity by firmly adhering to the policies and regulations set by the country when engaging with Sino-Foreign cooperative education institutions abroad, thus safeguarding the interests and image of the nation.	2.67	1.12	medium	9
2	Administrators possess a certain level of knowledge, being familiar with education management and related fields such as Sino-Foreign cooperative education.	3.59	1.16	high	4
3	Administrators have a certain level of organizational coordination ability, establishing common educational goals and organizational culture, fostering trust and cooperation among Sino-Foreign cooperative education management personnel, and enhancing the overall collaborative efficiency of the team.	3.63	1.28	high	2
4	Administrators have a certain level of decision-making ability, capable of making wise decisions when faced with challenges and opportunities, and effectively executing these decisions.	3.61	1.25	high	3

Table 4.3 (Continue)

	leadership skills and qualities	$\bar{x}$	S.D.	level	order
5	Administrators have a certain level of communication ability, demonstrating excellent communication in their interactions with foreign partner institutions, faculty, and students	3.47	1.29	medium	8
6	Administrators possess a certain level of team-building ability, able to promote teamwork, establish a positive work atmosphere, and enhance team cohesion and efficiency.	3.57	1.21	high	5
7	Administrators possess a certain level of innovation ability, demonstrating excellence in promoting educational reforms and other areas.	3.55	1.38	high	6
8	Administrators exhibit good moral qualities such as honesty, responsibility, and respect.	3.49	1.21	medium	7
9	Administrators possess a certain level of cross-cultural communication skills to effectively address issues arising from the diverse cultural backgrounds, values, and work styles in international collaborations in joint educational programs between China and foreign countries.	3.67	1.23	high	1
	Total	**3.47**	**1.23**	**medium**	

According to table 4.3, the current situation of effectiveness of Sino-Foreign cooperative education in leadership skills and qualities was at a medium level ($\bar{x}$ = 3.47). Among the 9 questions, the highest mean was "Administrators possess a certain level of cross-cultural communication skills to effectively address issues arising from the diverse cultural backgrounds, values, and work styles in international collaborations in joint educational programs between China and foreign countries." ($\bar{x}$= 3.67), followed by “Administrators have a certain level of organizational

coordination ability, establishing common educational goals and organizational culture, fostering trust and cooperation among Sino-Foreign cooperative education management personnel, and enhancing the overall collaborative efficiency of the team." ($\overline{x}$= 3.63), and the lowest mean was "Administrators demonstrate steadfast political ideological integrity by firmly adhering to the policies and regulations set by the country when engaging with Sino-Foreign cooperative education institutions abroad, thus safeguarding the interests and image of the nation" ($\overline{x}$ = 2.67).

Table 4.4 Mean and standard deviation of the current situation of effectiveness of Sino-Foreign cooperative education in management institutions and standards

(n = 242)

	management institutions and standards	$\overline{x}$	S.D.	level	order
1	Administrators have clearly formulated management systems and norms.	3.61	1.18	high	3
2	Administrators, following management mechanism and standards, are able to execute work plans and achieve work objectives.	3.44	1.25	medium	14
3	Administrators have clearly defined the responsibilities and powers of various levels of management, departments, faculties, and positions to ensure the implementation of tasks and responsibilities.	3.65	1.19	high	1
4	Administrators have established effective communication mechanisms to facilitate smooth operation and coordination among different levels of authority.	3.60	1.21	high	4

Table 4.4 (Continue)

	management institutions and standards	$\bar{x}$	S.D.	level	order
5	Administrators have clearly defined decision-making procedures and ensure transparency and fairness in decision-making.	3.55	1.26	high	8
6	Administrators have specified completion times for major decisions in the decision-making process to ensure the stable operation of Sino-Foreign cooperative education.	3.57	1.22	high	6
7	Administrators have formulated behavioral guidelines for faculty and staff, which are widely accepted and adhered to by all employees.	3.55	1.24	high	7
8	Administrators have established effective mechanisms to discipline behavior that violates behavioral guidelines to maintain order and stability in Sino-Foreign cooperative education.	3.51	1.27	high	12
9	Administrators have established clear teaching standards, teaching plans, and talent development programs that align with disciplinary advancements and student needs.	3.57	1.30	high	5
10	Administrators continuously improve teaching standards based on student academic performance and overall development.	3.53	1.10	high	10
11	Administrators have established clear work procedures to standardize daily workflow and improve work efficiency.	3.48	1.23	medium	13

Table 4.4 (Continue)

	management institutions and standards	$\bar{x}$	S.D.	level	order
12	Administrators, following established work procedures, can smoothly execute work plans and achieve work objectives.	3.55	1.34	high	9
13	Administrators have established clear disciplinary requirements to ensure that employees adhere to rules and regulations and maintain good work discipline.	3.63	1.32	high	2
14	Administrators handle violations of disciplinary requirements fairly and effectively, playing a role in regulating employee behavior.	3.52	1.30	high	11
	Total	**3.55**	**1.24**	**high**	

According to table 4.4, the current situation of effectiveness of Sino-Foreign cooperative education in management institutions and standards was at a hig level ($\bar{x}$ = 3.55). Among the 14 questions, the highest mean was “Administrators have clearly defined the responsibilities and powers of various levels of management, departments, faculties, and positions to ensure the implementation of tasks and responsibilities." ($\bar{x}$ = 3.65), followed by “Administrators have established clear disciplinary requirements to ensure that employees adhere to regulations and maintain good work discipline.” ($\bar{x}$ = 3.63), and the lowest mean was "Administrators, following established management systems and norms, are able to smoothly execute work plans and achieve work objectives." ($\bar{x}$ = 3.44).

Table 4.5 Mean and standard deviation of the current situation of effectiveness of Sino-Foreign cooperative education in management system and models

(n = 242)

	management system and models	$\bar{x}$	S.D.	level	order
1	Administrators have established an effective operational management system that effectively supports the daily operations and decision-making processes of Sino-Foreign cooperative education.	3.60	1.26	high	1
2	Administrators have planned the organizational structure of Sino-Foreign cooperative education and can effectively promote the achievement of educational objectives.	3.48	1.34	medium	5
3	Administrators have established effective communication mechanisms to facilitate information transmission and sharing.	3.55	1.19	high	3
4	Administrators have established an administrative supervision system to timely supervise the legal and compliant operation of Sino-Foreign cooperative education.	3.48	1.25	medium	6
5	Administrators have established an administrative supervision system to ensure transparency and fairness.	3.41	1.34	medium	11
6	Administrators have established an administrative supervision system that, while supervising, provides feedback to promote more standardized and transparent management activities.	3.56	1.32	high	2

Table 4.5 (Continue)

	management system and models	$\bar{x}$	S.D.	level	order
7	Administrators have established a talent development model that aligns with Sino-Foreign cooperative education, integrating domestic and international teaching and academic management, allowing students to pursue personalized academic paths based on their individual circumstances.	3.48	1.30	medium	7
8	Administrators have established an academic and teaching management model that aligns with Sino-Foreign cooperative education, achieving the required level of internationalized academic and teaching management based on the responsibilities and strengths of various departments and faculties.	3.39	1.37	medium	12
9	Administrators have established a disciplinary specialization model that aligns with Sino-Foreign cooperative education, fully considering market demand, the introduction of teaching resources, enrollment and employment situations, and financial investments.	3.48	1.24	medium	8
10	Administrators have established a faculty appointment model that aligns with Sino-Foreign cooperative education to enhance teaching quality and the internationalization of the school.	3.43	1.29	medium	10
11	Administrators have established a quality monitoring model that aligns with Sino-Foreign cooperative education, strengthening the school's own quality monitoring and evaluation system.	3.45	1.31	medium	9

Table 4.5 (Continue)

	management system and models	$\bar{x}$	S.D.	level	order
12	Administrators continuously improve and optimize management systems and models to adapt to environmental changes and developments, enhancing management effectiveness.	3.49	1.29	medium	4
	Total	**3.48**	**1.29**	**medium**	

According to Table 4.5, the current situation of effectiveness of Sino-Foreign cooperative education in management system and models was at a medium level ($\bar{x}$ = 3.48). Among the 12 questions, the highest mean was "Administrators have established an effective operational management system that effectively supports the daily operations and decision-making processes of Sino-Foreign cooperative education." ($\bar{x}$ = 3.60), followed by "Administrators have established an administrative supervision system that, while supervising, provides feedback to promote more standardized and transparent management activities. " ($\bar{x}$ = 3.56), and the lowest mean was "Administrators have established an academic and teaching management model that aligns with Sino-Foreign cooperative education, achieving the required level of internationalized academic and teaching management based on the responsibilities and strengths of various departments and faculties. " ($\bar{x}$ = 3.39).

Table 4.6 Mean and standard deviation of the current situation of effectiveness of Sino-Foreign cooperative education in goal management and performance evaluation

(n = 242)

	goal management and performance evaluation	$\bar{x}$	S.D.	level	order
1	Administrators have formulated clear plans for Sino-Foreign cooperative education.	3.66	1.33	high	4
2	Administrators regularly evaluate the implementation of the work plans for Sino-Foreign cooperative education.	3.65	1.22	high	6
3	Administrators have established effective feedback mechanisms to ensure the smooth execution of work plans.	3.59	1.22	high	10
4	Administrators have set clear goals for Sino-Foreign cooperative education that align with the school's development strategy.	3.60	1.09	high	9
5	Administrators consider the opinions of foreign partners when setting goals.	3.66	1.25	high	5
6	Administrators' set goals can objectively reflect the effectiveness of Sino-Foreign cooperative education	3.75	1.18	high	2
7	Administrators have established clear and measurable performance evaluation indicators for Sino-Foreign cooperative education.	3.77	1.32	high	1
8	Administrators' set goals can objectively reflect the effectiveness of Sino-Foreign cooperative education	3.67	1.31	high	3

Table 4.6 (Continue)

	goal management and performance evaluation	$\bar{x}$	S.D.	level	order
9	Administrators regularly evaluate the achievement of goals for Sino-Foreign cooperative education through performance assessments.	3.62	1.25	medium	7
10	Administrators have established corresponding reward and punishment mechanisms to incentivize and regulate the performance assessment of Sino-Foreign cooperative education.	3.54	1.19	high	11
11	When formulating performance evaluation methods, administrators base them on facts and data, and fully consider the opinions of various departments and employees, ensuring fairness and objectivity.	3.62	1.26	high	8
	Total	**3.64**	**1.23**	**high**	

According to table 4.6, the current situation of effectiveness of Sino-Foreign cooperative education in goal management and performance evaluation was at a high level ($\bar{x}$ = 3.64). Among the 11 questions, the highest mean was " Administrators have established clear and measurable performance evaluation indicators for Sino-Foreign cooperative education." ($\bar{x}$ = 3.77), followed by "Administrators' set goals can objectively reflect the effectiveness of Sino-Foreign cooperative education." ($\bar{x}$ = 3.75), and the lowest mean was "Administrators have established corresponding reward and punishment mechanisms to incentivize and regulate the performance assessment of Sino-Foreign cooperative education." ($\bar{x}$ = 3.54).

Table 4.7 Mean and standard deviation of the current situation of effectiveness of Sino-Foreign cooperative education in organizational culture and climate

(n = 242)

	organizational culture and climate	$\bar{x}$	S.D.	level	order
1	Administrators have clearly communicated the organization's core values and mission to faculty and staff.	3.42	1.25	medium	9
2	Administrators ensure that the core values and mission they advocate are consistent with reality.	2.63	1.04	medium	10
3	Administrators advocate for an organizational culture of mutual understanding and trust among members.	3.50	1.31	high	7
4	Administrators foster core values within the organization that resonate with the values of faculty and staff themselves.	3.69	1.21	high	1
5	Administrators cultivate core values within the organization that facilitate teamwork and the achievement of common goals.	3.57	1.27	high	4
6	Administrators prioritize creating interactive work methods that support each other.	3.54	1.25	high	6
7	Administrators promote behavioral norms and work practices conducive to fostering a positive work atmosphere.	3.58	1.33	high	3
8	Administrators demonstrate mutual understanding, trust, and resonance with the organizational mission.	3.42	1.17	medium	8
9	Administrators value interactive work methods that promote cooperation in the workplace.	3.64	1.28	high	2

Table 4.7 (Continue)

	organizational culture and climate	$\bar{x}$	S.D.	level	order
10	Administrators contribute to fostering a positive spiritual outlook and work atmosphere through organizational culture.	3.56	1.33	high	5
	Total	**3.45**	**1.25**	**medium**	

According to table 4.7, the current situation of effectiveness of Sino-Foreign cooperative education in organizational culture and climate was at a medium level ($\bar{x}$ = 3.45). Among the 10 questions, the highest mean was "Administrators foster core values within the organization that resonate with the values of faculty and staff themselves. " ($\bar{x}$ = 3.69), followed by "Administrators value interactive work methods that promote cooperation in the workplace." ($\bar{x}$ = 3.64), and the lowest mean was "Administrators ensure that the core values and mission they advocate are consistent with reality." ($\bar{x}$ = 2.63).

2. Present data SWOT analysis

Table 4.8 SWOT analysis

	Helpful in reaching goals	**Harmful to achieving goals**
	Strengths	**Weaknesses**
inside	1) Sino-Foreign cooperative education integrates high-quality educational resources from both domestic and international sources, providing rich educational content and resources, including knowledge, talents, and technology, thereby promoting the improvement of education quality. 2) Sino-Foreign cooperative education facilitates cross-cultural exchanges and understanding, broadening students' perspectives and learning experiences, nurturing cross-cultural communication skills, and strengthening their global outlook. 3) Sino-Foreign cooperative education, by integrating international educational concepts and methods, enhances education quality, cultivates talents with international competitiveness, and provides better development opportunities for students.	1) Differences in cultures may lead to conflicts in teaching philosophies, management styles, and other aspects, affecting the smooth progress of Sino-Foreign cooperative education. 2) Sino-Foreign cooperative education involves multiple stakeholders, increasing management complexity and requiring resolution of language, legal, and managerial issues in international cooperation. 3) Sino-Foreign cooperative education faces challenges in quality control, requiring assurance that teaching quality and curriculum meet certain standards to safeguard student interests and school reputation. 4) Sino-Foreign cooperative education is exposed to risks such as policy changes and economic fluctuations, which may affect the stability and sustainability of projects.

Table 4.8 (Continue)

	Helpful in reaching goals	**Harmful to achieving goals**
inside	**Strengths**	**Weaknesses**
	4) Collaboration with renowned foreign institutions enhances the school's visibility and reputation, attracting more student attention and applications, actively promoting the school' development and enrollment efforts. 5) Sino-Foreign cooperative education creates an international learning environment and exchange platform, enhancing students' global competitiveness and international perspective, laying a solid foundation for their future career development.	6) Projects in Sino-Foreign cooperative education may encounter issues such as insufficient trust among partners and conflicts of interest, affecting the long-term stability of cooperation relationships.
outside	**Opportunity**	**Threat**
	1) The advancement of globalization has expanded opportunities for international cooperation, providing broader development space for Sino-Foreign cooperative education. **2)** Government support for Sino-Foreign cooperative education has created a favorable policy environment and convenient conditions, promoting the implementation of Sino-Foreign cooperative projects.	1) Policy restrictions and an uncertain policy environment may trouble the stability and development of Sino-Foreign cooperative education. 2) Intense competition in Sino-Foreign cooperative education may challenge enrollment and market share for projects.

Table 4.8 (Continue)

	Helpful in reaching goals	**Harmful to achieving goals**
	Opportunity	**Threat**
outside	3) The continuous increase in domestic demand for internationalized education has provided extensive market space and enrollment opportunities for Sino-Foreign cooperative education projects. 4) Some regions or institutions consider Sino-Foreign cooperative education as part of their development strategy, driving the vigorous development of the local education industry. 5) The advancement of science and technology and the development of information technology have provided more innovative collaboration platforms and methods for educational cooperation. 6) The diversification of talent development needs provides Sino-Foreign cooperative education with richer opportunities for cooperation in various professional fields and industries.	3) Financial risks and economic fluctuations, including instability in funding sources, may affect the funding and sustainable development of Sino-Foreign cooperative education. 4) Tensions in international political relations and policy adjustments may impact the stability of cooperation relationships. 5) Regulatory oversight of education quality, intellectual property disputes, and legal litigation risks may affect the compliance and educational quality of Sino-Foreign cooperative education.

Now according to the questionnaire each dimension of the highest score of 2 items and SWOT content analysis to form a preliminary strategy outline as follows:

1. Improving leadership skills and qualities

1) Enhance administrators' cross-cultural communication abilities.

2) Administrators' awareness of continuously enhancing their leadership skills and qualities.

3) Strengthen administrators' organizational coordination abilities.

4) Improve administrators' innovation capabilities.

5) Enhance training on administrators' abilities and qualities.

2. Improving management institutions and standards

1) Establish power relationships between various levels of management and departments.

2) Establish clear disciplinary requirements.

3) Establish effective communication and coordination mechanisms.

4) Standardize Sino-Foreign cooperative education processes and management protocols.

5) Regularly review management systems and standards.

6) Establish strict penalty mechanisms for violations.

7) Establish channels and mechanisms for complaint handling.

3. Enhancing management systems and standards

1) Clearly define responsibilities and power divisions.

2) In the decision-making process, administrators should consider the opinions and needs of both domestic and foreign cooperation parties.

3) Establish effective interdepartmental cooperation mechanisms.

4) Establish flexible and efficient decision-making mechanisms.

5) Enhance team cohesion and cooperation awareness to improve team collaboration effectiveness.

6) Encourage continuous improvement and innovation in management systems and models.

4. Devepling goal Management and performance evaluation

1) Establish a scientifically reasonable performance evaluation system.

2) Develop clear work plans.

3) Set clear work goals.

4) Strengthen communication and implementation of goals.

5) Adjust and optimize work plans in a timely manner.

6) Establish incentive mechanisms and reward and punishment measures.

7) Enhance team members' professional skills and execution capabilities through training.

5. Optimizing organizational culture and climate

1) Establish common values.

2) Create an organizational culture atmosphere of unity, progress, and common development.

3) Advocate for an open leadership and management style.

4) Administrators should value employee participation and feedback.

5) Establish collaboration mechanisms and a culture of teamwork.

6) Promote an open and inclusive work atmosphere.

Figure 4.1 The outline of strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities

Part 3: The analysis results of the focus group discussion about the effectiveness of Sino-Foreign cooperative education in Guangxi universities. Presented the data analysis by the final strategies.

This section aims to enhance the strategy of effectiveness of Sino-Foreign cooperative education in Guangxi universities. In order to achieve this goal, this study used a focus group discussion to form a group of 14 people to make modifications and revisions and additions based on the current status and outline of effectiveness of Sino-Foreign cooperative education in Guangxi universities. The 14 experts on the panel of the focus group discussion are from 14 universities that have established Sino-Foreign cooperative education programs or institutions. Through the discussion, a preliminary research on strategies to improve the effectiveness of Sino-Foreign cooperative education in Guangxi universities was formed, which provided important data support for us to further determine the enhancement strategies.

The focus discussion group lasted a total of 45 minutes and each person completed 2 pages of information, resulting in a total of 8 pages of transcript. Table 4.10 describes the descriptive details of the interview data, including the focus group discussion members' basic information, date, and time. The research team conducted 1 centralized focus discussion using the Tencent meeting application, and then asked them to continue to revise and add to it based on the provided outline of the current status of effectiveness of Sino-Foreign cooperative education in Guangxi universities, and the following are the revisions and suggestions to the outline from each of the 14 focus discussion group panelists, extracting the content of the revisions and additions from each of the experts as shown below:

Table 4.9 Strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities

Sino-Foreign cooperative education	Strategies
Improve Leadership Skills and Qualities	1. Enhancing administrators' cross-cultural communication abilities, enabling effective communication, understanding, collaboration, and problem-solving with foreign educational institutions during the Sino-Foreign cooperative education process. 2. Strengthening administrators' communication and organizational coordination skills to coordinate and integrate resources from all parties, ensuring the smooth operation of various aspects of Sino-Foreign cooperative education. This includes communication with foreign educational institutions, interdepartmental coordination within the institution, communication with teachers, staff, and students, as well as organizing meetings and activities. 3. Increasing administrators' innovation capabilities by encouraging exploration of new educational policies and initiatives to drive educational reform in response to the challenges and opportunities faced in Sino-Foreign cooperative education. This includes innovating management models for Sino-Foreign cooperative education, introducing new evaluation systems, innovating talent development mechanisms, and innovating teaching models. 4. Strengthening administrators' professional qualifications by enhancing their in-depth understanding of management theories, skills, and tools, as well as their professional knowledge and experience in their respective industry or field. 5. Improving administrators' decision-making abilities to address the impacts of policy changes, project selection, strategic planning, and environmental changes during Sino-Foreign cooperative education, enabling them to make timely and correct decisions.

