

The Academic Administrator Leadership of the School of Foreign Languages in Higher Education under Hunan Province

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Abstracts

The objectives of this research were: (1) to explore the components of Academic Administrator Leadership of the School of Foreign Languages in Higher Education under Hunan Province (2) to verify the Academic Administrator Leadership model of the School of Foreign Languages in Higher Education under Hunan Province. And (3) to propose managerial guidelines to improve the Academic Administrator Leadership of the School of Foreign Languages in Higher Education under Hunan Province.

The research method was a mixed method, including qualitative research and quantitative research. The sample was 316 administrators and instructors, with stratified random sampling method. The researcher determined sample size with Krejcie and Morgan's table (1970 : 607–610.), and obtained by the stratified random sampling technique. The 9 key informants are mainly included President or Deans, Program directors, academic leaders and main principals of department management under Hunan Institute of Information Technology obtained by purposive sampling method. The instruments used for data collection were semi-structured interview form, five-point rating scale questionnaires and Connoisseurship discussion form. The response rate of questionnaires was 100%. Statistics used for data analysis included frequency, percentage, mean, Standard Deviation, Confirmatory Factor Analysis (CFA), and content analysis was employed.

Research findings were: (1) There were five components and 23 key variables of the Academic Administrator Leadership model of the School of Foreign Languages in Higher Education under Hunan Province, which consisted of 1) Establishing clear academic goals 2) Academic focus of the Academic Administrator Leadership 3) Managing the Instructional Program 4) Team Management (Staff) and 5); Organizing a good school atmosphere (2) Model validation of five components were founded and model fit with empirical data for all indicators. And; (3) There were total 49 sub-managerial guidelines of the Academic Administrator Leadership of the School of Foreign Languages.

Keywords: The Academic Administration Leadership; Foreign Language Schools; Higher Education under Hunan Province.

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Introduction

In Hunan Province, the foreign language teaching in the higher education system is still in the basic stage of coping with the examination, partly related to the research on academic administration system, but the research on academic administration leadership based on the School of Foreign Languages in Higher Education in Hunan Province is still in a blank stage to some extent. It can be seen that the Ministry of Education has a very important arrangement for the academic administration of the School of Foreign Languages, which also has certain requirements for the educational administration system of the school (Yao, 2022 : 108-110). It is an inescapable historical responsibility of the School of Foreign Languages to cultivate international compound foreign language talents with "one excellent and many skills" for the national strategy and social service (Yao, 2022 : 108-110). As an important part of higher education in Hunan Province, the School of Foreign Languages should also conform to the trend of education and teaching reform in the new era, and actively participate in the bold reform and exploration of the construction of high-level talent training system and the improvement of talent training quality. Based on the universality of foreign language schools, their academic administration is the top priority in the construction of higher education

The present situation of foreign language teaching is called "dumb English" and "a pot of uncooked water". Theory research on foreign language education is weak, teachers' level is limited, students' tendency to take exams is obvious, teaching form and methods are lack of innovation, students' learning attitude is not active, no method of learning, and foreign language teaching in schools and universities is seriously disjointed (Wang, 2021 : 259). Administrators are the key to the reform of foreign language education, and improving the leadership of the school of Foreign Languages is the core of the reform. The key to the development of college foreign language education is not tall buildings, but first-class foreign language teachers and first-class teaching and research level. Only when first-class foreign language teachers and enhance the role of an academic leader, specifically that of dean, brings with it unique challenges and opportunities, build first-class disciplines and shape the professional culture of universities, can the overall quality of the education system be improved and the international voice in foreign language education be won. The Outline of the National Medium and Long Term Plan for Educational Reform and Development (Ministry of Education of the People's Republic of China, 2010-2020 : Online) points out that teachers need to update the concept of personnel training, innovate the mode of personnel training, and reform the educational quality evaluation and personnel evaluation system. but also puts forward higher requirements for the professional development of teachers. English teaching can no longer meet the current demand. General English teaching tends to ignore students' practical language ability and cross-cultural communication ability.

This research summarizes the problems existing in the academic administration of the Foreign Language School of Hunan Universities and analyzes the causes of the problems combined with relevant leadership theories. In view of each link of academic management, the author puts forward specific countermeasures and puts forward specific work in the countermeasures. The process of Hunan Province's export-oriented economic development has inspired the reform of its foreign language talent training mode and provided a reference path for the optimization of academic administration.

Research Objectives

1. to explore the components of Academic Administrator Leadership of the School of Foreign Languages in Higher Education under Hunan Province.
2. to verify the Academic Administrator Leadership model of the School of Foreign Languages in Higher Education under Hunan Province.
3. to propose managerial guidelines to improve the Academic Administrator Leadership of the School of Foreign Languages in Higher Education under Hunan Province.

