

Contemporary Educational Leadership Model to Enhancing the Administration of Art University in Liaoning Province

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ABSTRACT

The objective of this research was to propose a contemporary educational leadership model to enhance the administration of Art University under Liaoning Province, the People's Republic of China. The research methodology was qualitative approach. The study was conducted with two groups: 1) the in-depth interviews with 9 administrators of Art University under Liaoning Province and the in-depth interviews with the key informants obtained through purposive sampling method, and 2) a focus group discussion with 7 experts for guidance and confirmation of the model. The results of the study showed that the contemporary educational leadership Model for the Liaoning Academy of Arts should focus on enhancing the leadership capabilities of leaders including 1) maintaining a learning-oriented high-level management ability 2) material rewards and the improvement of the teaching environment 3) long-term and short-term combination of goals 4) moral behavior 5) enhancing personality charm and moral sentiment 6) enhancing team spirit 7) improving students' mental health organization expression ability 8) intellectual stimulation 9) individual considerations.

KEYWORDS: Contemporary Education Leadership, Administration of Art University, Liaoning Province

Introduction

Education is the big plan of the country and the big plan of the party. What kind of people to train, how to train people, and for whom are the fundamental issues of education. The foundation of educating people lies in morality. Fully implement the party's educational policy and implement the fundamental task of morality and talent cultivation., to cultivate socialist builders and successors with all-round development of morality, intelligence, physique, beauty and labor. Adhere to the people-centered development of education, accelerate the

construction of a high-quality education system, develop quality education, and promote education equity the same mentioned of Yuan, Z. (2018) to pointed in the priority agenda of China's model for modernizing education of high-quality education system of universities that the role of universities leadership to definitely importance for high performance management in university.

Accelerate the high-quality and balanced development of compulsory education to mention from Xi Jinping (2020) adhere to the diversified development of higher education, continuing education, and promote

integration of production and education, integration of science and education, optimize the orientation of vocational education types. Strengthen the construction of basic disciplines, emerging disciplines, and interdisciplinary disciplines, and accelerate the construction of world-class universities and advantageous disciplines with Chinese characteristics. Guide and regulate the development of private education. Language promotion efforts. Strengthen the construction of teachers' morality, cultivate high-quality teachers, and promote respect for teachers. Teach social fashion. Promote the digitization of education, build a learning society and a learning country with lifelong learning for all. Optimize the positioning and layout of national scientific research institutions, high-level research universities, and leading technology companies, form a national laboratory system, and coordinate the promotion of international.

In Liaoning Province, as a total of 36 art fine education institutions in the province, the main art universities are Lu Xun Academy of Fine Arts, Liaoning University, Northeast University, Liaoning Normal University, Shenyang University and Shenyang Normal University. These eight universities provide a strong support of art talent support for regional economic and social development, but with the development of economic and social structural transformation of the province, professional students are facing the dilemma of continuous low employment rate. The emergence of difficulties requires these universities to self-examine, self-analyses, and strive to improve teaching quality to seek new development. Therefore, as the leader of universities, the principal, to drive the teachers and study the teaching quality improvement with the reform and trading leadership, is to solve the problem of teaching quality improvement from the perspective of organizational reform. At present, there is no rigorous theoretical support and little effective experience for the study of the teaching quality improvement of art universities in Liaoning from the perspective of integrated both transformative leadership and transactional leadership to be the new

characteristic of contemporary educational leadership.

In terms of management, it puts forward strategies such as teaching students in accordance with their aptitude and strengthening the construction of campus culture with characteristic activities as the carrier. Xu Haijun (2007) to study in the title of professional characteristics of art students and countermeasures for ideological and Political Education. It made an accurate summary of the characteristics of class undergraduates, made a specific analysis of the professional characteristics of art students, and proposed to strengthen thinking from Zhang Wei (2010) to study in the practical exploration of art student management in universities sorted out the historical evolution of art student management in colleges and universities, and believed that student management in different historical periods should uphold different concepts and use different methods, further realizing that student management is an important part of school management, and in the exploration of management practice, specific measures such as strengthening system construction and self-management are proposed.