Table 4.9 (Continue)

Sino-Foreign cooperative education	Strategies
	6. Enhancing team building among administrators by cultivating or attracting education management personnel with professional backgrounds, cross-cultural communication skills, and international perspectives, thereby enhancing the overall leadership capabilities and qualities of the administrative team.
Improve Management Institutions and Standards	1. Clarifying the power relations between Chinese and foreign educational institutions to ensure that decisions can be quickly conveyed and executed, reducing confusion and conflicts in management. 2. Improving disciplinary requirements and management nstitutions to ensure that employees comply with regulations and maintain good work discipline. This includes establishing clear work systems, attendance systems, codes of conduct, leave systems, reward and punishment systems, and clear regulations and handling methods for disciplinary actions. 3. Clearly defining the responsibilities and powers of management at all levels, departments, faculties, and positions, detailing the main responsibilities and scope of work for each position, to ensure clear responsibilities and reasonable division of labor. 4. Establishing standardized decision-making procedures, clarifying the levels and procedures of decision-making to ensure the scientific and legal nature of decisions. This includes specific steps such as proposing, discussing, deliberating, and approving decisions, as well as requirements for filing and archiving relevant documents. 5. Establishing clear codes of conduct and professional ethics to regulate the behavior of managers and employees. This includes requirements for integrity, self-discipline, compliance with laws, and

Table 4.9 (Continue)

Sino-Foreign cooperative education	**Strategies**
	public service, as well as clear measures and consequences for improper behavior. 6. Establishing standardized work procedures and processes to ensure orderly work and controllable quality. This includes operational processes, approval processes, supervision and inspection processes, etc., detailed to specific operational links. 7. Developing unified teaching standards to ensure the standardization of teaching quality and content. This includes requirements for curriculum design, teaching methods, evaluation standards, etc., to ensure that teaching meets certain levels and requirements. 8. Continuously improving and optimizing management institutions and standards to adapt to the changes and development of the Sino-Foreign cooperative education environment and improve management effectiveness.
Enhance Management Systems and Standards	1. Optimize the operational management system, refine the organizational structure, adjust the organizational framework and division of responsibilities based on goal management and evaluation feedback, promote information sharing and collaboration among departments, and enhance the effectiveness of Sino-Foreign cooperative education management. 2. Improve the administrative supervision system to further standardize and standardize management activities, enhance the transparency and fairness of management activities. 3. Optimize the talent cultivation model, break the original fixed N+N years of domestic and foreign study duration regulations, provide students with more flexible learning paths and choices,

Table 4.9 (Continue)

Sino-Foreign cooperative education	Strategies
	integrate domestic and foreign teaching and academic management, and enable students to complete personalized academic programs according to their own situations. 4. Optimize the academic and teaching management model, reasonably divide the work content of Sino-Foreign cooperative education based on the responsibilities and advantages of various departments and colleges of the school, and achieve a level of international academic and administrative management that meets the requirements of Sino-Foreign cooperative education. 5. Optimize the discipline and major model, taking into account market demand, introduction of teaching resources, enrollment and employment situations, and capital investment, the majors offered in Sino-Foreign cooperative education are aimed at meeting the demand for talents in society and promoting the improvement of teaching quality and practical abilities in schools. 6. Optimize the teacher recruitment model by increasing the introduction of "bilingual and bicultural" talents, establishing a development system for Chinese teachers, and enhancing teaching quality and the internationalization of the school. 7. Optimize the quality monitoring model by establishing specialized evaluation institutions, improving the school's own quality monitoring and evaluation mechanism, and mobilizing social forces to participate together. 8. Continuously improve and optimize the management system and model to adapt to changes and development in the Sino-Foreign cooperative education environment and enhance management effectiveness.

Table 4.9 (Continue)

Sino-Foreign cooperative education	Strategies
Improve Goal Management and Performance Evaluation	1. Enhance the completeness of work plans, including tasks, responsible individuals, and time arrangements. By clarifying work plans, improve the targeting and efficiency of project execution, ensuring the achievement of project goals. 2. Define work objectives clearly, avoiding blind, chaotic, and passive management, making work plans more detailed, targeted, and feasible. 3. Strengthen communication and implementation of work objectives, ensuring that each team member understands the work goals and tasks clearly. Through regular work meetings, organizing training, and communication, enhance the motivation and execution efficiency of team members. 4. Implement a comprehensive performance evaluation system to assess the achievement of goals in Sino-Foreign cooperative education. By establishing clear assessment indicators and evaluation standards, objectively evaluate project execution and motivate and guide team members' performance. 5. Improve the process evaluation mechanism, strengthen evaluations before and during activities, placing all administrative activities under supervision, and evaluating the implementation of Sino-Foreign cooperative education work plans. 6. Adjust and optimize work plans and objectives promptly based on evaluation results and project progress. Flexibly adjust work strategies and measures, establish a rapid response mechanism to address issues and challenges promptly, ensuring the smooth achievement of project goals.

Table 4.9 (Continue)

Sino-Foreign cooperative education	Strategies
	7. Optimize the reward and punishment mechanism, including elements such as conditions, timing, methods, standards or scales, fairness, and transparency. Use rewards and penalties to motivate faculty and staff to work actively, improve work performance, and promote team development. 8. Improve the incentive mechanism, providing rewards corresponding to whether employees or organizations achieve expected goals, linked to performance evaluations, to motivate employees to consciously improve their personal qualities and work efficiency, and enhance team awareness.
Optimize Organizational Culture and climate	1. Enhance cross-cultural communication mechanisms to promote understanding and resonance between different cultures. 2. Advocate for an open and inclusive work atmosphere, fostering mutual understanding, respect, and trust. 3. Strengthen collaboration mechanisms and cultivate a culture of teamwork, encouraging active cooperation and mutual support among employees. 4. Value employee participation and feedback, establishing relationships of mutual understanding, trust, and resonance. 5. Promote an open leadership and management style, listening to employee opinions and suggestions, achieving mutual understanding and resonance. 6. Strengthen cultural integration mechanisms and activities to promote integration and communication between different cultures. 7. Enhance the team's common values and sense of mission, fostering a culture of unity, progress, and mutual development.

Based on the statistical collation in table 4.9, the researcher given the effectiveness of Sino-Foreign cooperative education in Guangxi universities are embodied in five directions, which mainly contain 37 strategies. 6 articles of Leadership skill and quality, 8 articles of management institutions and standards, 8 articles of management system and models, 8 articles of goal management and performance evaluation, and 7 articles of organizational culture and climate, as shown in figure 4.2.

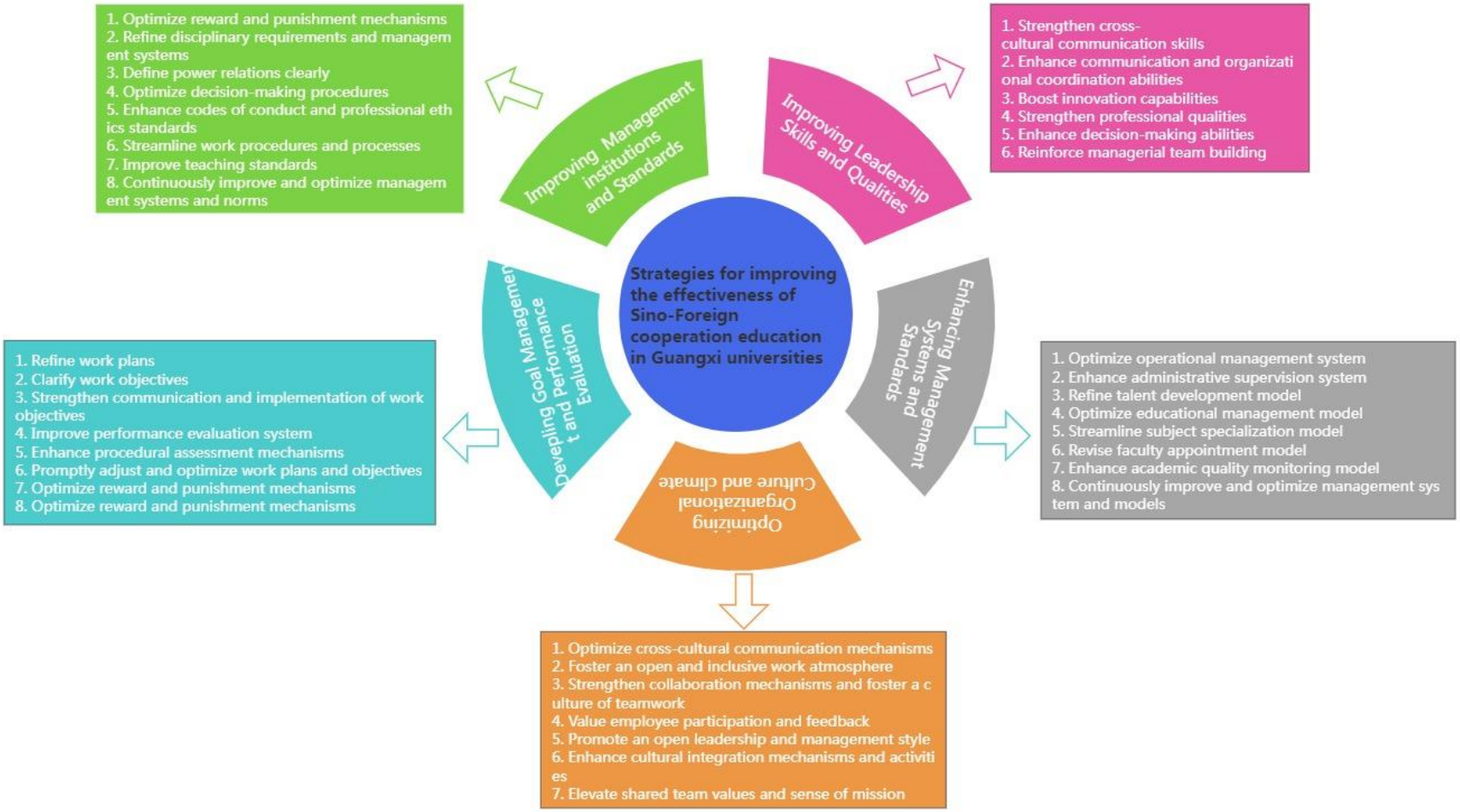

Figure 4.2 Structure diagram of strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities

The strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities is now shown in dimensions as follows:

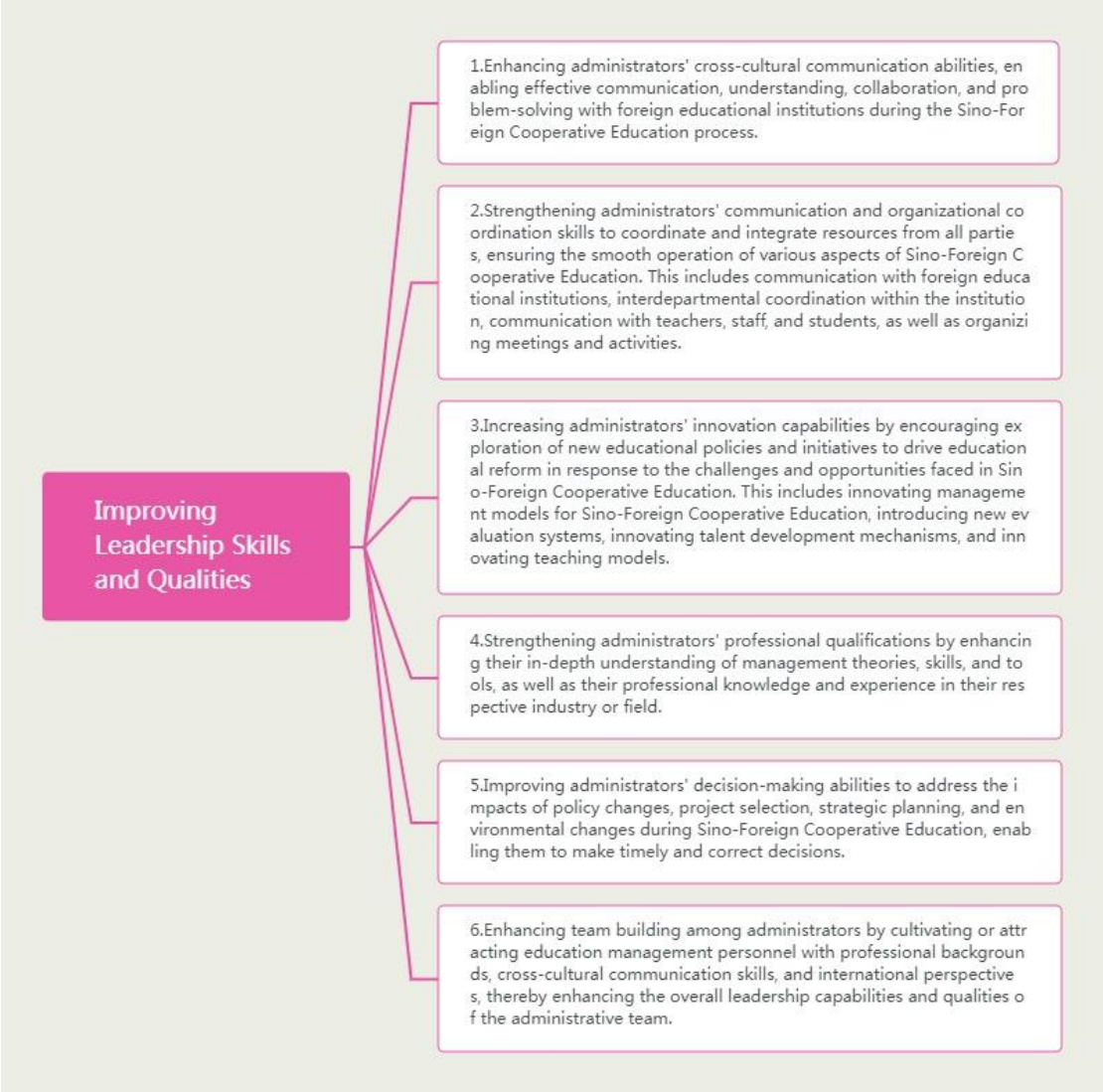

Figure 4.3 Improving lLeadership skills and qualities

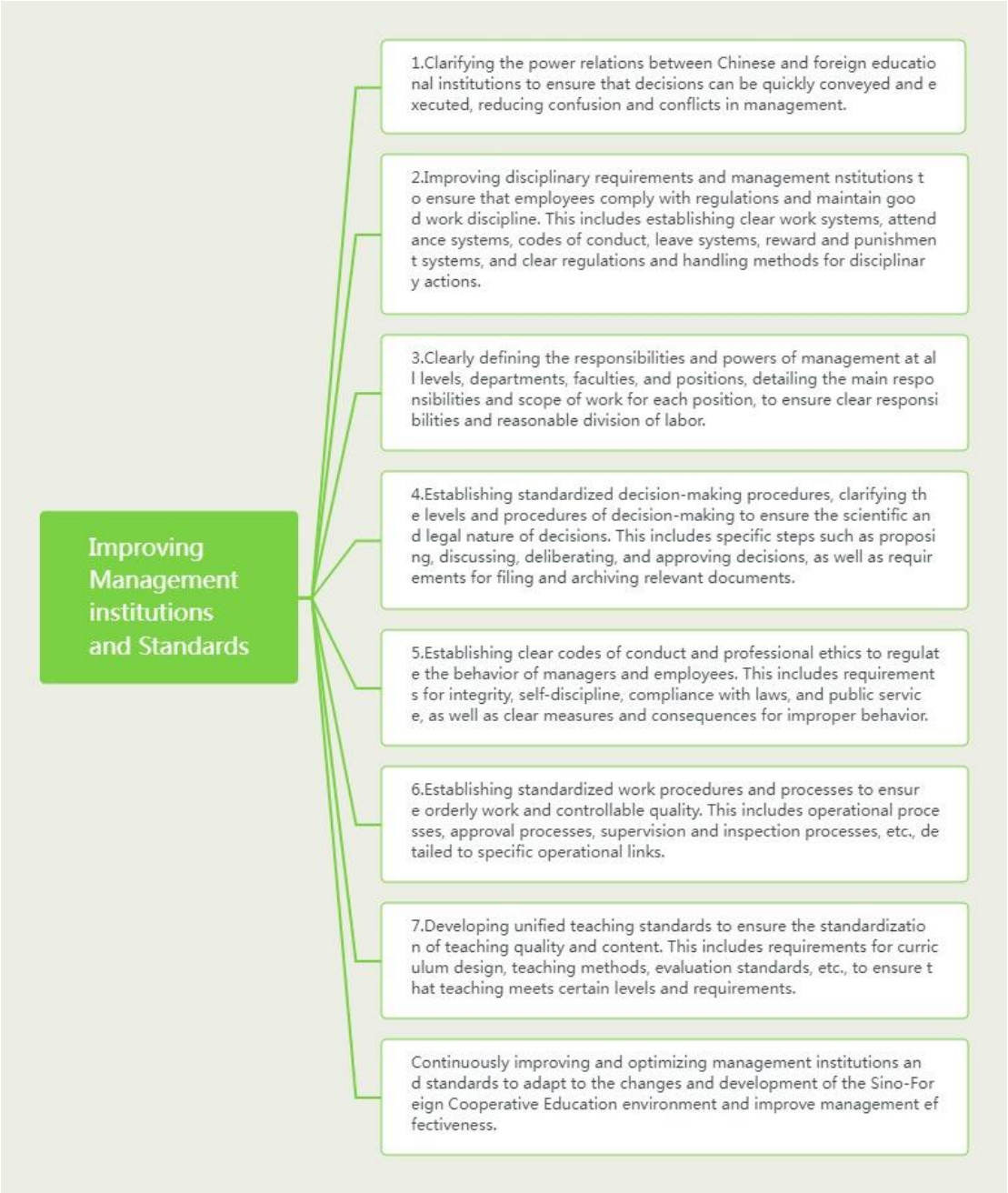

Figure 4.4 Improving management institutions and standards

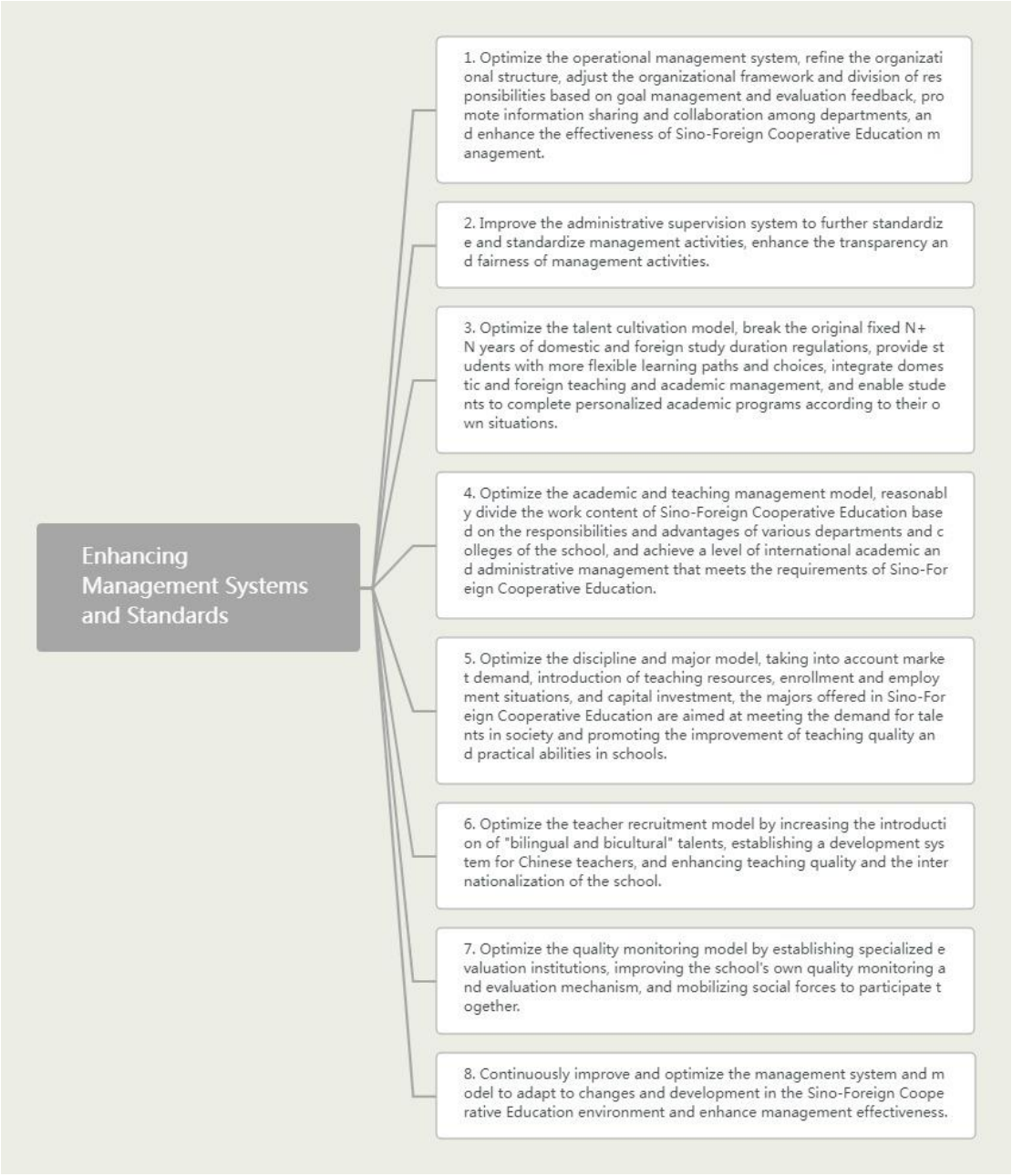

Figure 4.5 Enhancing management systems and standards

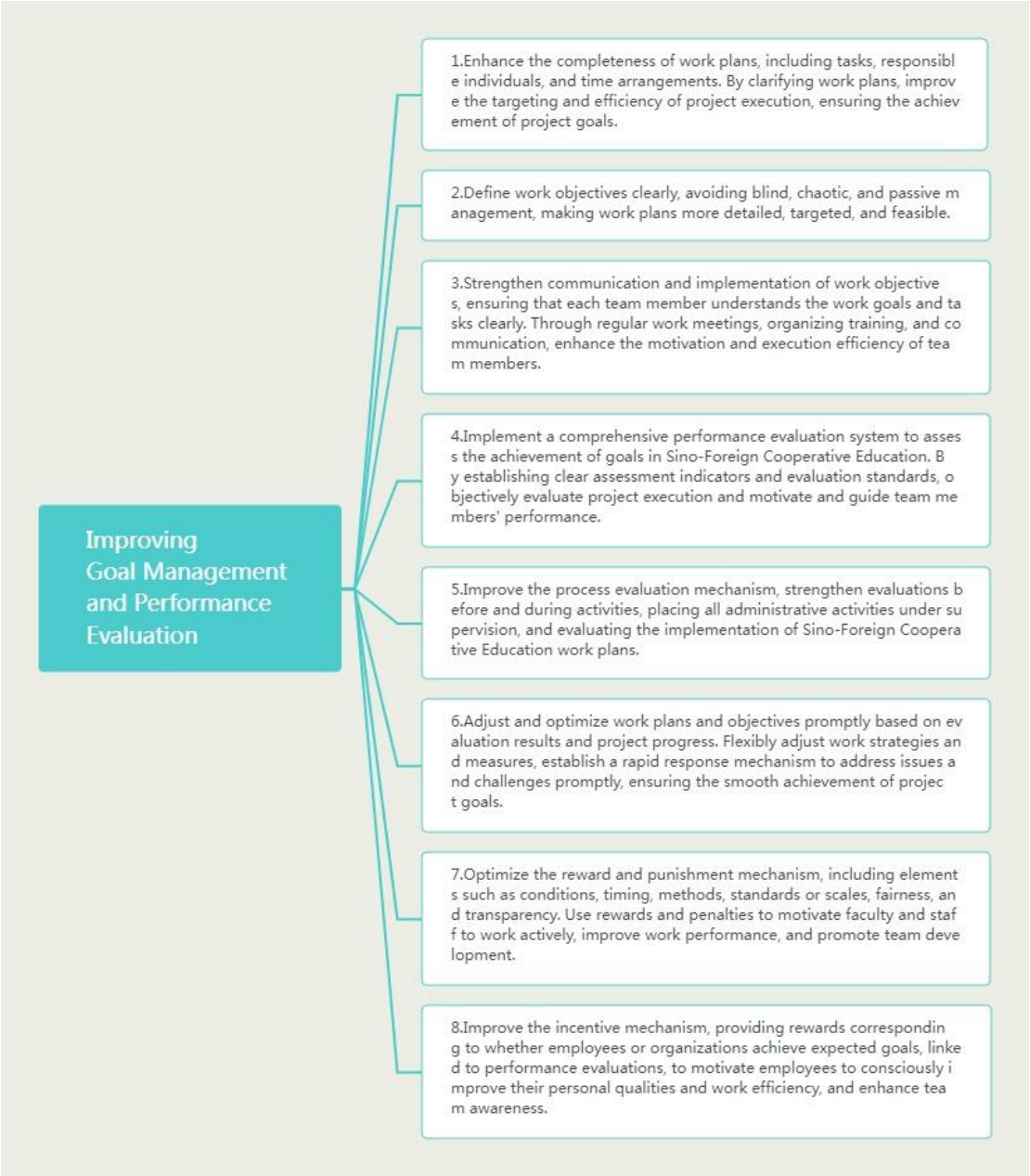

Figure 4.6 Improving goal management and performance evaluation

Figure 4.7 Optimizing organizational culture and climate

Part 4: The analysis results of the evaluation of the suitability and feasibility of the strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities. Presented the data in the form of mean and standard deviation.

This section aims to evaluate the suitability and feasibility of strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities. 5 experts from 14 universities were invited to evaluate the suitability and feasibility of strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities. The results are shown in the following table:

Table 4.10 Mean and standard deviation of the evaluation of the suitability and feasibility of strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities in five aspects

(N = 11)

	Elements of strategies	Suitability			Feasibility		
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
1	leadership skills and qualities	4.44	0.81	high	4.35	0.82	high
2	management institutions and standards	4.55	0.77	highest	4.45	0.77	high
3	management system and models	4.60	0.64	highest	4.51	0.69	highest
4	goal management and performance evaluation	4.69	0.53	highest	4.61	0.56	highest
5	organizational culture and climate	4.42	0.67	high	4.33	0.65	high
	Total	**4.54**	**0.68**	**highest**	**4.45**	**0.7**	**high**

According to table 4.10, the date showed that the suitability of the strategies for improving the effectiveness of Sino-Foreign cooperative cducation in 5 aspects was at highest level ($\bar{x}$ = 4.54), which means the strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities are suitability. Among the five dimensions, the highest suitability was goal management and performance evaluation ($\bar{x}$ = 4.69), followed by management system and models ($\bar{x}$ = 4.60), management institutions and standards ($\bar{x}$ = 4.55), leadership skills and qualities ($\bar{x}$ = 4.44), and the lowest suitability was organizational culture and climate ($\bar{x}$ = 4.42).

The date showed that the feasibility of the strategies for improving the effectiveness of Sino-Foreign cooperative cducation in 5 aspects was at high level ($\bar{x}$ = 4.45), which means the strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities are feasibility. Among the five dimensions, the highest feasibility was goal management and performance evaluation ($\bar{x}$ = 4.61), followed by management system and models ($\bar{x}$ = 4.51), management

institutions and standards ($\overline{x}$ = 4.45), leadership skills and qualities ($\overline{x}$ = 4.35), and the lowest feasibility was organizational culture and climate ($\overline{x}$ = 4.33).

Table 4.11 Mean and standard deviation of the evaluation of the suitability and feasibility of strategies in leadership skills and qualities

(N = 11)

	Strategiesin in leadership skills and qualities	Suitability			Feasibility		
		$\overline{x}$	S.D.		S.D.	$\overline{x}$	S.D.
1	Enhancing administrators' cross-cultural communication abilities, enabling effective communication, understanding, collaboration, and problem-solving with foreign educational institutions during the Sino-Foreign cooperative education process.	4.64	0.67	highest	4.55	0.67	highest
2	Strengthening administrators' communication and organizational coordination skills to coordinate and integrate resources from all parties, ensuring the smooth operation of various aspects of Sino-Foreign cooperative education. This includes communication with foreign educational institutions, interdepartmental coordination within the institution, communication with teachers, staff, and students, as well as organizing meetings and activities.	4.45	0.69	high	4.36	0.69	high

Table 4.11 (Continue)

	Strategiesin in leadership skills and qualities	Suitability			Feasibility		
		$\overline{x}$	S.D.		S.D.	$\overline{x}$	S.D.
3	Increasing administrators' innovation capabilities by encouraging exploration of new educational policies and initiatives to drive educational reform in response to the challenges and opportunities faced in Sino-Foreign cooperative education. This includes innovating management models for Sino-Foreign cooperative education, introducing new evaluation systems, innovating talent development mechanisms, and innovating teaching models.						
4	Strengthening administrators' professional qualifications by enhancing their in-depth understanding of management theories, skills, and tools, as well as their professional knowledge and experience in their respective industry or field.	4.55	0.69	highest	4.45	0.69	high
5	Improving administrators' decision-making abilities to address the impacts of policy changes, project selection, strategic planning, and environmental changes during Sino-Foreign cooperative education, enabling them to make timely and correct decisions.	4.36	0.92	high	4.27	0.92	high

Table 4.11 (Continue)

	Strategiesin in leadership skills and qualities	Suitability			Feasibility		
		$\overline{x}$	S.D.		S.D.	$\overline{x}$	S.D.
6	Enhancing team building among administrators by cultivating or attracting education management personnel with professional backgrounds, cross-cultural communication skills, and international perspectives, thereby enhancing the overall leadership capabilities and qualities of the administrative team.	4.18	0.87	high	4.09	0.87	high
	Total	**4.44**	**0.81**	**high**	**4.35**	**0.82**	**high**

According to table 4.11, the suitability of 6 strategies for improving leadership skills was at the high level ($\overline{x}$ = 4.44). Among the 6 strategies, the highest suitability was "Enhancing administrators' cross-cultural communication abilities, enabling effective communication, understanding, collaboration, and problem-solving with foreign educational institutions during the Sino-Foreign cooperative education process." ($\overline{x}$= 4.64), followed by "Strengthening administrators' professional qualifications by enhancing their in-depth understanding of management theories, skills, and tools, as well as their professional knowledge and experience in their respective industry or field." ($\overline{x}$ = 4.55), and the lowest suitability was "Enhancing team building among administrators by cultivating or attracting education management personnel with professional backgrounds, cross-cultural communication skills, and international perspectives, thereby enhancing the overall leadership capabilities and qualities of the administrative team." ($\overline{x}$= 4.18).

The feasibility of 6 strategies for improving leadership skills was at the high level ($\overline{x}$ = 4.35). Among the 6 strategies, the highest feasibility was "Enhancing administrators' cross-cultural communication abilities, enabling effective communication, understanding, collaboration, and problem-solving with foreign educational institutions during the Sino-Foreign cooperative education process."

($\overline{x}$ = 4.55), followed by "Strengthening administrators' professional qualifications by enhancing their in-depth understanding of management theories, skills, and tools, as well as their professional knowledge and experience in their respective industry or field." ($\overline{x}$ = 4.45), and the lowest feasibility was "Enhancing team building among administrators by cultivating or attracting education management personnel with professional backgrounds, cross-cultural communication skills, and international perspectives, thereby enhancing the overall leadership capabilities and qualities of the administrative team." ($\overline{x}$ = 4.09).

Table 4.12 Mean and standard deviation of the evaluation of the suitability and feasibility of strategies in management institutions and standards

(N = 11)

	Strategies in management institutions and standards	Suitability			Feasibility		
		$\overline{x}$	S.D.		$\overline{x}$	S.D.	
1	Clarifying the power relations between Chinese and foreign educational institutions to ensure that decisions can be quickly conveyed and executed, reducing confusion and conflicts in management.	4.55	0.69	highest	4.45	0.69	high
2	Improving disciplinary requirements and management nstitutions to ensure that employees comply with regulations and maintain good work discipline. This includes establishing clear work systems, attendance systems, codes of conduct, leave systems, reward and punishment systems, and clear regulations and handling methods for disciplinary actions.	4.45	1.04	high	4.36	1.03	high

Table 4.12 (Continue)

	Strategies in management institutions and standards	Suitability			Feasibility		
		$\overline{x}$	S.D.		$\overline{x}$	S.D.	
3	Clearly defining the responsibilities and powers of management at all levels, departments, faculties, and positions, detailing the main responsibilities and scope of work for each position, to ensure clear responsibilities and reasonable	4.73	0.47	highest	4.64	0.50	highest
4	Establishing standardized decision-making procedures, clarifying the levels and procedures of decision-making to ensure the scientific and legal nature of decisions. This includes specific steps such as proposing, discussing, deliberating, and approving decisions, as well as requirements for filing and archiving relevant documents.	4.55	0.82	highest	4.45	0.82	high
5	Establishing clear codes of conduct and professional ethics to regulate the behavior of managers and employees. This includes requirements for integrity, self-discipline, compliance with laws, and public service, as well as clear measures and consequences for improper behavior.	4.64	0.67	highest	4.55	0.69	highest

Table 4.12 (Continue)

	Strategies in management institutions and standards	Suitability			Feasibility		
		$\overline{x}$	S.D.		S.D.	$\overline{x}$	S.D.
6	Establishing standardized work procedures and processes to ensure orderly work and controllable quality. This includes operational processes, approval processes, supervision and inspection processes,etc., detailed to specific operational links.						
7	Developing unified teaching standards to ensure the standardization of teaching quality and content. This includes requirements for curriculum design, teaching methods, evaluation standards, etc., to ensure that teaching meets certain levels and requirements.	4.36	1.03	high	4.27	1.01	high
8	Continuously improving and optimizing management institutions and standards to adapt to the changes and development of the Sino-Foreign cooperative education environment and improve management effectiveness.	4.45	0.93	high	4.36	0.92	high
	Total	**4.55**	**0.77**	**highest**	**4.45**	**0.77**	**high**

According to table 4.12, the suitability of 8 strategies for improving management institutions and standards was at the highest level ($\overline{x}$= 4.55). Among the 8 strategies, the highest suitability was "Clearly defining the responsibilities and powers of management at all levels, departments, faculties, and positions, detailing the main responsibilities and scope of work for each position, to ensure clear responsibilities and reasonable division of labor." ($\overline{x}$= 4.73), followed by "Establishing standardized work procedures and processes to ensure orderly work and controllable quality. This includes operational processes, approval processes, supervision and inspection processes, etc., detailed to specific operational links." ($\overline{x}$= 4.64), and the lowest suitability was "Developing unified teaching standards to ensure the standardization of teaching quality and content. This includes requirements for curriculum design, teaching methods, evaluation standards, etc., to ensure that teaching meets certain levels and requirements." ($\overline{x}$= 4.36).

The feasibility of 8 strategies for improving management institutions and standards was at the high level ($\overline{x}$= 4.45). Among the 8 strategies, the highest feasibility was "Clearly defining the responsibilities and powers of management at all levels, departments, faculties, and positions, detailing the main responsibilities and scope of work for each position, to ensure clear responsibilities and reasonable division of labor." ($\overline{x}$ = 4.64), followed by "Establishing standardized work procedures and processes to ensure orderly work and controllable quality. This includes operational processes, approval processes, supervision and inspection processes, etc., detailed to specific operational links." ($\overline{x}$= 4.55), and the lowest feasibility was "Developing unified teaching standards to ensure the standardization of teaching quality and content. This includes requirements for curriculum design, teaching methods, evaluation standards, etc., to ensure that teaching meets certain levels and requirements." ($\overline{x}$= 4.27).

Table 4.13 Mean and standard deviation of the evaluation of the suitability and feasibility of strategies in management systems and models

(N = 11)

	Strategies in management systems and models	Suitability			Feasibility		
		$\overline{x}$	S.D.		S.D.	$\overline{x}$	S.D.
1	Optimize the operational management system, refine the organizational structure, adjust the organizational framework and division of responsibilities based on goal management and evaluation feedback, promote information sharing and collaboration among departments, and enhance the effectiveness of Sino-Foreign cooperative education management.	4.55	0.69	highest	4.45	0.69	high
2	Improve the administrative supervision system to further standardize and standardize management activities, enhance the transparency and fairness of management activities.	4.55	0.69	highest	4.45	0.82	high
3	Optimize the talent cultivation model, break the original fixed N+N years of domestic and foreign study duration regulations, provide students with more flexible learning paths and choices, integrate domestic and foreign teaching and academic management, and enable students to complete personalized academic programs according to their own situations.	4.82	0.40	highest	4.73	0.47	highest

Table 4.13 (Continue)

	Strategies in management systems and models	Suitability			Feasibility		
		$\overline{x}$	S.D.		S.D.	$\overline{x}$	S.D.
4	Optimize the academic and teaching management model, reasonably divide the work content of Sino-Foreign cooperative education based on the responsibilities and advantages of various departments and colleges of the school, and achieve a level of international academic and administrative management that meets the requirements of Sino-Foreign cooperative education.	4.55	0.69	highest	4.45	0.69	high
5	Optimize the discipline and major model, taking into account market demand, introduction of teaching resources, enrollment and employment situations, and capital investment, the majors offered in Sino-Foreign cooperative education are aimed at meeting the demand for talents in society and promoting the improvement of teaching quality and practical abilities in schools.	4.64	0.67	highest	4.55	0.69	highest

Table 4.13 (Continue)

	Strategies in management systems and models	Suitability			Feasibility		
		$\overline{x}$	S.D.		S.D.	$\overline{x}$	S.D.
6	Optimize the teacher recruitment model by increasing the introduction of "bilingual and bicultural" talents, establishing a development system for Chinese teachers, and enhancing teaching quality and the internationalization of the school.	4.73	0.65	highest	4.64	0.67	highest
7	Optimize the quality monitoring model by establishing specialized evaluation institutions, improving the school's own quality monitoring and evaluation mechanism, and mobilizing social forces to participate together.	4.36	0.67	high	4.27	0.79	high
8	Continuously improve and optimize the management system and model to adapt to changes and development in the Sino-Foreign cooperative education environment and enhance management effectiveness.	4.64	0.67	highest	4.55	0.69	highest
	Total	**4.60**	**0.64**	**highest**	**4.51**	**0.69**	**highest**

According to table 4.13, the suitability of 8 strategies for enhancing management systems and models was at the highest level ($\overline{x}$ = 4.60). Among the 8 strategies, the highest suitability was "Optimize the talent cultivation model, break the original fixed N+N years of domestic and foreign study duration regulations, provide students with more flexible learning paths and choices, integrate domestic and foreign teaching and academic management, and enable students to complete personalized academic programs according to their own situations." ($\overline{x}$ = 4.82), followed by "Optimize the teacher recruitment model by increasing the introduction of "bilingual and bicultural" talents, establishing a development system for Chinese teachers, and enhancing teaching quality and the internationalization of the school." ($\overline{x}$= 4.73), and the lowest suitability was "Optimize the quality monitoring model by establishing specialized evaluation institutions, improving the school's own quality monitoring and evaluation mechanism, and mobilizing social forces to participate together." ($\overline{x}$ = 4.36).

The feasibility of 8 strategies for enhancing management systems and models was at the highest level ($\overline{x}$ = 4.51). Among the 8 strategies, the highest feasibility was "Clearly defining the responsibilities and powers of management at all levels, departments, faculties, and positions, detailing the main responsibilities and scope of work for each position, to ensure clear responsibilities and reasonable division of labor." ($\overline{x}$ = 4.64), followed by "Establishing standardized work procedures and processes to ensure orderly work and controllable quality. This includes operational processes, approval processes, supervision and inspection processes, etc., detailed to specific operational links." ($\overline{x}$ = 4.55), and the lowest feasibility was "Developing unified teaching standards to ensure the standardization of teaching quality and content. This includes requirements for curriculum design, teaching methods, evaluation standards, etc., to ensure that teaching meets certain levels and requirements." ($\overline{x}$ = 4.27).