Research Methodology

1. Population and sample

Step 1 Interview with 9 key informants, are mainly included President or Deans, Program directors, academic leaders and main principals of department management under Hunan Institute of Information Technology obtained by purposive sampling method.

Step 2 To study with questionnaire. The sample was 316 administrators and instructors, with stratified random sampling method. The researcher determined sample size with Krejcie and Morgan's table (1970 : 607–610.), and obtained by the stratified random sampling technique.

Step 3 Connoisseurship discussion 7 Key informants were President or Deans, Program directors, academic leaders and main principals of department management under Hunan Institute of Information Technology obtained by purposive sampling method.

2. Research instruments

Three research instruments were used to three research tools to examine the objectives of this paper.(1)Semi-structured interview,(2)A five-point rating scale questionnaire (3) Connoisseurship discussion form.

2.1 Semi-structured interview form

Through the semi-structured interview table, mainly by discovering the main factors, the semi-structured interview is preliminarily completed. The interview was mainly conducted in a non-face-to-face way. A total of 9 respondents were sent by mail and online.

2.2 Five-Point Rating Scale Questionnaire

The researchers used a three-part questionnaire; Part I: Demographic variables (Checklist), General information of the respondents, totaling 6 items, Part II: the Academic Administrator Leadership model of the School of Foreign Languages in Higher Education under Hunan Province. (Five-point rating scale), totaling 81 items, and Part III: Suggestions and additional comments (Open Ended). Each factor is measured on a 5-point Likert's scale.

2.3 Connoisseurship Discussion 7 key informants included deans, program directors, instructors from different Higher Education by purposive sampling. They are managers/administrators with more than 15 years of working experience and rich management experience.

3. Data collection

(1) Researchers contacted key informants and sent interview questionnaires by email, telephone. (2) This part of the questionnaire can be distributed on site or collected through online links. About 316 questionnaires need to be completed in about 2 weeks. And (3) Connoisseurship Discussion can be conducted on site, with researchers leading participants and open-ended discussions.

4. Data analysis

(1) Conduct content analysis on the results of the interview (2) Descriptive statistical methods were used for analysis, including frequency, percentage, mean and variance. To achieve the results of objective 2. (3) Conduct content analysis on the results of Connoisseurship Discussion to obtain the results of objective 3 (4) Analysis data with AMOS by Confirmatory Factor Analysis method.

Research Results

1. There were five components and 23 key variables of the Academic Administrator Leadership model of the School of Foreign Languages in Higher Education under Hunan Province, which consisted of 1) Establishing clear academic goals 2) Academic focus of the Academic Administrator Leadership 3) Managing the Instructional Program 4) Team Management (Staff) and 5); Organizing a good school atmosphere

2. Model validation of five components were founded and model fit with empirical data for all indicators. And;

3. There were total 49 sub-managerial guidelines of the Academic Administrator Leadership of the School of Foreign Languages. the questionnaire survey data analysis results: The researchers analyzed the arithmetic mean (x) and standard deviation (S.D.) that is, the arithmetic mean, standard deviation Skewness Kurtosis and level of each variable.

Table 4.12 Shoe the Basic information of the study variables

No.	Mean	Std. Deviation	Skewness		Kurtosis		Level
			Statistic	Std. Error	Statistic	Std. Error	
1	3.51	1.113	-.480	.136	-.480	.271	high
2	3.88	1.069	-.767	.136	-.114	.271	high
3	3.82	1.056	-.697	.136	-.157	.271	high
4	3.87	1.030	-.801	.136	.143	.271	high
5	3.64	1.063	-.525	.136	-.347	.271	high
6	3.78	1.083	-.754	.136	-.087	.271	high
7	3.73	1.080	-.710	.136	-.100	.271	high
8	3.55	1.117	-.544	.136	-.375	.271	high
9	3.69	1.086	-.617	.136	-.201	.271	high
10	3.60	1.122	-.622	.136	-.306	.271	high
11	3.49	1.183	-.543	.136	-.627	.271	Moderate
12	3.75	1.120	-.805	.136	-.012	.271	high
13	3.69	1.199	-.751	.136	-.343	.271	high
14	3.73	1.174	-.749	.136	-.326	.271	high
15	3.58	1.149	-.611	.136	-.449	.271	high