Ministry of Education of the People's Republic of China. (2019) focusing on forming a new pattern of educational governance with the participation of the whole society, multiple measures are taken to consolidate the institutional foundation of educational modernization. It is expected that by 2035, the educational management system and institutional system will be more systematic and complete, scientific and standardized, and operate effectively and form an institutional guarantee for the government, art universities, and society to jointly participate in educational governance in accordance with the law and realize the modernization of educational governance. In order to insist on supporting the modernization of education with the modernization of education governance and the modernization of the country with the modernization of education, the direction of progress has been clarified, and the key strategies have been clarified and pointed from Yiming Zhu (2019) to mention in the actions of

shaped China's education planning in some way. In early 2016, Chinese policymakers began developing a medium- and long-term plan for education development. In this process, ensuring inclusive and equitable high-quality education and promoting lifelong learning opportunities for all were assimilated into the goals of China's education modernization. Overall, the essential feature of my country's educational modernization is the modernization under the socialist education system with Chinese characteristics, including the modernization of educational ideas, educational systems, educational facilities, educational content, educational means and methods, etc. The modernization level of governance capacity has been continuously improved, and a learning society that conforms to the basic national conditions and is conducive to lifelong learning for the whole people is gradually built.

However, in the existing research, the internal role mechanism of organizing the quality atmosphere of the art university and promoting the teaching quality of teachers is not systematically constructed and analyzing the operation mode of the mechanism has practical significance and theoretical value. Therefore, in the background of higher art, combined with the current academic attention of the change leadership, using the empirical data to verify the principals of higher art leadership, art university organization quality atmosphere and teacher teaching quality relationship, for the cultivation of teachers' quality teaching ability and the choice of the principal leadership ideas. And carrying out relevant theoretical and practical research will fill the gap in the field of teaching quality management in Liaoning art colleges, which is of great theoretical and practical significance. At the same time, it provides reference for the improvement of teaching quality in art universities in other provinces.

Purposes

To propose a contemporary educational leadership model to enhancing on the administration of Art University under Liao Ning Province, the people's republic of China.

Benefit of Research

1. Policy level of art university to reform the policy to enhance the quality atmosphere of art university organization plays a part intermediary role of contemporary educational leadership to leaders and teachers' teaching quality.

2. Principals or president can directly promote the high-performance management of administrator and teaching quality level of teachers through contemporary educational leadership, or they can also create a quality atmosphere of art university organization through intellectual stimulation and personal charm

3. The practical significance to mechanism of the art university leaders on the high-performance management of administrators and improving teaching quality of teachers and the positive role of the art university organization quality atmosphere.

4. Strengthen the understanding of the importance of promoting leaders who smart characteristic in the role of contemporary educational leadership.

5. Art university design and planning to develop the role of contemporary educational leadership

Research Process

Step1: To Study the characteristic of contemporary educational leadership on the educational administration of Art university.;

Step2: To explore the contemporary educational leadership on the educational administration of Art university in Liao Ning province.

Step3: To verify contemporary educational leadership model to enhancing on the educational administration of Art university in Liao Ning province.

Population and Sample

Population was faculty members of eight art university under Liao Ning province who worked in academic year 2022. The key informants total eight leaders from eight art university. The experts were seven experts to focus group discussion for guidance and confirm model. Both key informants and

experts obtained by purposive sampling method.

Instruments

1. Interviews in semi-structure
2. Focus group

Data Analysis

1) Content analysis was performed on the data from in depth-interviews with frequencies.

2) The focus group was moderated by the researcher to discussion is about contemporary educational leadership model to enhancing on the administration of art university under Liaoning province.

3) The experts spoke freely in the discussion on a free and voluntary basis.

Conclusion and discussion

The interview results, the researcher summarizes the contents obtained from the interviews of 9 key informants in order the top highest of 3 frequencies as follows:

1. The current situation, policy, strategy, and problem to enhance the role of administrator to be the contemporary educational leadership.