Table 4.14 Mean and standard deviation of the evaluation of the suitability and feasibility of strategies in goal management and performance evaluation

(N = 11)

	Strategies in goal management and performance evaluation	Suitability			Feasibility		
		$\overline{x}$	S.D.		S.D.	$\overline{x}$	S.D.
1	Enhance the completeness of work plans, including tasks, responsible individuals, and time arrangements. By clarifying work plans, improve the targeting and efficiency of project execution, ensuring the achievement of project goals.	4.73	0.47	highest	4.64	0.50	highest
2	Define work objectives clearly, avoiding blind, chaotic, and passive management, making work plans more detailed, targeted, and feasible.	4.64	0.67	highest	4.55	0.69	highest
3	Strengthen communication and implementation of work objectives, ensuring that each team member understands the work goals and tasks clearly. Through regular work meetings, organizing training, and communication, enhance the motivation and execution efficiency of team members.	4.64	0.50	highest	4.55	0.52	highest

Table 4.14 (Continue)

	Strategies in goal management and performance evaluation	Suitability			Feasibility		
		$\overline{x}$	S.D.		$\overline{x}$	S.D.	
4	Implement a comprehensive performance evaluation system to assess the achievement of goals in Sino-Foreign cooperative education. By establishing clear assessment indicators and evaluation standards, objectively evaluate project execution and motivate and guide team members' performance.	4.91	0.30	highest	4.82	0.40	highest
5	Improve the process evaluation mechanism, strengthen evaluations before and during activities, placing all administrative activities under supervision, and evaluating the implementation of Sino-Foreign cooperative education work plans.	4.55	0.69	highest	4.55	0.69	highest
6	Adjust and optimize work plans and objectives promptly based on evaluation results and project progress. Flexibly adjust work strategies and measures, establish a rapid response mechanism to address issues and challenges promptly, ensuring the smooth achievement of project goals.	4.82	0.60	highest	4.73	0.65	highest

Table 4.14 (Continue)

	Strategies in goal management and performance evaluation	Suitability			Feasibility		
		$\overline{x}$	S.D.		S.D.	$\overline{x}$	S.D.
7	Optimize the reward and punishment mechanism, including elements such as conditions, timing, methods, standards or scales, fairness, and transparency. Use rewards and penalties to motivate faculty and staff to work actively, improve work performance, and promote team development.	4.73	0.47	highest	4.64	0.50	highest
8	Improve the incentive mechanism, providing rewards corresponding to whether employees or organizations achieve expected goals, linked to performance evaluations, to motivate employees to consciously improve their personal qualities and work efficiency, and enhance team awareness.	4.55	0.52	highest	4.45	0.52	high
	Total	**4.69**	**0.53**	**highest**	**4.61**	**0.56**	**highest**

According to table 4.14, the suitability of 8 strategies for improving goal management and performance evaluation was at the highest level ($\overline{x}$= 4.69). Among the 8 strategies, the highest suitability was "Implement a comprehensive performance evaluation system to assess the achievement of goals in Sino-Foreign cooperative education. By establishing clear assessment indicators and evaluation standards, objectively evaluate project execution and motivate and guide team members' performance." ($\overline{x}$= 4.91), followed by "Adjust and optimize work plans and objectives promptly based on evaluation results and project progress. Flexibly adjust work strategies and measures, establish a rapid response mechanism to address issues and challenges promptly, ensuring the smooth achievement of project goals." ($\overline{x}$= 4.82), and the lowest suitability was "improve the incentive mechanism, providing rewards corresponding to whether employees or organizations achieve expected goals, linked to performance evaluations, to motivate employees to consciously improve their personal qualities and work efficiency, and enhance team awareness." ($\overline{x}$ = 4.55).

The feasibility of 8 strategies for improving goal management and performance evaluation was at the highest level ($\overline{x}$ = 4.61). Among the 8 strategies, the highest feasibility was "Implement a comprehensive performance evaluation system to assess the achievement of goals in Sino-Foreign cooperative education. By establishing clear assessment indicators and evaluation standards, objectively evaluate project execution and motivate and guide team members' performance." ($\overline{x}$= 4.82), followed by "Adjust and optimize work plans and objectives promptly based on evaluation results and project progress. Flexibly adjust work strategies and measures, establish a rapid response mechanism to address issues and challenges promptly, ensuring the smooth achievement of project goals." ($\overline{x}$= 4.73), and the lowest feasibility was "Improve the incentive mechanism, providing rewards corresponding to whether employees or organizations achieve expected goals, linked to performance evaluations, to motivate employees to consciously improve their personal qualities and work efficiency, and enhance team awareness." ($\overline{x}$ = 4.45).

Table 4.15 Mean and standard deviation of the evaluation of the suitability and feasibility of strategies in organizational culture and climate

(N = 11)

	Strategies in organizational culture and climate	Suitability			Feasibility		
		$\overline{x}$	S.D.		S.D.	$\overline{x}$	S.D.
1	Enhance cross-cultural communication mechanisms to promote understanding and resonance between different cultures.	4.36	0.50	high	4.27	0.47	high
2	Advocate for an open and inclusive work atmosphere, fostering mutual understanding, respect, and trust.	4.64	0.50	highest	4.55	0.52	highest
3	Strengthen collaboration mechanisms and cultivate a culture of teamwork, encouraging active cooperation and mutual support among employees.	4.55	0.93	highest	4.45	0.93	high
4	Value employee participation and feedback, establishing relationships of mutual understanding, trust, and resonance.	4.27	0.90	high	4.18	0.87	high
5	Promote an open leadership and management style, listening to employee opinions and suggestions, achieving mutual understanding and resonance.	4.27	0.65	high	4.18	0.60	high
6	Strengthen cultural integration mechanisms and activities to promote integration and communication between different cultures.	4.18	0.75	high	4.09	0.70	high

Table 4.15 (Continue)

	Strategies in organizational culture and climate	Suitability			Feasibility		
		$\bar{x}$	S.D.		$\bar{x}$	S.D.	
7	Enhance the team's common values and sense of mission, fostering a culture of unity, progress, and mutual development.	4.73	0.47	highest	4.64	0.50	highest
	Total	**4.42**	**0.67**	**high**	**4.33**	**0.65**	**high**

According to table 4.15, the suitability of 7 strategies for optimizing organizational culture and climate was at the high level ($\bar{x}$= 4.42). Among the 7 strategies, the highest suitability was "Enhance the team's common values and sense of mission, fostering a culture of unity, progress, and mutual development." ($\bar{x}$ = 4.73), followed by "Advocate for an open and inclusive work atmosphere, fostering mutual understanding, respect, and trust. ($\bar{x}$ = 4.64), and the lowest suitability was found in "Strengthen cultural integration mechanisms and activities to promote integration and communication between different cultures." ($\bar{x}$ = 4.18).

The feasibility of 7 strategies for optimizing organizational culture and climate was at the high level ($\bar{x}$ = 4.33). Among the 7 strategies, the highest feasibility was "Enhance the team's common values and sense of mission, fostering a culture of unity, progress, and mutual development." ($\bar{x}$ = 4.64), followed by "Advocate for an open and inclusive work atmosphere, fostering mutual understanding, respect, and trust. ($\bar{x}$ = 4.55), and the lowest feasibility was "Strengthen cultural integration mechanisms and activities to promote integration and communication between different cultures." ($\bar{x}$ = 4.09).

Chapter 5

Conclusion Discussion and Recommendations

The objectives of the present research are as follows: 1) To analyze the current status of effectiveness of Sino-Foreign cooperative education in Guangxi universities. 2) To formulate strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities. 3) To evaluate the adaptability and feasibility of strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities. This study investigates the effectiveness of Sino-Foreign cooperative education in Guangxi universities from five aspects:1) leadership skill and quality, 2) management institutions and standards, 3) management system and models, 4) goal management and performance evaluation, 5) organizational culture and climate.

The sample group for this study consisted of administrators from 14 Guangxi universities offering Sino-Foreign cooperative education programs. Additionally, one expert was invited from each university, totaling 14 experts in the field of Sino-Foreign cooperative education, to participate in the focus group. The instruments used in the study were documentary analysis, questionnaire survey, focus group, and Delphi method. The statistical methods used to analyze the data were frequency and percentage ratio, mean and standard deviation.

The conclusions, discussion and recommendations of this study are as follows:

Conclusion

The objectives of this study was to develop strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities. The researcher summarized the findings in three parts as follows:

Part 1: To analyze the current status of effectiveness of Sino-Foreign cooperative education in Guangxi universities.

Part 2: To formulate strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities.

Part 3: To evaluate the suitability and feasibility of strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities.

Part 1: To analyze the current status of effectiveness of Sino-Foreign cooperative education in Guangxi universities.

The study found that the current status of effectiveness of Sino-Foreign cooperative education in Guangxi universities is at a high level overall.

The results of this study are ranked from high to low, with the highest mean for goal management and performance evaluation, followed by management institutions and standards, management system and models, and organizational culture and climate, and the lowest mean value for leadership skills and qualities, although their mean levels do not differ much. The results of the study are discussed according to each of the five dimensions:

1. Leadership skills and qualities

"Leadership skills and qualities" ranks last in the average scores across five dimensions, consisting of 9 questions. The highest-scoring question pertains to the "cross-cultural communication ability of administrators," followed by the question about "the organizational coordination ability of administrators." The lowest-scoring question is about "the political ideology of administrators."

2. Management institutions and standards

"Management institutions and standards" ranks second in the average scores across five dimensions, consisting of 14 questions. The highest-scoring question pertains to the "status of organizational structure, rights, and responsibilities," followed by the question about "the formulation of disciplinary norms." The lowest-scoring question is about "achieve work objectives as planned".

3. Management system and models

"Management System and Model" ranks third in the average scores across five dimensions, consisting of 12 questions. The highest-scoring question pertains to the "operational status of the management system," followed by the question about "the operational status of the administrative supervision system." The lowest-scoring question is about "the status of academic teaching combining domestic and foreign elements."

4. Goal management and performance evaluation

"Goal Management and Performance Evaluation" ranks highest in the average scores across five dimensions, consisting of 11 questions. The highest-scoring question pertains to the "construction of performance evaluation indicators," followed by the question about "the effectiveness of management goal setting". The lowest-scoring question is about "the establishment of reward and punishment mechanisms".

5. Organizational culture and climate

"Organizational Culture and Climate" ranks fourth in the average scores across five dimensions, consisting of 10 questions. The highest-scoring question pertains to the "resonance between organizational values and individual values," followed by the question about "work interactions." The lowest-scoring question is about "the alignment between organizational core values and reality."

Part 2: To formulate strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities.

"Strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities" are divided into 5 dimensions, comprising a total of 37 indicators. The dimension "Leadership Skills and Qualities" includes 6 strategies, "Management Institutions and Standards" dimension has 8 strategies, "Management System and Models" dimension has 8 strategies, "Goal Management and Performance Evaluation" dimension has 8 strategies, and "Organizational Culture and Climate" dimension has 7 strategies.

1. "Improving leadership skills and qualities" comprises 6 strategies, detailed as follows:

1) Enhancing administrators' cross-cultural communication abilities, enabling effective communication, understanding, collaboration, and problem-solving with foreign educational institutions during the Sino-Foreign cooperative education process.

2) Strengthening administrators' communication and organizational coordination skills to coordinate and integrate resources from all parties, ensuring the smooth operation of various aspects of Sino-Foreign cooperative education. This includes communication with foreign educational institutions, interdepartmental

coordination within the institution, communication with teachers, staff, and students, as well as organizing meetings and activities.

3) Increasing administrators' innovation capabilities by encouraging exploration of new educational policies and initiatives to drive educational reform in response to the challenges and opportunities faced in Sino-Foreign cooperative education. This includes innovating management models for Sino-Foreign cooperative education, introducing new evaluation systems, innovating talent development mechanisms, and innovating teaching models.

4) Strengthening administrators' professional qualifications by enhancing their in-depth understanding of management theories, skills, and tools, as well as their professional knowledge and experience in their respective industry or field.

5) Improving administrators' decision-making abilities to address the impacts of policy changes, project selection, strategic planning, and environmental changes during Sino-Foreign cooperative education, enabling them to make timely and correct decisions.

6) Enhancing team building among administrators by cultivating or attracting education management personnel with professional backgrounds, cross-cultural communication skills, and international perspectives, thereby enhancing the overall leadership capabilities and qualities of the administrative team.

2. "Improving management institutions and standards" comprises 8 strategies, detailed as follows:

1) Clarifying the power relations between Chinese and foreign educational institutions to ensure that decisions can be quickly conveyed and executed, reducing confusion and conflicts in management.

2) Improving disciplinary requirements and management nstitutions to ensure that employees comply with regulations and maintain good work discipline. This includes establishing clear work systems, attendance systems, codes of conduct, leave systems, reward and punishment systems, and clear regulations and handling methods for disciplinary actions.

3) Clearly defining the responsibilities and powers of management at all levels, departments, faculties, and positions, detailing the main responsibilities and scope of work for each position, to ensure clear responsibilities and reasonable division of labor.

4) Establishing standardized decision-making procedures, clarifying the levels and procedures of decision-making to ensure the scientific and legal nature of decisions. This includes specific steps such as proposing, discussing, deliberating, and approving decisions, as well as requirements for filing and archiving relevant documents.

5) Establishing clear codes of conduct and professional ethics to regulate the behavior of managers and employees. This includes requirements for integrity, self-discipline, compliance with laws, and public service, as well as clear measures and consequences for improper behavior.

6) Establishing standardized work procedures and processes to ensure orderly work and controllable quality. This includes operational processes, approval processes, supervision and inspection processes, etc., detailed to specific operational links.

7) Developing unified teaching standards to ensure the standardization of teaching quality and content. This includes requirements for curriculum design, teaching methods, evaluation standards, etc., to ensure that teaching meets certain levels and requirements.

8) Continuously improving and optimizing management institutions and standards to adapt to the changes and development of the Sino-Foreign cooperative education environment and improve management effectiveness.

3. "Enhancing management systems and standards" comprises 8 strategies, detailed as follows:

1) Optimize the operational management system, refine the organizational structure, adjust the organizational framework and division of responsibilities based on goal management and evaluation feedback, promote information sharing and collaboration among departments, and enhance the effectiveness of Sino-Foreign cooperative education management.

2) Improve the administrative supervision system to further standardize and standardize management activities, enhance the transparency and fairness of management activities.

3) Optimize the talent cultivation model, break the original fixed N+N years of domestic and foreign study duration regulations, provide students with more flexible learning paths and choices, integrate domestic and foreign teaching and academic management, and enable students to complete personalized academic programs according to their own situations.

4) Optimize the academic and teaching management model, reasonably divide the work content of Sino-Foreign cooperative education based on the responsibilities and advantages of various departments and colleges of the school, and achieve a level of international academic and administrative management that meets the requirements of Sino-Foreign cooperative education.

5) Optimize the discipline and major model, taking into account market demand, introduction of teaching resources, enrollment and employment situations, and capital investment, the majors offered in Sino-Foreign cooperative education are aimed at meeting the demand for talents in society and promoting the improvement of teaching quality and practical abilities in schools.

6) Optimize the teacher recruitment model by increasing the introduction of "bilingual and bicultural" talents, establishing a development system for Chinese teachers, and enhancing teaching quality and the internationalization of the school.

7) Optimize the quality monitoring model by establishing specialized evaluation institutions, improving the school's own quality monitoring and evaluation mechanism, and mobilizing social forces to participate together.

8) Continuously improve and optimize the management system and model to adapt to changes and development in the Sino-Foreign cooperative education environment and enhance management effectiveness.

4. "Developing goal management and performance evaluation" comprises 8 strategies, detailed as follows:

1) Enhance the completeness of work plans, including tasks, responsible individuals, and time arrangements. By clarifying work plans, improve the targeting and efficiency of project execution, ensuring the achievement of project goals.

2) Define work objectives clearly, avoiding blind, chaotic, and passive management, making work plans more detailed, targeted, and feasible.

3) Strengthen communication and implementation of work objectives, ensuring that each team member understands the work goals and tasks clearly. Through regular work meetings, organizing training, and communication, enhance the motivation and execution efficiency of team members.

4) Implement a comprehensive performance evaluation system to assess the achievement of goals in Sino-Foreign cooperative education. By establishing clear assessment indicators and evaluation standards, objectively evaluate project execution and motivate and guide team members' performance.

5) Improve the process evaluation mechanism, strengthen evaluations before and during activities, placing all administrative activities under supervision, and evaluating the implementation of Sino-Foreign cooperative education work plans.

6) Adjust and optimize work plans and objectives promptly based on evaluation results and project progress. Flexibly adjust work strategies and measures, establish a rapid response mechanism to address issues and challenges promptly, ensuring the smooth achievement of project goals.

7) Optimize the reward and punishment mechanism, including elements such as conditions, timing, methods, standards or scales, fairness, and transparency. Use rewards and penalties to motivate faculty and staff to work actively, improve work performance, and promote team development.

8) Improve the incentive mechanism, providing rewards corresponding to whether employees or organizations achieve expected goals, linked to performance evaluations, to motivate employees to consciously improve their personal qualities and work efficiency, and enhance team awareness.

5. "Optimizing organizational culture and climate" comprises 7 strategies, detailed as follows:

1) Enhance cross-cultural communication mechanisms to promote understanding and resonance between different cultures.

2) Advocate for an open and inclusive work atmosphere, fostering mutual understanding, respect, and trust.

3) Strengthen collaboration mechanisms and cultivate a culture of teamwork, encouraging active cooperation and mutual support among employees.

4) Value employee participation and feedback, establishing relationships of mutual understanding, trust, and resonance.

5) Promote an open leadership and management style, listening to employee opinions and suggestions, achieving mutual understanding and resonance.

6) Strengthen cultural integration mechanisms and activities to promote integration and communication between different cultures.

7) Enhance the team's common values and sense of mission, fostering a culture of unity, progress, and mutual development.

Part 3: To evaluate the suitability and feasibility of strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities.

The suitability and easibility of strategies for improving the effectiveness of Sino-Foreign cooperative education in 5 elements were at highest level or high level with the values between 4.00 and 5.00, which means the strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities are suitability and feasibility.

1. Improving leadership skills and qualities

All 5 strategies have both suitability and feasibility values at either the highest or high levels. The strategy with the highest suitability and feasibility is "Enhancing administrators' cross-cultural communication abilities, enabling effective communication, understanding, collaboration, and problem-solving with foreign educational institutions during the Sino-Foreign cooperative education process.", followed by "Strengthening administrators' professional qualifications by enhancing

their in-depth understanding of management theories, skills, and tools, as well as their professional knowledge and experience in their respective industry or field." , while the lowest suitability and feasibility is found in "Enhancing team building among administrators by cultivating or attracting education management personnel with professional backgrounds, cross-cultural communication skills, and international perspectives, thereby enhancing the overall leadership capabilities and qualities of the administrative team.".

2. Improving management institutions and standards

The Suitability and Feasibility of 8 strategies for improving management Institutions and standards are both at the highest and high levels respectively. The strategy with the highest suitability and feasibility is "Clearly defining the responsibilities and powers of management at all levels, departments, faculties, and positions, detailing the main responsibilities and scope of work for each position, to ensure clear responsibilities and reasonable division of labor." , followed by "Establishing standardized work procedures and processes to ensure orderly work and controllable quality. This includes operational processes, approval processes, supervision and inspection processes, etc., detailed to specific operational links.", while the lowest suitability and feasibility is found in "Developing unified teaching standards to ensure the standardization of teaching quality and content. This includes requirements for curriculum design, teaching methods, evaluation standards, etc., to ensure that teaching meets certain levels and requirements."

3. Enhancing management systems and standards

The Suitability and Feasibility of 8 strategies for enhancing management systems and standards are both at the highest and high levels respectively. The strategy with the highest suitability and feasibility is "Optimize the talent cultivation model, break the original fixed N+N years of domestic and foreign study duration regulations, provide students with more flexible learning paths and choices, integrate domestic and foreign teaching and academic management, and enable students to complete personalized academic programs according to their own situations." ,followed by "Optimize the teacher recruitment model by increasing the introduction of "bilingual and bicultural" talents, establishing a development system

for Chinese teachers, and enhancing teaching quality and the internationalization of the school.", while the lowest suitability and feasibility is found in "Optimize the quality monitoring model by establishing specialized evaluation institutions, improving the school's own quality monitoring and evaluation mechanism, and mobilizing social forces to participate together."