No.	Mean	Std. Deviation	Skewness		Kurtosis		Level
			Statistic	Std. Error	Statistic	Std. Error	
16	3.72	1.110	-.759	.136	-.132	.271	high
17	2.30	1.205	.772	.136	-.311	.271	Moderate
18	3.54	1.204	-.636	.136	-.526	.271	high
19	3.65	1.125	-.739	.136	-.187	.271	high
20	3.57	1.190	-.614	.136	-.549	.271	high
21	3.52	1.181	-.605	.136	-.552	.271	high
22	3.67	1.171	-.743	.136	-.278	.271	high
23	3.68	1.201	-.710	.136	-.438	.271	high
24	3.48	1.189	-.491	.136	-.668	.271	high
25	3.60	1.155	-.626	.136	-.400	.271	high
26	3.51	1.194	-.588	.136	-.519	.271	high
27	3.55	1.182	-.614	.136	-.462	.271	high
28	3.71	1.167	-.768	.136	-.299	.271	high
29	3.74	1.163	-.785	.136	-.271	.271	high
30	3.62	1.175	-.661	.136	-.420	.271	high
311	3.61	1.154	-.708	.136	-.257	.271	high
32	3.66	1.165	-.757	.136	-.248	.271	high
33	3.59	1.188	-.683	.136	-.416	.271	high
34	3.63	1.200	-.673	.136	-.446	.271	high
35	3.54	1.170	-.615	.136	-.450	.271	high
36	3.64	1.183	-.716	.136	-.364	.271	high
37	3.50	1.233	-.643	.136	-.539	.271	high
38	3.77	1.109	-.704	.136	-.282	.271	high
39	3.93	.980	-.869	.136	.503	.271	high
40	4.20	.905	-1.278	.136	1.754	.271	high
41	4.13	.901	-1.003	.136	.850	.271	high
42	4.16	.928	-1.154	.136	1.344	.271	high
43	4.02	.961	-.878	.136	.443	.271	high
44	4.15	.946	-1.122	.136	1.037	.271	high
45	4.12	.947	-1.033	.136	.829	.271	high

No.	Mean	Std. Deviation	Skewness		Kurtosis		Level
			Statistic	Std. Error	Statistic	Std. Error	
46	3.97	.966	-.822	.136	.417	.271	high
47	4.08	.967	-.992	.136	.716	.271	high
48	4.01	.947	-.774	.136	.229	.271	high
49	3.99	.940	-.798	.136	.339	.271	high
50	4.10	.959	-1.030	.136	.759	.271	high
51	4.18	.932	-1.072	.136	.728	.271	high
52	3.95	.949	-.855	.136	.603	.271	high
53	4.04	.931	-.905	.136	.596	.271	high
54	4.06	.966	-.920	.136	.474	.271	high
55	3.82	1.043	-.707	.136	-.079	.271	high
56	4.17	.922	-.959	.136	.395	.271	high
57	4.09	.933	-1.018	.136	.919	.271	high
58	4.14	.931	-1.060	.136	.877	.271	high
59	3.93	1.033	-.901	.136	.369	.271	high
60	4.04	.977	-.864	.136	.219	.271	high
61	3.98	.943	-.810	.136	.353	.271	high
62	3.87	1.003	-.733	.136	.056	.271	high
63	3.69	1.016	-.530	.136	-.176	.271	high
64	4.05	.910	-.699	.136	-.212	.271	high
65	3.96	.955	-.641	.136	-.224	.271	high
66	4.03	.899	-.704	.136	.128	.271	high
67	3.81	1.031	-.656	.136	-.144	.271	high
68	4.01	.908	-.617	.136	-.204	.271	high
69	3.94	.945	-.708	.136	.068	.271	high
70	3.74	1.057	-.538	.136	-.363	.271	high
71	3.90	.979	-.603	.136	-.188	.271	high
72	3.79	1.010	-.713	.136	.175	.271	high
73	3.72	1.010	-.448	.136	-.567	.271	high
74	3.99	.952	-.675	.136	-.172	.271	high
75	3.92	.957	-.662	.136	-.071	.271	high

No.	Mean	Std. Deviation	Skewness		Kurtosis		Level
			Statistic	Std. Error	Statistic	Std. Error	
76	3.68	1.040	-.443	.136	-.448	.271	high
77	3.85	.989	-.575	.136	-.255	.271	high
78	3.76	.987	-.510	.136	-.321	.271	high
79	3.83	.964	-.492	.136	-.325	.271	high
80	4.05	.933	-.768	.136	-.046	.271	high
81	3.87	.952	-.596	.136	-.127	.271	high

From Table 4.12, it is found that overall, the 81 question arithmetic mean between 2.300-4.200, which indicates that the arithmetic mean (x) of the level value of the variable was moderate to high, and the S.D value was between 0.905 and 1.233, indicating that the respondents' opinions on the variable differ little.

4.2.2.1 Factor Model Based on Confirmatory Factor Analysis

Confirmatory factor analysis is used to test whether the relationship between factors and test items conforms to the designed research model, so most empirical papers will use confirmatory factor analysis to test the fit of the data and the model.

(Due to study data resource limitations, this model only displays the top 5 data.)