1.1 University administrators must be leaders who develop themselves both core and functional competencies including charismatic and responsible. (9)

1.2 To develop the competencies of their subordinates both in terms of knowledge, skills, personality, attitude, ability and behavior. (9)

1.3 In traditional Chinese culture, a leader's administration under the leadership's morality and pay-attention to high performance self-cultivation. (8)

2. A contemporary educational leadership so important to management university (Opinions)

2.1 Leaders pay attention in the goal to help the teachers to understand their current work, formulate development goal to combination both long-term goal and short-term goal. (8)

2.2 Leader pay attention to help subordinate formulate measures their personal development plan (self-development) under progressive management. (8)

2.3 Enhance on education innovation drive to practical reflection and promoting the university sustainable development (8)

3. The characteristics of contemporary educational leadership of administrators for art university management including behavior, ability, skills and relationship perspective.

3.1 Direct relationship and individual focus, positive feedback, coach and advisor. (9)

3.2 Ability to manage effectively and strong personal charm. (9)

3.3. Design subordinates to work as the team work, problem solving and idea sharing (Respecting the opinion of subordinates). (8)

4. The guideline for development administrators to be contemporary educational leadership (Key success factor)

4.1 Personality traits, humanistic spirit and leadership. (8)

4.2 Work with the team and Solving the problem. (8)

4.3 Global thinking (Global vision), interdisciplinary ability and analysis ability. (7)

Comparison the content from literature review, related research, and in-depth interview to create the model of Contemporary educational leadership model to enhancing on the administration of art university as Table 1 below

Table 1: The component to create model for contemporary educational leadership

Item	Content Analysis		
	Input	Process	Outcome
1. Literature review and related research	The Contemporary educational leadership as 1) Ability 2) Behaviour 3) Skill 4) Relationship	1. Transformational leadership 2. Transaction leadership	1) Inspirational motivation 2) Intellectual stimulation 3) Idealized influence-behaviour or charismatic actions 4) Contingent reward leadership 5) Individualized consideration 6) Active management by exception 7) Passive management by exception
2. In-depth interviews with 9 administrators	1: Study the characteristic of contemporary educational leadership 2: explore the contemporary educational leadership 3: edify Contemporary Educational Leadership Model	1. smart management for openness and empower to teachers 2. motivate and inspiring the teachers to challenges 3. focus on solving problems, misunderstandings, and complaints 4. sharing internal knowledge, gathering and integrating external information 5. adjust their management strategies according to the characteristics of the culture	1: Ideal influence 2: Inspirational motivation 3: Intellectual stimulation 4: Individual considerations

Item	Input	Process	Outcome
3.Focus group discussion with 7 experts	1: The use of educational leadership 2: Improve the leadership ability of art universities; 3: Improve the organizational leadership of art universities; 4: Problems Encountered in the Leadership of Arts Universities	1: A shift from administering for stability to administering for change 2: Focus on long-term goals 3: Stop focusing on details 4: Lead a mindset shift	1: Allow employee's flexibility and innovation Lead change 2: Set long-term objective for the organization to replace the short-term reward-related goals 3: Reform the university's organizational culture to match the new leadership style

From the analysis results of the three sources into the guidelines the model. Researcher to verify contemporary educational leadership model to enhancing on the educational administration of Art university in Liao Ning province.

The guideline as below Enhance on education innovation drive to practical reflection and promoting the university sustainable development

1. Visionary leadership are the most important for vision management to drive

5. Ability to manage effectively and strong personal charm.

6. Design subordinates to work as the team work, problem solving and idea sharing (Respecting the opinion of subordinates).

management change in organization to high performance university.

2. Strong competitiveness of national level and global.

3. The characteristics of contemporary educational leadership of administrators for art university management including behavior, ability, skills and relationship perspective.