4. Developing goal management and performance evaluation

The Suitability and Feasibility of 8 strategies for improving goal Management and performance evaluation are both at the highest and high levels respectively. The strategy with the highest suitability and feasibility is "Implement a comprehensive performance evaluation system to assess the achievement of goals in Sino-Foreign cooperative education. By establishing clear assessment indicators and evaluation standards, objectively evaluate project execution and motivate and guide team members' performance.", followed by "Adjust and optimize work plans and objectives promptly based on evaluation results and project progress. Flexibly adjust work strategies and measures, establish a rapid response mechanism to address issues and challenges promptly, ensuring the smooth achievement of project goals." , while the lowest suitability and feasibility is found in "Improve the incentive mechanism, providing rewards corresponding to whether employees or organizations achieve expected goals, linked to performance evaluations, to motivate employees to consciously improve their personal qualities and work efficiency, and enhance team awareness."

5. Optimizing organizational culture and climate

The Suitability and Feasibility of 7 strategies for enhancing management systems and standards are both at the highest and high levels respectively. The strategy with the highest suitability and feasibility is "Enhance the team's common values and sense of mission, fostering a culture of unity, progress, and mutual development.", followed by "Advocate for an open and inclusive work atmosphere, fostering mutual understanding, respect, and trust, while the lowest suitability and feasibility is found in "Strengthen cultural integration mechanisms and activities to promote integration and communication between different cultures."

Discussion

The purpose of this study was to develop strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities. The researcher summarized the results of the study into three parts as follows:

Part 1: To analyze the current status of effectiveness of Sino-Foreign cooperative education in Guangxi universities.

Part 2: To formulate strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities.

Part 3: To evaluate the suitability and feasibility of strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities.

Part 1: To analyze the current status of effectiveness of Sino-Foreign cooperative education in Guangxi universities.

The current effectiveness status of Sino-Foreign cooperative education in Guangxi universities is generally high, as indicated by the results of this study. When considering the results in descending order, goal management and performance evaluation ranked the highest, followed by management institutions and standards, management system and models, organizational culture and climate, with leadership skills and quality having the lowest mean value. The statistical analysis of this data demonstrates that while the effectiveness of Sino-Foreign cooperative education in Guangxi universities is high, there is still ample room for improvement from this elevated level. This underscores the significance and relevance of the present study. Professor Lin Jinhui (2011) analyzed the issues in the current state of Sino-Foreign cooperative education and proposed solutions from the aspects of policy formulation, regulatory systems, and quality assurance mechanisms. Xiong Jingyi (2011), based on the actual situation of Sino-Foreign cooperative education, examined how to introduce high-quality foreign educational resources into China through the construction of cooperative education curricula, summarized the current state of existing curricula, and made recommendations. Yang Jinping analyzed how Sino-Foreign cooperative education institutions or projects can improve their educational standards by optimizing certain internal factors. Cui Yuan (2018) analyzed the main challenges faced

by Sino-Foreign cooperative education in universities in Yunnan Province from five aspects: scale, models, structure, Management Systems, and faculty.

1. Leadership skills and quality

From the results of the current situation survey, "Cross-cultural Communication Management Capability" received the highest score, indicating its crucial importance for administrators of Sino-foreign cooperative education in universities. Sino-foreign cooperative education is a fundamental aspect of university foreign affairs, and many scholars in related studies emphasize the significant impact of "Leadership Skills and Qualities" on the effectiveness of these administrators. In-depth research on the professional qualities of university foreign affairs administrators provides valuable insights for their professional development.

Cai Gongyu (2009, p.50-52), Zhang Bei (2010), and others have detailed the essential qualities that these personnel should possess in their research. Scholars in other relevant studies have also highlighted the importance of "Cross-cultural Communication Management Capability."

Gu Ming (2007, p.146-147) proposed that "Cross-cultural Communication Management Capability" is an essential quality for foreign affairs administrators. Lv Jian (2012) emphasized that university foreign affairs administrators should have strong language skills and communication abilities. Wang Yang and Zhao Yonggang (2018) suggested that administrators of Sino-foreign cooperative education should possess excellent foreign language communication skills and cross-cultural management capabilities.

Huang Guifang (2010, p.91-94) argued that enhancing cross-cultural management capabilities can eliminate misunderstandings in Sino-foreign cooperative education, facilitating mutual adjustment and ultimately achieving the expected goals. Xu Yunwen (2016) asserted that in Sino-foreign cooperative education, language communication is fundamental and an indispensable means of cross-cultural exchange. Learning a foreign language is not merely about mastering a communication tool but serves as a gateway to a different culture. By crossing this gateway, one can access a broader cultural world.

Lustig & Koester (2007, p.98) pointed out that intercultural communication competence is essential in the modern era due to the needs of economic, technological, and population development, as well as peaceful coexistence. Economic development in a globalized context relies on effective communication with people from diverse cultural backgrounds. The growth of the U.S. economy also stems from the interconnections among global economies and intercultural competence. Technological advancements have facilitated communication, reducing both distance and time barriers. The desire for peace highlights the importance of intercultural understanding and communication. In a diverse society, fostering intercultural communication competence in the younger generation is crucial for personal development and advancing both the era and global civilization.

2. Management institutions and standards

According to recent survey findings, "responsibilities and powers" emerged as the highest scoring factor, underscoring its pivotal role in enhancing and optimizing management systems and standards. Numerous scholars have extensively examined the significance of management institutions and standards within the context of Sino-Foreign cooperative education in universities.

Zhao Liwen (2022, p.22), in the study "Issues and Countermeasures in the Management of Sino-Foreign cooperative education Projects in Higher Education," provides a detailed analysis using S University as a case study. At a macro level, Zhao integrates relevant laws and regulations governing Sino-Foreign cooperative education to formulate comprehensive management measures. At the micro level within hosting institutions, Zhao advocates for the establishment of clear internal roles and responsibilities aligned with national regulations and internal management protocols. Despite these efforts, Zhao highlights the need for ongoing updates and refinements to these institutions and standards to address evolving educational needs.

Li Lulu (2011, p.108-109), in a master's thesis focusing on Sias International College at Zhengzhou University, critiques the existing management systems for their inadequacies in adapting to the changing landscape of cooperative education. Li emphasizes the necessity of timely revisions to management institutions and standards to ensure they remain effective and relevant.

Lei Ning (2023, p.23-29) emphasizes the importance of coherent interactions and checks among institutions at various levels—from government policies to university regulations and grassroots practices. Lei argues that these interactions are crucial for fostering a conducive environment for effective management and governance in Sino-Foreign cooperative education initiatives.

Zhao Lei, Xiong Zhongming & Wang Junliang (2023, p.116-120) Non-independent Sino-Foreign cooperative education institutions, which rely on domestic universities, represent the mainstream in higher education cooperation. Currently, the majority of Sino-Foreign cooperative education adopts this system. These non-independent institutions are secondary colleges affiliated with domestic universities and operate under the management institutions of secondary colleges. They are subject to macro-management from higher education authorities and the leadership of the parent university. Additionally, based on the agreement, the foreign partner university is also involved in the management. Hence, non-independent Sino-Foreign cooperative education institutions are not entirely equivalent to regular secondary colleges within universities.

3. Management systems and models

Based on the recent situational survey, "an efficient operational management system" emerged as the top-scoring factor, highlighting its crucial role in enhancing the management framework and model of Sino-Foreign cooperative education in universities. Scholars have extensively examined various aspects of management systems and models within this context.

Lin Ming (2020, p.32) highlights deficiencies in the regulatory framework of Sino-Foreign cooperative education, particularly in quality monitoring and evaluation. Lin proposes improvements in teaching management models to better align with educational goals and standards. The issues primarily revolve around four key areas: inadequate involvement of local governments in cooperative education, shortcomings in building a competent teaching staff, challenges in ensuring both quantity and quality of students, and flaws in the quality monitoring and evaluation mechanisms. Specifically, regarding government participation, there is a lack of refined policies and regulations tailored to Chinese-foreign cooperative school operations, resulting in a

deficiency in systematic supervision. Furthermore, an imbalanced structure within teaching teams contributes to team instability, low international competitiveness, and ineffective management. Additionally, recruiting students, especially international ones, proves challenging in terms of both quantity and quality. Lastly, current performance indicators fail to comprehensively assess the need for a robust quality evaluation system, including evaluating curriculum adaptability and specialty construction.

Zhao Lei, Xiong Zhongming & Wang Junliang (2022, p.116-120) provide a comprehensive analysis of current management practices in Sino-Foreign cooperative education, focusing on organizational structures, resource management, and teaching strategies. They argue for enhancements in management systems and models to better support the evolving needs of educational collaborations.

Liu Shan (2021, p.25) points out persistent challenges despite the establishment of regulatory mechanisms for Sino-Foreign cooperative education. These include issues such as uneven distribution of responsibilities, underdeveloped quality assessment systems, and insufficient process supervision. Liu emphasizes the necessity of further refining the administrative supervision system to ensure effective governance and oversight.

4. Goal management and performance evaluation

Based on the findings from the current situational survey, "an effective operational management system" has been identified as crucially significant. Scholars have delved into various aspects of management systems and models within the context of Sino-Foreign cooperative education, providing nuanced insights into their complexities and potential improvements.

Li Jinlong (2012, p.27) focuses on human resource management within Sino-Foreign cooperative education, specifically examining the performance evaluation of teachers. Drawing on comparative studies from universities in the US, UK, and other countries, Li Jinlong analyzes the current practices and challenges in performance evaluation within these educational partnerships. He emphasizes the need for tailored evaluation frameworks that consider the unique dynamics and objectives of Sino-Foreign cooperative education programs.

Niu Xiaoshan (2018, p.30) conducts a comparative analysis between Sino-Foreign cooperative education projects and traditional universities, exploring strategic goals, teaching quality, and research capabilities. By highlighting differences, Niu offers a comprehensive assessment of the current state of teacher performance evaluation in Sino-Foreign cooperative education. His analysis underscores the importance of aligning evaluation processes with the specific objectives and expectations of cooperative educational initiatives.

Ma Yanmei (2022, p.25-26) investigates the existing evaluation index system used in Sino-Foreign cooperative education, identifying limitations and proposing improvements. Employing stakeholder theory, Ma Yanmei develops a multidimensional evaluation index framework tailored for higher vocational levels of Sino-Foreign cooperative education projects. Her research emphasizes the necessity of incorporating diverse stakeholder perspectives into evaluation practices to ensure comprehensive and fair assessments of program effectiveness and outcomes.

5. Organizational culture and climate

Based on the findings of the current situational survey, "Resonance between organizational and individual values" has emerged as the highest scoring factor, highlighting the crucial alignment between individual beliefs and organizational principles. Scholars have extensively explored the nuances of organizational culture and climate within the context of Sino-Foreign cooperative education, shedding light on various complexities and potential strategies for improvement.

Hong Haixing (2010, p.54-56) delves into the characteristics of organizational culture within Sino-Foreign cooperative education institutions. He observes that these organizations often experience cultural integration and occasional conflicts between Chinese and foreign cultural norms. Despite these differences, Hong emphasizes that the primary goal remains the cultivation of students, necessitating effective cultural adaptation and harmonization strategies.

Shao Wei (2011, p.25) identifies Sino-Foreign cooperative education as facing unique and intricate challenges in organizational culture construction and management. He advocates for innovative approaches tailored to the rapid development needs of universities, highlighting the imperative of establishing robust

management frameworks that accommodate diverse cultural dynamics. Moreover, each Sino-Foreign cooperative education institution has cultivated its distinct organizational culture throughout its development journey. This culture reflects unique characteristics tailored to the institution's specific developmental trajectory and educational mission. Understanding and leveraging these distinctive cultural attributes are crucial for fostering a conducive environment that supports both local and international educational goals.

Part 2: To formulate strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities.

This research presents 37 strategies to improve the effectiveness of Sino-Foreign cooperative education across 5 dimensions. The dimension "Leadership Skills and Qualities" includes 6 strategies, "Management Institutions and Standards" dimension has 8 strategies, "Management System and Models" dimension has 8 strategies, "Goal Management and Performance Evaluation" dimension has 8 strategies, and "Organizational Culture and Climate" dimension has 7 strategies. In the research of other scholars, many strategies have also been proposed to improve effectiveness. Chen Manli (2010, p.28) pointed out that the motivations behind Sino-Foreign cooperative education in universities in Jiangxi Province are to enrich higher education resources, promote international exchange, and serve social and economic development. However, there are issues in the actual operation, such as low educational levels, limited high-quality resources, and imperfect management systems. Future development should be based on the actual situation, establishing suitable educational and management models for Jiangxi and improving educational quality through deeper cooperation. Cui Yuan (2018, p.25) noted that Yunnan Province, located in southwest China and adjacent to Southeast Asia and South Asia, has rich ethnic characteristics and is a key node in the Belt and Road Initiative. Yunnan should leverage its regional advantages to cooperate with countries along the route in agriculture, forestry, and ethnic specialty fields. However, due to the lower level of economic development and the limited internationalization of its universities, there are problems in the scale, distribution, faculty, and quality assurance systems of cooperative education. It requires joint efforts from the government, society, and

universities to promote sustainable development. Zhou Yi (2017, p.32) pointed out that Zhejiang Province ranks among the top in the country in terms of the scale and quality of Sino-Foreign cooperative education in universities, contributing significantly to higher education reform in China. However, issues such as student quality, curriculum design, and teaching management are still not ideal, and there is a lack of leadership and exemplary awareness. Future development should improve professional settings, build an international brand, and enhance the role of leadership and demonstration to play a more important role in Sino-Foreign cooperative education nationwide.

1. Leadership skills and quality

In the domain of "leadership skills and qualities," a total of six strategies have been identified. These strategies encompass "Strengthening Cross-cultural Communication Management Capability," enhancing communication and organizational coordination abilities, boosting innovation capabilities, strengthening professional qualities, enhancing decision-making abilities, and reinforcing managerial team building.

Wang Yuan (2010, p.22) proposed general and universal strategies for cross-cultural management in Sino-foreign cooperative educational institutions. Emphasizing the establishment of core values acceptable to both Chinese and Western partners, these strategies are rooted in China's unique cultural characteristics and methods. They outline principles such as Collaboration, Efficiency, Innovation, and Mutual Benefit, aimed at fostering close cooperation and coordination, enhancing operational efficiency, encouraging innovative practices, and pursuing mutual interests for long-term development. Additionally, various other researchers have put forth similar viewpoints.

Wu Jin (2019, p.19-20) suggests pathways to enhancing the core qualities of foreign affairs workers, including strengthening ideological literacy, improving cross-cultural communication, enhancing international perspectives, and refining organizational and adaptive capabilities. Luo Ping underscores the importance of enhancing personal qualities among foreign affairs workers, covering aspects like ideological literacy, knowledge, skills, and psychological attributes.

Wan Boyuan (2020, p.156-157), along with Wang Qian, Han Jianwen, He Meina (2019), and Zhou Haiyang (2021), have also contributed their insights on enhancing the abilities and qualities of university foreign affairs professionals. These perspectives collectively highlight a comprehensive approach to leadership development in cross-cultural contexts, aiming to establish core values resonant with both Chinese and Western partners, and ensuring success and quality in cross-cultural management within cooperative educational institutions.

2. Management institutions and standards

In the realm of "management institutions and standards, " 8 strategies have been formulated, each addressing "clarify responsibilities and authority", "disciplinary requirements and management systems", "define power relations clearly", "optimize decision-making procedures", "enhance codes of conduct and professional ethics standards", "streamline work procedures and processes", "improve teaching standards", "continuously improve and optimize management systems and norms". Furthermore, many other researchers have also echoed similar perspectives. Many scholars have put forward their own views on strengthening "Management Institutions and Standards" in their research.

Zhao Liwen (2022, p.22) provides valuable insights into enhancing the management institutions and standards of Sino-Foreign cooperative education through targeted improvements. His recommendations focus on two pivotal aspects: the updating of project regulations and the establishment of robust alumni information systems. Firstly, Zhao advocates for the continuous updating of project regulations to ensure they remain relevant and effective in guiding the operations of Sino-Foreign cooperative education initiatives. This involves periodic reviews and revisions to adapt to evolving educational landscapes and regulatory requirements. By staying current with best practices and legal frameworks, institutions can enhance their operational efficiency and compliance. Secondly, Zhao emphasizes the importance of accelerating the construction of alumni information work systems. These systems are instrumental in maintaining long-term engagement and relationships with alumni, who play a crucial role in promoting institutional reputation and fostering future collaborations. Comprehensive alumni databases can facilitate targeted communication, alumni

networking, and resource mobilization efforts, thereby enriching the educational experience and institutional support networks.

Li Lulu (2011, p.108-109) underscores the foundational role of regulations and decision-making procedures in shaping administrative management within Sino-Foreign cooperative education institutions. She highlights that establishing clear and effective regulations is fundamental for guiding organizational behavior, ensuring consistency in operational practices, and safeguarding institutional integrity. Moreover, robust decision-making procedures are crucial for navigating complex challenges and opportunities inherent in educational partnerships. Clear protocols for decision-making promote transparency, accountability, and consensus-building among stakeholders, enhancing organizational coherence and strategic alignment. Li Lulu argues that effective administrative management, characterized by well-defined regulations and streamlined decision-making processes, serves as a linchpin for the success or failure of Sino-Foreign cooperative education initiatives. It not only mitigates risks but also cultivates an environment conducive to innovation, collaboration, and sustainable growth.

3. Management systems and models

In the domain of "management structures and standards," a total of five strategies have been identified, each addressing elements such as "optimize operational management system", "enhance administrative supervision system", "refine talent development model", "optimize ", "streamline subject specialization model”, "revise faculty appointment model", "revise faculty appointment model", "continuously improve and optimize management system and models". Additionally, numerous other researchers have also articulated comparable viewpoints.

Lin Ming (2020, p.32) offers strategic recommendations aimed at optimizing the management model of Sino-Foreign cooperative education within universities, emphasizing several key initiatives to address existing challenges. Firstly, Lin advocates for the establishment of a robust quality control system. This entails implementing rigorous standards and assessment criteria to ensure consistency and excellence in educational delivery across diverse cultural and institutional contexts. By enhancing quality assurance mechanisms, institutions can uphold academic standards and meet

the expectations of both domestic and international stakeholders. Secondly, Lin underscores the importance of improving and perfecting the employment of teaching staff within Sino-Foreign cooperative education programs. This includes adopting transparent and merit-based recruitment processes, fostering professional development opportunities, and promoting a supportive work environment conducive to innovative pedagogical practices. By investing in faculty excellence, institutions can enhance teaching quality and student learning outcomes, thereby bolstering the reputation and competitiveness of their educational offerings. Additionally, Lin advocates for the establishment of a comprehensive training and development system specifically tailored for Chinese teachers involved in Sino-Foreign cooperative education. This initiative aims to equip educators with cross-cultural competencies, pedagogical skills, and language proficiency necessary for effective teaching in internationalized educational settings. Continuous professional development ensures that teachers remain abreast of global educational trends and best practices, enriching the learning experiences of students and promoting institutional growth.

Zhao Lei, Xiong Zhongming & Wang Junliang (2022, p.116-120) propose strategies centered on increasing the autonomy of Sino-Foreign cooperative education institutions. They argue for greater flexibility in decision-making processes, enabling institutions to respond swiftly to local and international market demands. Enhancing the distribution system involves optimizing resource allocation and leveraging strategic partnerships to maximize operational efficiency and resource utilization. By fostering a more agile and responsive management approach, institutions can adapt to dynamic educational landscapes and capitalize on emerging opportunities. Moreover, Zhao, Xiong, and Wang highlight the importance of enhancing management mechanisms within Sino-Foreign cooperative education. This includes refining governance structures, streamlining administrative processes, and implementing robust oversight frameworks. By strengthening supervisory powers and optimizing monitoring mechanisms, institutions can enhance accountability, mitigate risks, and uphold institutional integrity.

Liu Shan (2021, p.25) contributes to the discourse by proposing strategies to enhance the administrative supervision system in Sino-Foreign cooperative education. She emphasizes the need for clear regulatory frameworks that delineate supervisory roles, responsibilities, and accountability measures. By regulating supervisory powers and optimizing oversight mechanisms, Liu advocates for a structured approach to governance that promotes transparency, fairness, and compliance with regulatory standards.

4. Goal management and performance evaluation

Through literature review, it is evident that many researchers have paid attention to the importance of evaluation indicators in ensuring the quality of Sino-Foreign cooperative education in universities and have conducted research on it. Zong Xiyun (2009) constructed an evaluation indicator system for Sino-Foreign cooperative education in universities in Heilongjiang Province based on the situation and problems discovered in higher education institutions.

Wang Jianhua (2014, p.8) proposed a comprehensive plan for the nationwide selection and evaluation of Sino-Foreign cooperative education projects, building upon the developmental experiences observed in Shanghai. His plan emphasizes the need for a standardized and rigorous evaluation process to ensure the quality and effectiveness of these educational initiatives across different regions in China. Wang Jianhua advocates for the establishment of a specialized evaluation indicator system tailored specifically for Sino-Foreign cooperative education projects. This system would encompass criteria such as educational outcomes, cultural integration, institutional sustainability, and stakeholder satisfaction. By implementing a structured evaluation framework, Wang Jianhua aims to enhance transparency, accountability, and strategic alignment in the selection and evaluation of projects, thereby promoting continuous improvement and excellence in international educational collaborations.

Zhou Hong et al. (2018, p.117-124) contributed to the discourse by developing a comprehensive set of evaluation indicator systems specifically designed for the project approval phase of Sino-Foreign cooperative education initiatives. Recognizing the unique characteristics and strategic goals associated with internationalizing education, Zhou Hong et al. designed their evaluation framework to

assess project proposals based on predefined criteria aligned with educational internationalization strategies. Their approach emphasizes the importance of aligning project goals with broader educational policies and objectives, ensuring that approved initiatives contribute effectively to enhancing educational quality, promoting cultural exchange, and fostering global competencies among students and faculty. By establishing clear evaluation criteria tailored to the specific needs and goals of Sino-Foreign cooperative education, Zhou Hong et al. seek to streamline decision-making processes, optimize resource allocation, and enhance the overall impact and success of these collaborative educational ventures.

5. Organizational culture and climate

In the realm of "organizational culture and climate" five strategies have been formulated, each addressing "Optimize cross-cultural communication mechanisms", "Foster an open and inclusive work atmosphere", "Strengthen collaboration mechanisms and foster a culture of teamwork", "Value employee participation and feedback", "Promote an open leadership and management style", "Enhance cultural integration mechanisms and activities", "Elevate shared team values and sense of mission". Furthermore, many other researchers have also echoed similar perspectives.

Shao Wei (2011, p.25) conducted in-depth research on organizational culture in foreign universities, drawing valuable insights into effective approaches and methodologies for constructing organizational culture. By analyzing and comparing various practices from foreign institutions, Wei highlighted essential principles and strategies that can be adapted for the context of Sino-Foreign cooperative education in Chinese universities. His research underscores the significance of organizational culture in shaping institutional identity, fostering cohesion among diverse stakeholders, and promoting a conducive learning and working environment. Wei's findings provide a foundational framework for implementing and refining organizational culture initiatives within Sino-Foreign cooperative education programs, emphasizing the importance of cultural alignment, leadership support, and continuous adaptation to meet evolving educational needs and challenges.

Lu Xiaomin (2010, p.17) contributed to the discourse by focusing specifically on organizational culture construction within Sino-Foreign cooperative education institutions in Inner Mongolia. Through meticulous research, Lu examined the dynamics of organizational culture formation, assessed its current status, identified prevalent challenges, and proposed targeted improvement strategies. His analysis revealed that while organizational culture plays a crucial role in defining institutional ethos and operational norms, there exist significant gaps and inconsistencies that hinder effective cultural integration and management within cooperative education settings. Lu's recommendations advocate for proactive measures to strengthen leadership commitment, enhance cultural awareness among faculty and staff, and implement tailored cultural development programs that resonate with the unique cultural contexts of Sino-Foreign cooperative education institutions. By addressing these challenges and leveraging cultural synergies, Lu emphasizes the potential for enhancing organizational effectiveness, improving stakeholder engagement, and achieving sustainable growth in educational quality and internationalization efforts.

Part 3: To evaluate the suitability and feasibility strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities

Through statistical analysis of the suitability and feasibility data of strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities, it is found that the strategies have relatively high suitability and feasibility. The suitability and easibility of strategies for improving the effectiveness of Sino-Foreign cooperative education in 5 elements were at highest level or high level with the values between 4.00 and 5.00, which means the strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities are suitability and feasibility. Li Lulu (2019, p.108-109) pointed out through a comparative study of management systems and models in Sino-Foreign Cooperative Education in universities that attention should be paid to the selection, training, and management of Chinese and foreign faculty. While both parties of the cooperative universities should jointly ensure the proper selection of teachers, it is also necessary to conduct targeted and resource-integrated faculty training programs. Zhang Li (2018) emphasized the need to strengthen faculty development by establishing stable project management

institutions and teaching teams for Sino-Foreign Cooperative projects in vocational colleges, setting up a mutual visit system between cooperative institutions, and ensuring that foreign teachers maintain teaching quality to cultivate international talents jointly.

1. Leadership skills and quality

Numerous scholars have extensively underscored the critical importance of enhancing "leadership skills and quality" among administrators to effectively achieve organizational objectives. Exceptional leadership not only fosters team cohesion and a collaborative spirit but also drives the successful implementation of work plans, enhances operational efficiency, and facilitates the attainment of organizational goals.

Wang Yang and Zhao Yonggang (2018, p.244-245) have argued persuasively that by enhancing administrators' capabilities and qualities, the overall proficiency of management teams can be elevated, enabling them to more effectively fulfill their managerial responsibilities and propel the development of Sino-Foreign cooperative education within universities. They emphasize that administrators with enhanced capabilities can better navigate the complexities of cross-cultural educational collaborations, thereby contributing significantly to the educational and cultural exchange goals between China and its international partners.

Li Ran (2023, p.122-123) in their research highlights the multifaceted nature of "Leadership Skills and Quality," emphasizing the need for administrators to develop strong ideological and political acumen. This includes a deep understanding of global political dynamics and cultural sensitivities, which are crucial for navigating diplomatic and administrative challenges in Sino-Foreign educational contexts. Moreover, Li Ran stresses the importance of moral integrity and cultural sensitivity, noting that administrators must embody these qualities to effectively foster an inclusive and supportive environment for international students and faculty.

Yang Libin (2007, p.18-19) argues for a comprehensive approach to enhancing leadership in university foreign affairs. According to Yang, administrators should continuously cultivate their political literacy and strategic management capabilities. This involves staying informed about global trends in education and diplomacy, adapting management practices to accommodate diverse cultural perspectives, and

fostering effective communication channels across international boundaries. Yang emphasizes that by enhancing these skills, administrators not only improve operational efficiency but also contribute to the broader goal of advancing the internationalization agenda of universities.

Li Xiaofen (2021, p.103-104). suggested that a widely recognized cross-cultural management model requires the active participation of all staff to achieve good results. This calls for the management personnel in Sino-Foreign cooperative education institutions to possess certain cross-cultural leadership abilities and competence. This can be achieved through specialized training to enhance cross-cultural competence. The training content may include knowledge and skills in cross-cultural communication and exchange, providing opportunities for staff members to learn about relevant policies, regulations, and specific matters related to foreign affairs, enabling them to have a better understanding and adept use of the customs, etiquette, and religious cultures of different countries.

2. Management institutions and standards

Many scholars in their research have explicitly emphasized the critical role of enhancing "management institutions and standards" to significantly improve work effectiveness within organizations. Exceptional management institutions and standards serve as pillars that not only establish internal order and stability but also streamline work processes, optimize work efficiency, and provide robust mechanisms for monitoring and evaluating work progress. These elements collectively contribute to achieving organizational goals in a smooth and efficient manner.

Zhao Liwen (2022, p.22) posits that the hosting institutions of Sino-Foreign cooperative education must prioritize adherence to pertinent laws and regulations governing such collaborations. Central to this perspective is the critical role of maintaining legal compliance and adapting institutional frameworks to meet evolving regulatory standards. Zhao underscores the necessity for universities to continuously update and refine their educational management systems in alignment with national and international educational policies. This proactive approach not only ensures operational integrity but also enhances transparency, accountability, and efficiency in project management. According to Zhao, effective compliance with regulatory

frameworks is essential for mitigating legal risks and promoting sustainable growth in Sino-Foreign cooperative education initiatives. By integrating legal compliance into institutional practices, universities can uphold ethical standards, protect stakeholders' interests, and foster a conducive environment for international educational partnerships. Zhao advocates for robust governance structures that incorporate legal oversight mechanisms, ensuring that institutions are well-equipped to navigate complex regulatory landscapes while maintaining a focus on educational quality and student welfare.

Furthermore, Zhao highlights the strategic importance of aligning institutional practices with legal requirements to optimize resource allocation, streamline administrative processes, and mitigate potential operational challenges. Her research underscores the transformative impact of regulatory adherence on enhancing institutional reputation, attracting international collaborations, and advancing educational innovation within Sino-Foreign cooperative education settings.

3. Management systems and standards

Many scholars in their research have explicitly stated the importance of strengthening "management systems and standards" for improving work effectiveness.

Lin Ming (2020, p.32) underscores the importance of researching and optimizing management models in Sino-Foreign cooperative education to foster its continuous and stable development. He advocates for targeted strategies that can adapt to the dynamic educational landscape and contribute to the internationalization of education. Lin emphasizes the need for flexible and innovative management approaches that can accommodate diverse cultural contexts and educational philosophies inherent in Sino-Foreign cooperative education. His research highlights the potential of optimized management models to enhance operational efficiency, improve educational quality, and facilitate sustainable growth in collaborative educational initiatives.

Zhao Jiaxin (2019, p.23) expands on the discussion by proposing optimization strategies for cooperative education models in higher education. She argues that aligning educational models with contemporary development trends is crucial for ensuring the relevance and effectiveness of higher education institutions. Zhao

advocates for the adoption of innovative pedagogical approaches, strategic partnerships, and institutional reforms that support long-term sustainability and competitiveness in Sino-Foreign cooperative education. Her insights emphasize the transformative impact of optimized cooperative education models in enhancing institutional resilience, attracting international collaborations, and fostering a culture of educational excellence.

Huang Haiyan (2017, p.129-131) contributes to the discourse by focusing on teaching management innovation within Sino-Foreign cooperative education projects. She suggests that continuous exploration and innovation in teaching methods, coupled with the establishment of tailored management mechanisms, are essential for promoting sustainable development. Huang highlights the significance of formulating adaptive management policies that address the unique challenges and opportunities presented by international collaborative ventures. Her research underscores the pivotal role of effective teaching management in optimizing student learning outcomes, promoting cultural exchange, and advancing institutional goals in Sino-Foreign cooperative education settings.

Xu Jian (2016, p.116-119) The management models of Sino-Foreign cooperative education mainly include the independent management model, the professional college management model, and the mixed management model. The independent management model involves centralizing the management of foreign affairs, teaching, students, and finance under the international college. The professional college management model integrates the management of Sino-Foreign cooperative education in terms of professional teaching, students, and finance into the corresponding professional college. The mixed management model categorizes students under the management of the international education college, teaching under the management of relevant professional colleges, and other work under the unified management of the university.

4. Goal management and performance evaluation

Many scholars in their research have explicitly stated the importance of strengthening "goal management and performance evaluation" for improving work effectiveness.

Wang Yanan (2013, p.33) asserts that the development of performance evaluation tools specific to Sino-Foreign cooperative education is crucial for the sustained growth of these institutions. He emphasizes the need for evaluation methods that align with the unique characteristics of Sino-Foreign cooperative education universities, considering factors such as cultural integration, educational objectives, and international collaboration. Wang suggests drawing insights from performance evaluation practices in for-profit organizations, adapting them to suit the educational context to effectively measure and enhance institutional effectiveness and competitiveness over the long term.

Wu Chen and Song Yonghua (2019, p.7) advocate for a holistic approach to performance evaluation in international education, particularly in the context of global higher education trends. They propose integrating various dimensions such as goal alignment, content relevance, implementation effectiveness, and outcome assessment into a unified evaluation framework. This approach aims to bridge the gap between strategic goals and operational outcomes, ensuring that performance evaluation not only measures academic quality but also contributes to the broader goals of internationalization and institutional advancement. Wu and Song emphasize the importance of balancing qualitative and quantitative metrics, leveraging both explicit strategies (like goal-setting and outcome measurement) and implicit strategies (like cultural integration and stakeholder engagement) to foster continuous improvement and enhance the international competitiveness of higher education institutions.

5. Organizational culture and climate

Many scholars in their research have explicitly stated the importance of strengthening "organizational culture and climate" for improving work effectiveness.

Shao Wei (2011, p.25) emphasizes that the feasibility and adaptability of Sino-Foreign cooperative education hinge significantly on how well organizational culture and climate are integrated and shared. He underscores the necessity for Sino-Foreign cooperative education institutions to establish a cohesive organizational culture. This entails fostering consensus and respect for shared goals, values, and behavioral norms that accommodate both Chinese and foreign cultural perspectives. By cultivating a

unified cultural identity, institutions can facilitate smoother cross-cultural interactions and cooperation among stakeholders, thereby enhancing the effectiveness and sustainability of cooperative education initiatives.

Lu Xiaomin (2010, p.17) delves into the process and challenges of organizational culture construction specifically within Sino-Foreign cooperative education institutions in Inner Mongolia. He highlights the importance of understanding how organizational culture evolves and influences operational dynamics. Lu's research identifies the need for these institutions to actively shape their organizational climate to foster inclusivity and mutual understanding between Chinese and international faculty and students. This involves addressing cultural differences sensitively and proactively through institutional policies and practices that promote cultural integration and respect.

Hong Haixing (2010, p.54-56) contributes by analyzing the specific cultural integration challenges within Sino-Foreign cooperative education organizations. He argues that successful cooperation requires not only establishing common goals and values but also nurturing a positive organizational climate conducive to cross-cultural collaboration. Hong advocates for creating an open and supportive work environment where staff and students feel empowered to engage in meaningful cross-cultural interactions. This approach not only enhances communication effectiveness but also strengthens institutional cohesion and resilience in navigating cultural diversity challenges.

Recommendations

Implications

1. Leadership skill and quality. In terms of Leadership skill and quality, the survey results show that the lowest score is "Reinforce managerial team building". Establishing a high-level management team can be achieved through the following aspects:

1) Develop strategic development goals aligned with current trends in Sino-Foreign cooperative education. Tailor plans, trend assessment, and specific development strategies to guide the management team effectively towards achieving objectives.

2) Implement tailored training programs for administrators, covering essential areas such as professional knowledge, international communication, service orientation, and legal compliance.

3) Strengthen the management system by rigorously enforcing existing regulations and establishing effective incentive and evaluation mechanisms.

4) Improve internal selection processes to identify administrators with professional competence and international vision.

2. Management institutions and standards. In terms of management institutions and standards, the survey results show that the lowest score is "Improve teaching standards". Developing unified teaching standards is a crucial measure to ensure the quality of education and the standardization of teaching content. These standards encompass various aspects such as curriculum design, teaching methods, and assessment criteria, aiming to ensure a certain level and requirements of teaching.

1) Establishing an expert team composed of education specialists, scholars, teachers, and education administrators to research and formulate teaching standards.

2) Soliciting opinions and suggestions from various stakeholders, including school administrators, teachers, students, and parents, to ensure that teaching standards meet practical needs and multiple interests.

3) Establishing a sound supervision and evaluation mechanism to track and assess the implementation of teaching standards, promptly identify issues, and address them.

3. Management system and models.

In terms of management system and models, the survey results show that the lowest score is "Enhance academic quality monitoring model". Sino-Foreign cooperative education in universities requires the establishment of a scientific and professional internal quality management monitoring system.

1) Establishing a robust internal quality management structure with clear roles and responsibilities across management levels, including dedicated departments or committees, policy formulation, and defined quality standards.

2) Implementing a rigorous quality assessment and monitoring mechanism covering curriculum, teaching, and student evaluation to promptly address educational process issues.

3) Enhancing faculty development to improve educational qualifications and teaching capabilities in alignment with international standards.

4) Strengthening student management through a comprehensive student record system for personalized support and guidance.

4. Goal management and performance evaluation. In terms of goal management and performance evaluation, the survey results show that the lowest score is "optimize reward and punishment mechanisms". Improving incentive mechanisms not only promotes individual progress but also drives the development of the entire team. Effective incentive mechanisms can stimulate the enthusiasm and creativity of faculty and staff.

1) It is necessary to clarify the goals and principles of the incentive mechanism to ensure that rewards match the contributions and goals achieved by faculty and staff.

2) Diverse forms of rewards should be employed, including monetary rewards, promotion opportunities, learning and development opportunities, to meet the needs and expectations of different employees.

3) Establish a fair and transparent evaluation and reward mechanism to ensure that the evaluation process is fair and objective, and reward distribution is fair and reasonable, avoiding bias and unfairness.

5. Organizational culture and climate. In terms of organizational culture and climate, the survey results show that the lowest score is "Optimize reward and punishment mechanisms".

1) Organize cultural festival celebrations to provide immersive cultural experiences.

2) Conduct cross-cultural team-building projects to foster mutual understanding and collaboration.

3) Create an inclusive platform for team members to learn from and interact with diverse cultural backgrounds.

Future Researches

1. The research scope is limited to Guangxi, with data collected only from 14 universities that have established Sino-Foreign cooperative education programs. This narrow scope may not fully represent the research on the factors influencing the effectiveness of Sino-Foreign cooperative education and requires further improvement in sample size to enhance representativeness.

2. During the process of selecting effectiveness influencing factors, some factors were deleted due to the inability to obtain real data smoothly during the investigation. It is uncertain whether these factors affect the effectiveness of Sino-Foreign cooperative education.

3. This study only examines the impact mechanism of factors such as leadership skills and quality, management institutions and standards, management systems and models, goal management and performance evaluation, organizational culture and climate on the effectiveness of Sino-Foreign cooperative education in Guangxi universities. Whether these dimensions interact with each other and the resulting impact on the effectiveness of Sino-Foreign cooperative education in Guangxi universities need further exploration.

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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

Serial Number	Name	Work Place
1	Professor Dr. Shen Shufei	Nanning Normal University
2	Professor Dr.Chao Zhiliu	Guangxi Medical University
3	Professor Dr.Cheng BangYu	Guilin Tourism University
4	Professor Dr.Feng Li	Beibu Gulf University
5	Professor Dr.Yin Huijun	Guangxi University of Science and Technology

Ref.No. MHESI 0643.14/ 1045

Bansomdejchaopraya Rajabhat University
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Thonburi Bangkok 10600

February 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Shen Shufei, Nanning Normal University

Mrs.Li Huihui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities"

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 Akaranun Asavarutpokin)
Vice Dean of Graduate School

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February 2024

RE: Invitation to validate research instrument

Dear Professor Dr.Chao Zhiliu, Guangxi Medical University

Mrs.Li Huihui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities"

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,

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RE: Invitation to validate research instrument

Dear Professor Dr.Cheng BangYu, Guilin Tourism University

Mrs.Li Huihui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities"

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.