4. Direct relationship and individual focus, positive feedback, coach and advisor.

7. Moral behavior.

8. Enhance team spirit.

The detail of model for contemporary educational leadership model to enhancing on the administration of art university from figure 1 as below.

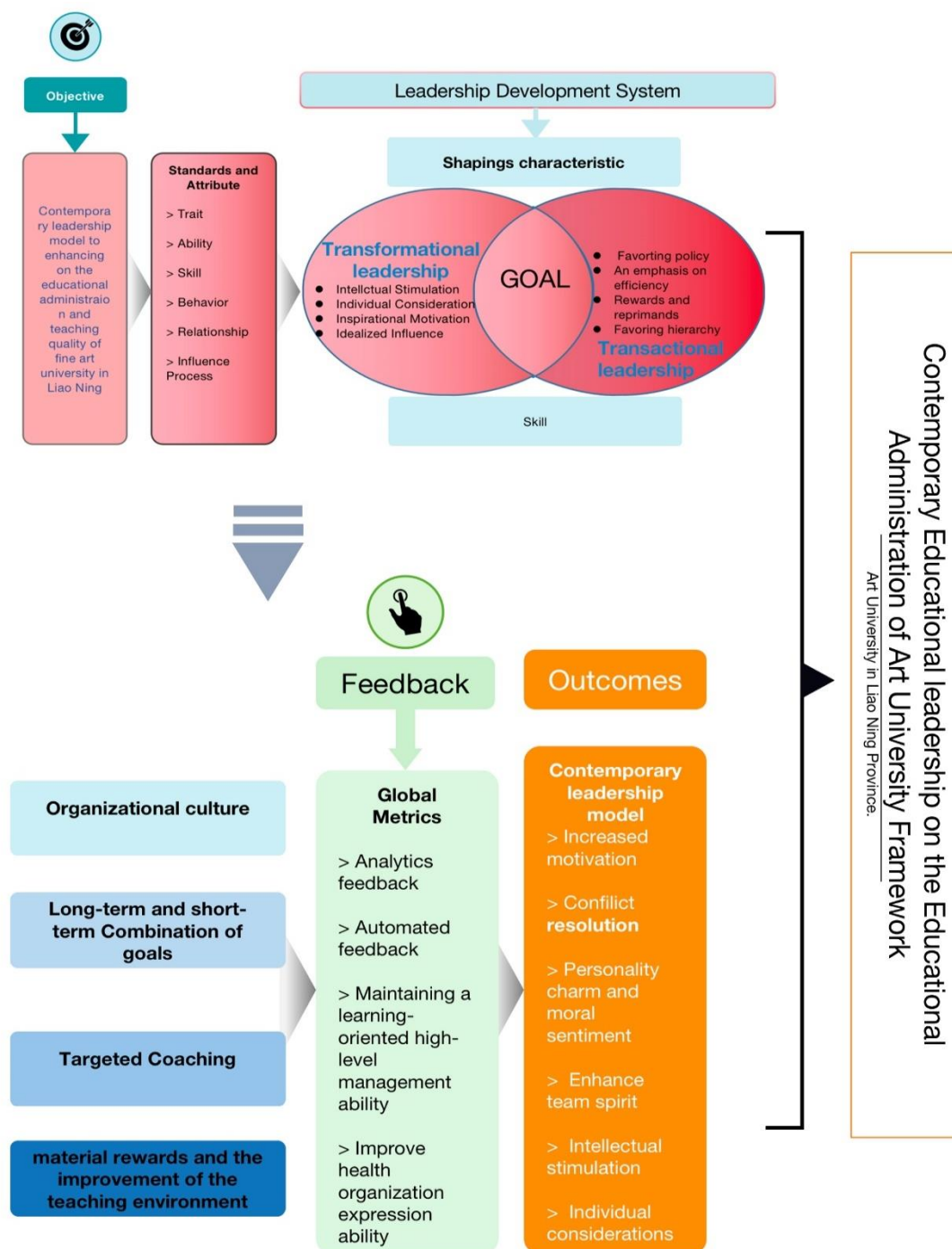


Figure 1: Model for contemporary educational leadership model to enhancing on the administration of art university