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RE: Invitation to validate research instrument

Dear Professor Dr.Feng Li, Beibu Gulf University

Mrs.Li Huihui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities"

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RE: Invitation to validate research instrument

Dear Professor Dr.Yin Huijun, Guangxi University of Science and Technology

Mrs.Li Huihui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities"

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 Akaranun Asavarutpokin)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Appendix B

Official Letter

Ref.No. MHESI 0643.14/1031

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the Strategies
Dear Dr. Huang Jie Guilin Tourism University

Mrs.Li Huihui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities"

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 Strategies. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

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Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/1092

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the Strategies
Dear Dr. Fu Qi Guangxi University of Finance and Economics

Mrs.Li Huihui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities"

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Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
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www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/1033

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the Strategies
Dear Dr. Wan Weiye Guilin university of technology

Mrs.Li Huihui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities"

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Bansomdejchaopraya Rajabhat University
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Ref.No. MHESI 0643.14/1034

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the Strategies
Dear Dr. Guo Yuanbing Guangxi Normal University

Mrs.Li Huihui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities"

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Ref.No. MHESI 0643.14/1095

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the Strategies

Dear Dr. Zhang Haiying Guangxi Medical University

Mrs.Li Huihui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities"

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E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/1036

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the Strategies
Dear Dr. Wei Yan Guangxi Arts University

Mrs.Li Huihui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities"

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Vice Dean of Graduate School

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E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ 1037

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the Strategies
Dear Dr. Zhao Zue Guangxi University of Science and Technology

Mrs.Li Huihui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities"

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Ref.No. MHESI 0643.14/1034

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the Strategies
Dear Dr. Zhao Wen Guangxi University

Mrs.Li Huihui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities"

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Ref.No. MHESI 0643.14/1099

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the Strategies
Dear Dr. Liu Zhenping Nanning Normal University

Mrs.Li Huihui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities"

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Ref.No. MHESI 0643.14/1040

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the Strategies
Dear Dr. Jiang Jichang Guangxi University of Chinese Medicine

Mrs.Li Huihui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities"

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E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/1042

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the Strategies
Dear Dr. Wang Zhongguang Guilin University of Aerospace Technology

Mrs.Li Huihui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities"

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Ref.No. MHESI 0643.14/1041

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the Strategies
Dear Dr.Li Xiangbin Guilin University of Electronic Technology

Mrs.Li Huihui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities"

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Ref.No. MHESI 0643.14/1043

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the Strategies
Dear Dr. Liu Weiling Beibu Gulf University

Mrs.Li Huihui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities"

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Ref.No. MHESI 0643.14/1044

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to evaluate the Strategies
Dear Dr. Wei Hongpeng Guangxi University of Science and Technology

Mrs.Li Huihui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Strategies for Improving the Effectiveness of Sino-Foreign Cooperative Education in Guangxi Universities"

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E-mail: grad@bsru.ac.th

Appendix C

Research Instrument

Research Questionnaire

Title: Strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities

Instructions:

In order to understand the current status of the effectiveness of Sino-Foreign cooperative education in Guangxi universities and propose strategies for improving it, a questionnaire survey is being conducted among administrators involved in Sino-Foreign cooperative education work in Guangxi universities. Each question and answer in this questionnaire is neither right nor wrong, and the answers you provide will only be used for overall statistical analysis. They will never be processed or disclosed individually, and this information will be kept strictly confidential and will not be disclosed to anyone. You do not need to provide your personal name when completing the survey. Please feel free to answer these questions at any time.

Part 1: General information of the respondents.

Instructions: Please write a mark √ in ☐ that corresponds to the actual situation about yourself.

1. University

☐ Guangxi University for Nationalities
☐ Guilin Tourism University
☐ Guangxi University of Finance and Economics
☐ Guilin University of Technology
☐ Guangxi Normal University
☐ Guangxi Medical University
☐ Guangxi Arts University
☐ Guangxi University of Science and Technology
☐ Guangxi University
☐ Nanning Normal University
☐ Guangxi University of Chinese Medicine

☐ Guilin University of Electronic Technology

☐ Guilin University of Aerospace Technology

☐ Beibu Gulf University

2. Gender

☐ Male

☐ Female

3. Age

☐ 25 years old or below

☐ 26 to 35

☐ 36 to 45

☐ 46 to 55

☐ 56 years old above

4. Education level

☐ Bachelor degree

☐ Master's degree

☐ Doctoral degree

5. Academic title

☐ Lecturer

☐ Associate Professor

☐ Professor

6.Work experiences

☐ within 5 years

☐ 5 to 10 years

☐ 11 to 15 years

☐ 16 to 20 years

☐ More than 20 years

Part 2: Questionnaire

A score of 5 indicates complete compliance, 4 points indicates compliance, 3 points indicates general compliance, 2 points indicate non-compliance, and 1 point indicates complete non-compliance.

No.	Effectiveness of Sino-Foreign cooperative education	Level				
		5	4	3	2	1
Leadership skills and quality						
1	Administrators demonstrate steadfast political ideological integrity by firmly adhering to the policies and regulations set by the country when engaging with Sino-Foreign cooperative education institutions abroad, thus safeguarding the interests and image of the nation.					
2	Administrators possess a certain level of knowledge, being familiar with education management and related fields such as Sino-Foreign cooperative education.					
3	Administrators have a certain level of organizational coordination ability, establishing common educational goals and organizational culture, fostering trust and cooperation among Sino-Foreign cooperative education management personnel, and enhancing the overall collaborative efficiency of the team.					
4	Administrators have a certain level of decision-making ability, capable of making wise decisions when faced with challenges and opportunities, and effectively executing these decisions.					
5	Administrators have a certain level of communication ability, demonstrating excellent communication in their interactions with foreign partner institutions, faculty, and students					

No.	Effectiveness of Sino-Foreign cooperative education	Level				
		5	4	3	2	1
6	Administrators possess a certain level of team-building ability, able to promote teamwork, establish a positive work atmosphere, and enhance team cohesion and efficiency.					
7	Administrators possess a certain level of innovation ability, demonstrating excellence in promoting educational reforms and other areas.					
8	Administrators exhibit good moral qualities such as honesty, responsibility, and respect.					
9	Administrators possess a certain level of cross-cultural communication skills to effectively address issues arising from the diverse cultural backgrounds, values, and work styles in international collaborations in joint educational programs between China and foreign countries.					
Management institutions and standards						
1	Administrators have clearly formulated management systems and norms.					
2	Administrators, following established management systems and norms, are able to smoothly execute work plans and achieve work objectives.					
3	Administrators have clearly defined the responsibilities and powers of various levels of management, departments, faculties, and positions to ensure the implementation of tasks and responsibilities.					
4	Administrators have established effective communication mechanisms to facilitate smooth operation and coordination among different levels of authority.					

No.	Effectiveness of Sino-Foreign cooperative education	Level				
		5	4	3	2	1
5	Administrators have clearly defined decision-making procedures and ensure transparency and fairness in decision-making.					
6	Administrators have specified completion times for major decisions in the decision-making process to ensure the stable operation of Sino-Foreign cooperative education.					
7	Administrators have formulated behavioral guidelines for faculty and staff, which are widely accepted and adhered to by all employees.					
8	Administrators have established effective mechanisms to discipline behavior that violates behavioral guidelines to maintain order and stability in Sino-Foreign cooperative education.					
9	Administrators have established clear teaching standards, teaching plans, and talent development programs that align with disciplinary advancements and student needs.					
10	Administrators continuously improve teaching standards based on student academic performance and overall development.					
11	Administrators have established clear work procedures to standardize daily workflow and improve work efficiency.					
12	Administrators, following established work procedures, can smoothly execute work plans and achieve work objectives.					
13	Administrators have established clear disciplinary requirements to ensure that employees adhere to rules and regulations and maintain good work discipline.					
14	Administrators handle violations of disciplinary requirements fairly and effectively, playing a role in regulating employee behavior.					

No.	Effectiveness of Sino-Foreign cooperative education	Level				
		5	4	3	2	1
Management systems and models						
1	Administrators have established an effective operational management system that effectively supports the daily operations and decision-making processes of Sino-Foreign cooperative education.					
2	Administrators have planned the organizational structure of Sino-Foreign cooperative education and can effectively promote the achievement of educational objectives.					
3	Administrators have established effective communication mechanisms to facilitate information transmission and sharing.					
4	Administrators have established an administrative supervision system to timely supervise the legal and compliant operation of Sino-Foreign cooperative education.					
5	Administrators have established an administrative supervision system to ensure transparency and fairness.					
6	Administrators have established an administrative supervision system that, while supervising, provides feedback to promote more standardized and transparent management activities.					
7	Administrators have established a talent development model that aligns with Sino-Foreign cooperative education, integrating domestic and international teaching and academic management, allowing students to pursue personalized academic paths based on their individual circumstances.					
8	Administrators have established an academic and teaching management model that aligns with Sino-Foreign					

No.	Effectiveness of Sino-Foreign cooperative education	Level				
		5	4	3	2	1
	cooperative education, achieving the required level of internationalized academic and teaching management based on the responsibilities and strengths of various departments and faculties.					
9	Administrators have established a disciplinary specialization model that aligns with Sino-Foreign cooperative education, fully considering market demand, the introduction of teaching resources, enrollment and employment situations, and financial investments.					
10	Administrators have established a faculty appointment model that aligns with Sino-Foreign cooperative education to enhance teaching quality and the internationalization of the school.					
11	Administrators have established a quality monitoring model that aligns with Sino-Foreign cooperative education, strengthening the school's own quality monitoring and evaluation mechanisms.					
12	Administrators continuously improve and optimize management systems and models to adapt to environmental changes and developments, enhancing management effectiveness.					
Goal management and performance evaluation						
1	Administrators have formulated clear plans for Sino-Foreign cooperative education.					
2	Administrators regularly evaluate the implementation of the work plans for Sino-Foreign cooperative education.					
3	Administrators have established effective feedback mechanisms to ensure the smooth execution of work plans.					

No.	Effectiveness of Sino-Foreign cooperative education	Level				
		5	4	3	2	1
4	Administrators have set clear goals for Sino-Foreign cooperative education that align with the school's development strategy.					
5	Administrators consider the opinions of foreign partners when setting goals.					
6	Administrators' set goals can objectively reflect the effectiveness of Sino-Foreign cooperative education					
7	Administrators have established clear and measurable performance evaluation indicators for Sino-Foreign cooperative education.					
8	Administrators' set goals can objectively reflect the effectiveness of Sino-Foreign cooperative education					
9	Administrators regularly evaluate the achievement of goals for Sino-Foreign cooperative education through performance assessments.					
10	Administrators have established corresponding reward and punishment mechanisms to incentivize and regulate the performance assessment of Sino-Foreign cooperative education.					
11	When formulating performance evaluation methods, administrators base them on facts and data, and fully consider the opinions of various departments and employees, ensuring fairness and objectivity.					
Organizational culture and climate						
1	Administrators have clearly communicated the organization's core values and mission to faculty and staff.					
2	Administrators ensure that the core values and mission they advocate are consistent with reality.					

No.	Effectiveness of Sino-Foreign cooperative education	Level				
		5	4	3	2	1
3	Administrators advocate for an organizational culture of mutual understanding and trust among members.					
4	Administrators foster core values within the organization that resonate with the values of faculty and staff themselves.					
5	Administrators cultivate core values within the organization that facilitate teamwork and the achievement of common goals.					
6	Administrators prioritize creating interactive work methods that support each other.					
7	Administrators promote behavioral norms and work practices conducive to fostering a positive work atmosphere.					
8	Administrators demonstrate mutual understanding, trust, and resonance with the organizational mission.					
9	Administrators value interactive work methods that promote cooperation in the workplace.					
10	Administrators contribute to fostering a positive spiritual outlook and work atmosphere through organizational culture.					

Part 3: SWOT on the effectiveness of Sino-Foreign cooperative education in Guangxi universities

Please complete each according to the effectiveness of Sino-Foreign cooperative education, superiority among its competitors, eaknesses among its competitors, opportunities that can be developed and utilized in certain environments, possible threats in certain environments that could diminish the impact of the school, etc.

1. Strengths

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.....

2. Weaknesses

.....

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3. Opportunities

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4. Threats

.....

.....

Focus Group Discussion

Research Title: Strategies for improving the effectiveness of Sino-Foreign cooperative education in Guangxi universities

Part 1: List of Focus Group Discussion

Key informant (NO.)	Education level	Discussion date and time	University	Work experience (Year)
1	Master's degree	February 24, 2024, 9:00 am GMT +8	GuangXi University for Nationalities	10
2	Master's degree	February 24, 2024, 9:00 am GMT +8	Guilin Tourism University	8
3	Master's degree	February 24, 2024, 9:00 am GMT +8	Guangxi University of Finance and Economics	8
4	Master's degree	February 24, 2024, 9:00 am GMT +8	Guilin University of Technology	10
5	Doctoral degree	February 24, 2024, 9:00 am GMT +8	Guangxi Normal University	15
6	Master's degree	February 24, 2024, 9:00 am GMT +8	Guangxi Medical University	11
7	Master's degree	February 24, 2024, 9:00 am GMT +8	Guangxi Arts University	9

Key informant (NO.)	Education level	Discussion date and time	University	Work experience (Year)
8	Master's degree	February 24, 2024, 9:00 am GMT +8	Guangxi University of Science and Technology	12
9	Doctoral degree	February 24, 2024, 9:00 am GMT +8	Guangxi University	16
10	Master's degree	February 24, 2024, 9:00 am GMT +8	Nanning Normal University	13
11	Master's degree	February 24, 2024, 9:00 am GMT +8	Guangxi University of Chinese Medicine	12
12	Master's degree	February 24, 2024, 9:00 am GMT +8	Guilin University Of Electronic Technology	9
13	Doctoral degree	February 24, 2024, 9:00 am GMT +8	Guilin University Of Aerospace Technology	11
14	Master's degree	February 24, 2024, 9:00 am GMT +8	Beibu Gulf University	10

Part 2: Summary of changes made by the focus group

No. 1 Key informant

Modification:

Leadership Skills and Quality: 1) Enhance administrators' cross-cultural communication skills to effectively communicate, understand, collaborate, and resolve conflicts with foreign cooperative education institutions due to cultural differences.

Management Institutions and Standards: 2) Improve disciplinary requirements and management systems to ensure that employees comply with regulations and maintain good work discipline.

Management Systems and Models: 3) Optimize talent development models, integrate domestic and foreign teaching and administrative management, and allow students to personalize their academic pursuits based on their own circumstances.

Supplementary:

Organizational Culture and Climate: 8) Strengthen cultural integration mechanisms and activities to promote the fusion and exchange between different cultures.

No. 2 Key informant

Modification:

Management Institutions and Standards: 5) Establish clear codes of conduct and professional ethics standards to regulate the behavior of management personnel and staff.

Goal Management and Performance Evaluation: 1) Improve work plans, including tasks, responsibilities, and scheduling. Through clear work plans, enhance the specificity and efficiency of project execution to ensure the achievement of project goals.

Organizational Culture and Climate: 2) Advocate for an open and inclusive work environment, fostering mutual understanding, respect, and trust. Through establishing open communication channels and cultural exchange platforms, provide opportunities for employees to showcase themselves and share experiences, promoting communication and collaboration among team members.

No. 3 Key informant

Modification:

Leadership Skills and Quality: 4) Enhance administrators' professional qualities, enhance their understanding of management theory, skills, and tools, as well as their professional knowledge and experience in their respective industries or fields.

Management Institutions and Standards: 6) Establish standardized work procedures and processes to ensure orderly work and controllable quality.

Management Systems and Models: 7) Optimize the quality monitoring model of education, establish specialized evaluation institutions, improve the school's own quality monitoring and evaluation mechanisms, and mobilize social forces to participate jointly.

Supplementary:

Goal Management and Performance Evaluation: 7) Optimize the incentive mechanism, including elements such as conditions, timing, methods, standards, fairness, and transparency of rewards and punishments, to motivate faculty and staff to work actively, improve work performance, and promote team development.

No. 4 Key informant

Modification:

Improved Management Institutions and Standards: 1) Clarify the power relationship between Chinese and foreign educational institutions to ensure swift communication and execution of decisions, reducing chaos and conflicts in management.

Management Systems and Models: 6) Optimize the faculty appointment model by increasing the recruitment of bilingual talents and establishing a development system for Chinese teachers, thus enhancing teaching quality and the internationalization of schools.

Goal Management and Performance Evaluation: 4) Improve the performance evaluation system, evaluating the achievement of goals in Sino-Foreign cooperative education work.

Advocating Organizational Culture and Climate: 3) Strengthen cooperation mechanisms and team-building culture, encouraging active cooperation and mutual

support among employees. Through setting up teamwork goals, developing collaboration plans, and enhancing team building, improve teamwork efficiency, achieve complementary advantages, and jointly promote smooth project implementation.

No. 5 Key informant

Modification:

Leadership Skills and Quality: 2) Enhance administrators' communication and organizational coordination skills to coordinate and integrate various resources to ensure the smooth operation of Sino-Foreign cooperative education.

Management Institutions and Standards: 4) Establish standardized decision-making procedures, clarify decision-making levels and procedures to ensure the scientific and legal nature of decisions.

Supplementary:

Management Institutions and Standards: 8) Continuously improve and optimize management institutions and standards to adapt to changes and developments in the Sino-Foreign cooperative education environment, enhancing management effectiveness.

No. 6 Key informant

Supplementary:

Leadership Skills and Quality: 5) Enhance administrators' decision-making ability to address the impact of policy changes, project selection, strategic planning, and environmental changes in Sino-Foreign cooperative education, making timely and correct decisions.

Management Institutions and Standards: 4) Establish standardized decision-making procedures, clarify decision-making levels and procedures, and ensure the scientific and legal nature of decisions.

Goal Management and Performance Evaluation: 8) Improve incentive mechanisms to motivate employees to consciously improve their personal qualities and work efficiency, enhancing team awareness.

No. 7 Key informant

Modification:

Management Institutions and Standards: 4) Establish standardized decision-making procedures, clarify decision-making levels and procedures, and ensure the scientific and legal nature of decisions.

Management Systems and Models: 1) Optimize the administrative supervision system to further standardize and standardize management activities, enhancing the transparency and fairness of management activities.

Supplementary:

Organizational Culture and Climate: 1) Optimize cross-cultural communication mechanisms to promote understanding and resonance between different cultures.

No. 8 Key informant

Modification:

Management Systems and Models: 1) Optimize the operational management system, improve organizational structure, adjust organizational frameworks and division of responsibilities based on goal management and evaluation feedback, promote information sharing and collaboration among departments, and enhance the effectiveness of Sino-Foreign cooperative education management.

Goal Management and Performance Evaluation: 6) Timely adjust and optimize work plans and goals based on evaluation results and project progress, flexibly adjust work strategies and measures.

Supplementary:

Organizational Culture and Climate: 4) Emphasize employee participation and feedback, establish relationships of mutual understanding, trust, and resonance.

No. 9 Key informant

Modification:

Management Systems and Models: 2) Optimize the administrative supervision system to further standardize and standardize management activities, enhancing the transparency and fairness of management activities.

Supplementary:

Management Institutions and Standards: 4) This includes specific steps such as the proposal, discussion, review, approval of decisions, as well as requirements for archiving and retrieval of related documents.

No. 10 Key informant

Modification:

Management Institutions and Standards: 7) Establish unified teaching standards to ensure the standardization of teaching quality and content.

Supplementary:

Leadership Skills and Quality: 2) This includes communication with foreign cooperative education institutions, cross-departmental coordination within the university, communication with teachers, faculty, and students, and organizing meetings and events.

No. 11 Key informant

Supplementary:

Leadership Skills and Quality: 3) This includes innovating management models for Sino-Foreign cooperative education, introducing new evaluation systems, innovating talent training mechanisms, and innovating teaching models.

Management Institutions and Standards: 2) This includes establishing clear work rules, attendance rules, codes of conduct, leave rules, reward and punishment rules, and specifying disciplinary actions and consequences.

Management Institutions and Standards: 3) This includes requirements for integrity, discipline, integrity, and serving the public, specifying measures and consequences for improper behavior.

No. 12 Key informant

Modification:

Leadership Skills and Quality: 3) Enhance administrators' innovation capabilities, encourage administrators to explore new educational policies and solutions to promote education reform, in response to the challenges and opportunities faced by Sino-Foreign cooperative education.

Supplementary:

Leadership Skills and Quality: 6) Strengthen the construction of the

administrative team, cultivate or attract education management personnel with professional backgrounds, cross-cultural communication skills, and international perspectives, enhancing the overall leadership skills and quality of the administrative team.

No. 13 Key informant

Modification:

Management Systems and Models: 4) Optimize the academic and teaching management model, rationalize the division of labor and advantages among various departments and faculties of the school, and achieve a level of international teaching and academic management that meets the requirements of Sino-Foreign cooperative education.

Supplementary:

Management Systems and Models: 8) Continuously improve and optimize management systems and models to adapt to changes and developments in Sino-Foreign cooperative education environments, enhancing management effectiveness.

No. 14 Key informant

Modification:

Goal Management and Performance Evaluation: 2) Clearly define work objectives, avoid blind, chaotic, and passive management, making work plans more detailed, purposeful, and feasible.

3) Strengthen communication and implementation of work objectives, ensuring that each team member clearly understands work objectives and tasks.

Supplementary:

Goal Management and Performance Evaluation: 7) Optimize the reward and punishment mechanism, including elements such as conditions, timing, methods, standards, fairness, and transparency of rewards and punishments, to motivate faculty and staff to work actively, improve work performance, and promote team development.

Evaluation Form

Research Title: Strategies for improving the effectiveness of Sino-Foreign Cooperative Education in Guangxi universities

Part 1: List of evaluation experts:

No.	Expert	Education background	Experience (year)	University
1	Expert 1	Doctoral degree	12	GuangXi University for Nationalities
2	Expert 2	Doctoral degree	13	Guilin Tourism University
3	Expert 3	Master's degree	12	Guangxi University of Finance and Economics
4	Expert 4	Master's degree	9	Guilin University of Technology
5	Expert 5	Doctoral degree	15	Guangxi Normal University
6	Expert 6	Doctoral degree	13	Guangxi Medical University
7	Expert 7	Master's degree	18	Guangxi Arts University
8	Expert 8	Doctoral degree	11	Guangxi University of Science and Technology
9	Expert 9	Doctoral degree	15	Guangxi University
10	Expert 10	Master's degree	10	Nanning Normal University
11	Expert 11	Doctoral degree	12	Guangxi University of Chinese Medicine

Part 2: Evaluation form

No.	Strategies	Suitability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
Leadership skills and quality											
1	Enhancing administrators' cross-cultural communication abilities, enabling effective communication, understanding, collaboration, and problem-solving with foreign educational institutions during the Sino-Foreign cooperative education process.										
2	Strengthening administrators' communication and organizational coordination skills to coordinate and integrate resources from all parties, ensuring the smooth operation of various aspects of Sino-Foreign cooperative education. This includes communication with foreign educational institutions, interdepartmental coordination within the institution, communication with teachers, staff, and students, as well as organizing meetings and activities.										
3	Increasing administrators' innovation capabilities by encouraging exploration of new educational policies and initiatives to drive educational reform in response to the challenges and opportunities faced in Sino-Foreign cooperative education. This includes innovating management models										

No.	Strategies	Suitability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
	for Sino-Foreign cooperative education, introducing new evaluation systems, innovating talent development mechanisms, and innovating teaching models.										
4	Strengthening administrators' professional qualifications by enhancing their in-depth understanding of management theories, skills, and tools, as well as their professional knowledge and experience in their respective industry or field.										
5	Improving administrators' decision-making abilities to address the impacts of policy changes, project selection, strategic planning, and environmental changes during Sino-Foreign cooperative education, enabling them to make timely and correct decisions.										
6	Enhancing team building among administrators by cultivating or attracting education management personnel with professional backgrounds, cross-cultural communication skills, and international perspectives, thereby enhancing the overall leadership capabilities and qualities of the administrative team.										
Management institutions and standards											
1	Clarifying the power relations between Chinese and foreign educational										

No.	Strategies	Suitability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
	institutions to ensure that decisions can be quickly conveyed and executed, reducing confusion and conflicts in management.										
2	Improving disciplinary requirements and management nstitutions to ensure that employees comply with regulations and maintain good work discipline. This includes establishing clear work systems, attendance systems, codes of conduct, leave systems, reward and punishment systems, and clear regulations and handling methods for disciplinary actions.										
3	Clearly defining the responsibilities and powers of management at all levels, departments, faculties, and positions, detailing the main responsibilities and scope of work for each position, to ensure clear responsibilities and reasonable division of labor.										
4	Establishing standardized decision-making procedures, clarifying the levels and procedures of decision-making to ensure the scientific and legal nature of decisions. This includes specific steps such as proposing, discussing, deliberating, and approving decisions, and requirements for filing and archiving relevant documents.										

No.	Strategies	Suitability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
5	Establishing clear codes of conduct and professional ethics to regulate the behavior of managers and employees. This includes requirements for integrity, self-discipline, compliance with laws, and public service, as well as clear measures and consequences for improper behavior.										
6	Establishing standardized work procedures and processes to ensure orderly work and controllable quality. This includes operational processes, approval processes, supervision and inspection processes, etc., detailed to specific operational links.										
7	Developing unified teaching standards to ensure the standardization of teaching quality and content. This includes requirements for curriculum design, teaching methods, evaluation standards, etc., to ensure that teaching meets certain levels and requirements.										
8	Continuously improving and optimizing management institutions and standards to adapt to the changes and development of the Sino-Foreign cooperative education environment and improve management effectiveness.										
Management systems and models											
1	Optimize the operational management system, refine the organizational structure,										

No.	Strategies	Suitability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
	adjust the organizational framework and division of responsibilities based on goal management and evaluation feedback, promote information sharing and collaboration among departments, and enhance the effectiveness of Sino-Foreign cooperative education management.										
2	Improve the administrative supervision system to further standardize and standardize management activities, enhance the transparency and fairness of management activities.										
3	Optimize the talent cultivation model, break the original fixed N+N years of domestic and foreign study duration regulations, provide students with more flexible learning paths and choices, integrate domestic and foreign teaching and academic management, and enable students to complete personalized academic programs according to their own situations.										
4	Optimize the academic and teaching management model, reasonably divide the work content of Sino-Foreign cooperative education based on the responsibilities and advantages of school, and achieve a level of international academic and administrative management										

No.	Strategies	Suitability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
	that meets the requirements of Sino-Foreign cooperative education.										
5	Optimize the discipline and major model, taking into account market demand, introduction of teaching resources, enrollment and employment situations, and capital investment, the majors offered in Sino-Foreign cooperative education are aimed at meeting the demand for talents in society and promoting the improvement of teaching quality and practical abilities in schools.										
6	Optimize the teacher recruitment model by increasing the introduction of "bilingual and bicultural" talents, establishing a development system for Chinese teachers, and enhancing teaching quality and the internationalization of the school.										
7	Optimize the quality monitoring model by establishing specialized evaluation institutions, improving the school's own quality monitoring and evaluation mechanism, and mobilizing social forces to participate together.										
8	Continuously improve and optimize the management system and model to adapt to changes and development in the Sino-Foreign cooperative education environment and enhance management										

No.	Strategies	Suitability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
	effectiveness.										
Goal management and performance evaluation											
1	Enhance the completeness of work plans, including tasks, responsible individuals, and time arrangements. By clarifying work plans, improve the targeting and efficiency of project execution, ensuring the achievement of project goals.										
2	Define work objectives clearly, avoiding blind, chaotic, and passive management, making work plans more detailed, targeted, and feasible.										
3	Strengthen communication and implementation of work objectives, ensuring that each team member understands the work goals and tasks clearly. Through regular work meetings, organizing training, and communication, enhance the motivation and execution efficiency of team members.										
4	Implement a comprehensive performance evaluation system to assess the achievement of goals in Sino-Foreign cooperative education. By establishing clear assessment indicators and evaluation standards, objectively evaluate project execution and motivate and guide team members' performance.										

No.	Strategies	Suitability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
5	Improve the process evaluation mechanism, strengthen evaluations before and during activities, placing all administrative activities under supervision, and evaluating the implementation of Sino-Foreign cooperative education work plans.										
6	Adjust and optimize work plans and objectives promptly based on evaluation results and project progress. Flexibly adjust work strategies and measures, establish a rapid response mechanism to address issues and challenges promptly, ensuring the smooth achievement of project goals.										
7	Optimize the reward and punishment mechanism, including elements such as conditions, timing, methods, standards or scales, fairness, and transparency. Use rewards and penalties to motivate faculty and staff to work actively, improve work performance, and promote team development.										
8	Improve the incentive mechanism, providing rewards corresponding to whether employees or organizations achieve expected goals, linked to performance evaluations, to motivate employees to consciously improve their										

No.	Strategies	Suitability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
	personal qualities and work efficiency, and enhance team awareness.										
Organizational culture and climate											
1	Enhance cross-cultural communication mechanisms to promote understanding and resonance between different cultures.										
2	Advocate for an open and inclusive work atmosphere, fostering mutual understanding, respect, and trust.										
3	Strengthen collaboration mechanisms and cultivate a culture of teamwork, encouraging active cooperation and mutual support among employees.										
4	Value employee participation and feedback, establishing relationships of mutual understanding, trust, and resonance.										
5	Promote an open leadership and management style, listening to employee opinions and suggestions, achieving mutual understanding and resonance.										
6	Strengthen cultural integration mechanisms and activities to promote integration and communication between different cultures.										
7	Enhance the team's common values and sense of mission, fostering a culture of unity, progress, and mutual development.										

Appendix D

The Results of the Quality Analysis of Research Instruments

Effectiveness of Sino-Foreign cooperative education	experts					IOC	Validlity
	1	2	3	4	5		
Leadership skills and quality							
Administrators demonstrate steadfast political ideological integrity by firmly adhering to the policies and regulations set by the country when engaging with Sino-Foreign cooperative education institutions abroad, thus safeguarding the interests and image of the nation.	1	1	1	1	1	1.00	valid
Administrators possess a certain level of knowledge, being familiar with education management and related fields such as Sino-Foreign cooperative education.	1	1	1	1	1	1.00	valid
Administrators have a certain level of organizational coordination ability, establishing common educational goals and organizational culture, fostering trust and cooperation among Sino-Foreign cooperative education management personnel, and enhancing the overall collaborative efficiency of the team.	1	1	1	1	1	1.00	valid
Administrators have a certain level of decision-making ability, capable of making wise decisions when faced with challenges and opportunities, and effectively executing these decisions.	1	1	1	1	1	1.00	valid
Administrators have a certain level of communication ability, demonstrating excellent communication in their interactions with foreign partner institutions, faculty, and students	1	1	1	1	1	1.00	valid

Effectiveness of Sino-Foreign cooperative education	experts					IOC	Validlity
	1	2	3	4	5		
Leadership skills and quality							
Administrators possess a certain level of team-building ability, able to promote teamwork, establish a positive work atmosphere, and enhance team cohesion and efficiency.	1	1	1	1	1	1.00	valid
Administrators possess a certain level of innovation ability, demonstrating excellence in promoting educational reforms and other areas.	1	1	1	1	1	1.00	valid
Administrators exhibit good moral qualities such as honesty, responsibility, and respect.	1	1	1	1	1	1.00	valid
Administrators possess a certain level of cross-cultural communication skills to effectively address issues arising from the diverse cultural backgrounds, values, and work styles in international collaborations in joint educational programs between China and foreign countries.	1	1	1	1	1	1.00	valid
Management institutions and standards							
Administrators have clearly formulated management systems and norms.	1	1	1	1	1	1.00	valid
Administrators, following established management systems and norms, are able to smoothly execute work plans and achieve work objectives.	1	1	1	1	1	1.00	valid
Administrators have clearly defined the responsibilities and powers of various levels of management, departments, faculties, and positions to ensure the implementation of tasks and responsibilities.	1	1	1	1	1	1.00	valid

Effectiveness of Sino-Foreign cooperative education	experts					IOC	Validlity
	1	2	3	4	5		
Management institutions and standards							
Administrators have established effective communication mechanisms to facilitate smooth operation and coordination among different levels of authority.	1	1	1	1	1	1.00	valid
Administrators have clearly defined decision-making procedures and ensure transparency and fairness in decision-making.	1	1	1	1	1	1.00	valid
Administrators have specified completion times for major decisions in the decision-making process to ensure the stable operation of Sino-Foreign cooperative education.	1	1	1	1	1	1.00	valid
Administrators have formulated behavioral guidelines for faculty and staff, which are widely accepted and adhered to by all employees.	1	1	1	1	1	1.00	valid
Administrators have established effective mechanisms to discipline behavior that violates behavioral guidelines to maintain order and stability in Sino-Foreign cooperative education.	1	1	1	1	1	1.00	valid
Administrators have established clear teaching standards, teaching plans, and talent development programs that align with disciplinary advancements and student needs.	1	1	1	1	1	1.00	valid
Administrators continuously improve teaching standards based on student academic performance and overall development.	1	1	1	1	1	1.00	valid
Administrators have established clear work procedures to standardize daily workflow and improve work efficiency.	1	1	1	1	1	1.00	valid

Effectiveness of Sino-Foreign cooperative education	experts					IOC	Validlity
	1	2	3	4	5		
Management institutions and standards							
Administrators, following established work procedures, can smoothly execute work plans and achieve work objectives.	1	1	1	1	1	1.00	valid
Administrators have established clear disciplinary requirements to ensure that employees adhere to rules and regulations and maintain good work discipline.	1	1	1	1	1	1.00	valid
Administrators handle violations of disciplinary requirements fairly and effectively, playing a role in regulating employee behavior.	1	1	1	1	1	1.00	valid
Management systems and models							
Administrators have established an effective operational management system that effectively supports the daily operations and decision-making processes of Sino-Foreign cooperative education.	1	1	1	1	1	1.00	valid
Administrators have planned the organizational structure of Sino-Foreign cooperative education and can effectively promote the achievement of educational objectives.	1	1	1	1	1	1.00	valid
Management systems and models							
Administrators have established effective communication mechanisms to facilitate information transmission and sharing.	1	1	1	1	1	1.00	valid

Effectiveness of Sino-Foreign cooperative education	experts					IOC	Validlity
	1	2	3	4	5		
Management systems and models							
Administrators have established an administrative supervision system to timely supervise the legal and compliant operation of Sino-Foreign cooperative education.	1	1	1	1	1	1.00	valid
Administrators have established an administrative supervision system to ensure transparency and fairness.	1	1	1	1	1	1.00	valid
Administrators have established an administrative supervision system that, while supervising, provides feedback to promote more standardized and transparent management activities.	1	1	1	1	1	1.00	valid
Administrators have established a talent development model that aligns with Sino-Foreign cooperative education, integrating domestic and international teaching and academic management, allowing students to pursue personalized academic paths based on their individual circumstances.	1	1	1	1	1	1.00	valid
Administrators have established an academic and teaching management model that aligns with Sino-Foreign cooperative education, achieving the required level of internationalized academic and teaching management based on the responsibilities and strengths of various departments and faculties.	1	1	1	1	1	1.00	valid

Effectiveness of Sino-Foreign cooperative education	experts					IOC	Validlity
	1	2	3	4	5		
Administrators have established a disciplinary specialization model that aligns with Sino-Foreign cooperative education, fully considering market demand, the introduction of teaching resources, enrollment and employment situations, and financial investments.	1	1	1	1	1	1.00	valid
Administrators have established a faculty appointment model that aligns with Sino-Foreign cooperative education to enhance teaching quality and the internationalization of the school.	1	1	1	1	1	1.00	valid
Administrators have established a quality monitoring model that aligns with Sino-Foreign cooperative education, strengthening the school's own quality monitoring and evaluation mechanisms.	1	1	1	1	1	1.00	valid
Administrators continuously improve and optimize management systems and models to adapt to environmental changes and developments, enhancing management effectiveness.	1	1	1	1	1	1.00	valid
Goal management and performance evaluation							
Administrators have formulated clear plans for Sino-Foreign cooperative education.	1	1	1	1	1	1.00	valid
Administrators have established effective feedback mechanisms to ensure the smooth execution of work plans.	1	1	1	1	1	1.00	valid

Effectiveness of Sino-Foreign cooperative education	experts					IOC	Validlity
	1	2	3	4	5		
Goal management and performance evaluation							
Administrators have established effective feedback mechanisms to ensure the smooth execution of work plans.	1	1	1	1	1	1.00	valid
Administrators regularly evaluate the implementation of the work plans for Sino-Foreign cooperative education.	1	1	1	1	1	1.00	valid
Administrators have established effective feedback mechanisms to ensure the smooth execution of work plans.	1	1	1	1	1	1.00	valid
Administrators have set clear goals for Sino-Foreign cooperative education that align with the school's development strategy.	1	1	1	1	1	1.00	valid
Administrators consider the opinions of foreign partners when setting goals.	1	1	1	1	1	1.00	valid
Administrators' set goals can objectively reflect the effectiveness of Sino-Foreign cooperative education	1	1	1	1	1	1.00	valid
Administrators have established clear and measurable performance evaluation indicators for Sino-Foreign cooperative education.	1	1	1	1	1	1.00	valid
Administrators' set goals can objectively reflect the effectiveness of Sino-Foreign cooperative education	1	1	1	1	1	1.00	valid
Administrators regularly evaluate the achievement of goals for Sino-Foreign cooperative education through performance assessments.	1	1	1	1	1	1.00	valid

Effectiveness of Sino-Foreign cooperative education	experts					IOC	Validlity
	1	2	3	4	5		
Administrators have established corresponding reward and punishment mechanisms to incentivize and regulate the performance assessment of Sino-Foreign cooperative education.	1	1	1	1	1	1.00	valid
When formulating performance evaluation methods, administrators base them on facts and data, and fully consider the opinions of various departments and employees, ensuring fairness and objectivity.	1	1	1	1	1	1.00	valid
Organizational culture and climate							
Administrators ensure that the core values and mission they advocate are consistent with reality.	1	1	1	1	1	1.00	valid
Administrators advocate for an organizational culture of mutual understanding and trust among members.	1	1	1	1	1	1.00	valid
Administrators foster core values within the organization that resonate with the values of faculty and staff themselves.	1	1	1	1	1	1.00	valid
Administrators cultivate core values within the organization that facilitate teamwork and the achievement of common goals.	1	1	1	1	1	1.00	valid
Administrators prioritize creating interactive work methods that support each other.	1	1	1	1	1	1.00	valid
Administrators promote behavioral norms and work practices conducive to fostering a positive work atmosphere.	1	1	1	1	1	1.00	valid

Effectiveness of Sino-Foreign cooperative education	experts					IOC	Validlity
	1	2	3	4	5		
Administrators demonstrate mutual understanding, trust, and resonance with the organizational mission.	1	1	1	1	1	1.00	valid
Administrators value interactive work methods that promote cooperation in the workplace.	1	1	1	1	1	1.00	valid
Administrators contribute to fostering a positive spiritual outlook and work atmosphere through organizational culture.	1	1	1	1	1	1.00	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 oftware.

1. Reliability Analysis

Simplified Format of Cronbach's Reliability Analysis		
Number of Items	Sample Size	Cronbach's Alpha Coefficient
56	30	0.979

From the table above, it can be seen that the reliability coefficient value is 0.979, which is greater than 0.9, indicating that the quality of the research data reliability is high. Regarding the "α 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
analysis.

Appendix E

Certificate of English

BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Miss Huihui Li

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 3rd October 2020

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Accept Research

มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย
วิทยาเขตนครศรีธรรมราช
๓/๓ ม.๕ ต.มะม่วงสองต้น อ.เมือง จ.นครศรีธรรมราช ๘๐๐๐๐
โทร. ๐๗๕-๓๔๒๘๙๘ โทรสาร ๐๗๕-๓๔๕๘๖๒

อว.๘๐๒๗ / ๑๐๕

๘ พฤษภาคม ๒๕๖๗

เรื่อง รับรองการลงบทความวิจัยเพื่อตีพิมพ์ในวารสารมหาจุฬานาครทรรศน์

เรียน นางหลี่ ฮุ่ยฮุ่ย

ตามที่ **นางหลี่ ฮุ่ยฮุ่ย และรองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโฮม และผู้ช่วยศาสตราจารย์ ดร.สรายุทธ์ เศรษฐขจร**ได้ส่งบทความวิจัยเรื่อง **"กลยุทธ์สำหรับการปรับปรุงประสิทธิภาพการศึกษาร่วมระหว่างประเทศจีนและต่างประเทศในมหาวิทยาลัยกวางซี"** เพื่อพิจารณาตีพิมพ์ในวารสารมหาจุฬานาครทรรศน์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ซึ่งได้รับการคัดเลือกเข้าสู่ฐานข้อมูล ของศูนย์ดัชนีการอ้างอิงวารสารไทย (ศูนย์ TCI) ได้ถูกจัดกลุ่มคุณภาพวารสารประจำปี พ.ศ.๒๕๖๒ ให้เป็น วารสารที่มีคุณภาพกลุ่มที่ ๒ (TCI ฐาน ๒) และอยู่ในฐานข้อมูล TCI จนถึง ๓๑ ธันวาคม ๒๕๖๗ โดยจะดำเนินการจัดพิมพ์ในฉบับต่อไปตามระยะเวลาที่ได้กำหนดไว้ และวารสารมหาจุฬานาครทรรศน์ ได้รับบทความวิจัยของท่านเป็นที่เรียบร้อยแล้วนั้น

ในการนี้ วารสารมหาจุฬานาครทรรศน์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ขอรับรองว่าบทความของท่านได้ผ่านตอบรับเพื่อพิจารณาบทความตีพิมพ์เผยแพร่ในปีที่ ๑๑ ฉบับที่ ๗ (กรกฎาคม ๒๕๖๗) นี้ ซึ่งภายหลังจากนี้บทความจะผ่านการตรวจสอบความถูกต้องทางวิชาการ โดยกองบรรณาธิการวารสารฯ และผู้ทรงคุณวุฒิต่อไป

จึงเรียนมาเพื่อโปรดทราบและดำเนินการต่อไป

เรียนมาด้วยความเคารพ

(นางสาวปุญญาดา จงละเอียด)
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