In the field of art university management, when the principal of an art university provides support and advice for innovative teaching, appropriate compensation, regular dialogues with teachers and the entire team, giving teachers flexibility and freedom in teaching, and using sufficient resources to encourage teachers Learning to grow the

role of leaders need to enhance ability and relation between leaders and subordinate the mean the role need to develop the characteristic as contemporary educational leadership that the effective in the encouraging risk taking, and tolerating the challenges and pressures of failure can greatly promote the adoption of innovative in university to related from Yukl, G.

(2006) leadership in organizations to challenges for administrators.

Input the standards and attribute of contemporary educational leadership include trait, ability, skill, behavior, relationship and influence process. Northouse (2021) to shows that when principals to enhance competencies both transformational leadership and transactional leadership to be contemporary educational leadership, they can significantly promote teachers' innovative behavior, and the intelligence-stimulating dimension has the most obvious predictive effect on innovative teaching behaviors. Richard (2006) found that the support, trust and feedback from leaders can have a positive impact on the generation, promotion and implementation of innovative ideas, and they are an important factor in teacher teaching innovation.

In process of leadership development system to shaping's characteristic according to Northouse (2021). Mention in the principal's transformational leadership include intellectual stimulation, Individual consideration, Inspirational motivation and idealized influence, after that to integrated with transactional leadership to pointed from Richard (2006) when principals adopt transactional leadership for administrators' professional ability include focus on favoring policy, an emphasis on efficiency, rewards and reprimands, and favoring hierarchy to related with Hu, A. (2013) focus on China road and China dream to high-performance university in the reputation of the world.

Therefore, from interviews and focus group to pointed out of four main point to process the leadership development both improving and focus on 1) organization culture, 2) Long-term and short-term combination of goal, 3) Targeted coaching, and 4) material rewards and the improvement of the

teaching an environment to related with the pointed of Yukl (2006) to focus on leadership to reform organizations and long-term goals.

The leadership development system should to provide the mechanism to feedback check and evaluation to related from Xiong Jiuyang (2012), Baskarada (2017) and Ecler Jaqua and Terry Jaqua (2021) refer pointed that 1) a shift from administering for stability to administration change, 2) focus on long term goals, 3) stop focusing on details and 4) Lead the mindset shift such as reform the university policies, collaboration and network with stakeholders.

Outcomes from contemporary educational leadership to include trait, ability, skill, behavior, relationship and influence process to leading to results in developing educational administrators to have strong competencies in university administration the same mention from Bottery (2005) The challenges of educational leadership to be effective under the results of management as follows

- 1) Increased motivation
- 2) Conflict resolution
- 3) Personality charm and moral sentiment
- 4) Enhance team spirit
- 5) Intellectual stimulation
- 6) Individual considerations

Recommendation

1. Policies formulation

Key success factor for development administrators to be contemporary educational leadership to drive the policy in continuing professional development of administrators to be the contemporary educational leadership in the strategies and policy reform as below.

- 1) Develop the characteristic of personality traits, humanistic spirit and leadership.

2) Create the new platform to work with the team and Solving the problem. (8) Promoting the skill of global thinking (Global vision), interdisciplinary ability and analysis ability.

3) Shaping the promotion opportunities for leader to challenge ability in management

4) Innovation, creative thinking, future imagination and digital literacy.

2. Practical application

1) Development includes challenging the assumptions, summaries, and modeling of followers and stimulating followers to explore ways to improve current performance.

2) Create the Law. Leaders actively promote new ideas and methods within the organization, and encourage employees to generate creative ideas and creative problem solving behaviors to meet the challenges of the organization's internal and external environments.

3. For Further Research

1) Increasing sample to other criteria for all stakeholder to return feedback how-to enhance the skill, ability, behavior and relation of the leaders with all stakeholder.

2) to study the affecting in the role of contemporary educational leadership from students

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