In this part, confirmatory factor analysis on the model. The specific results are shown in Figure 4-1 Show:

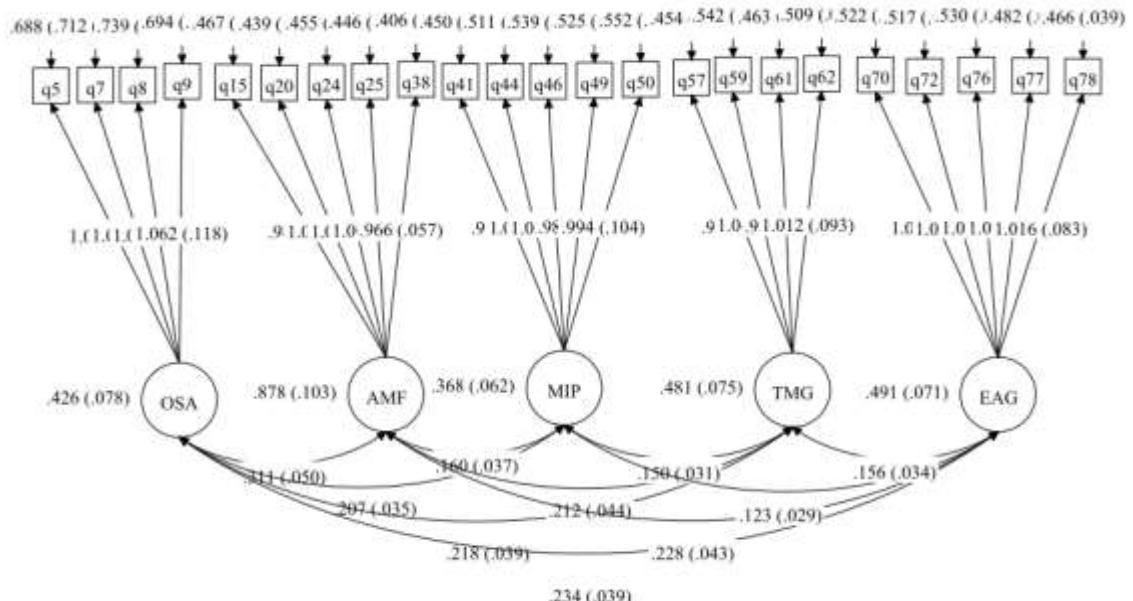


Figure 4.1 : CFA the Academic Administrator Leadership model of the School of Foreign Languages in Higher Education under the standardized estimates

4.2.2.2 Component Basic Summary Table

Table 4.13 Component Basic Summary Table

Factor	quantity
Factor1: 1. Establishing clear academic goals	4
Factor2: 2. Academic focus	5
Factor3: 3. Managing the Instructional Program	5
Factor4: 4. Team Management (Staff)	4
Factor45.Organizing a good school atmosphere	5
summary	23
Analytical sample size	316

This data set has a total of 5 components, 23 variables, and 316 samples, which meet the basic data requirements of confirmatory factor analysis.

4.2.2.3 Model Fitting Index

Table 4.14 Fitting index of confirmatory components analysis model

	Numerical value	Excellent fitting index	Effective fitting index	Standard or not
χ^2/df	1.182	≤ 3	≤ 5	fit
chi-square	3723.27	-	-	fit
P-value	0.072	>0.05	-	fit
GFI	0.842	≥ 0.9	≥ 0.8	fit
TLI	0.962	≥ 0.9	≥ 0.8	fit
CFI	0.963	≥ 0.9	≥ 0.8	fit
NFI	0.986	≥ 0.9	≥ 0.8	fit
RMSEA	0.024	≤ 0.05	≤ 0.08	fit
SRMR	0.043	≤ 0.05	≤ 0.08	fit

From the Table 4.14, that the χ^2/df value is 1.182, comply with data standards; chi-square value is 3723.27, comply with data standards; P-value is 0.072, comply with data standards; GFI value is 0.842, comply with data standards; TLI value is 0.962, comply with data standards; CFI value is 0.963, comply with data standards; NFI value is 0.986, comply with data standards; RMSEA value is 0.024 comply with data standards; SRMR value is 0.043, comply with data standards.

4.2.2.4 Model Fitting Index

Table 4.15 Key variables of the remaining influencing factors

Variables	Arithmetic Mean (\bar{x})	Standard Deviation (S.D.)	Coefficient of Variation (CV)	SK	KU	Level
EAG1	3.64	1.063	0.31	-.525	-.525	high
EAG2	3.73	1.080	0.31	-.347	-.347	high
EAG3	3.55	1.117	0.32	-.710	-.710	high
EAG4	3.69	1.086	0.27	-.100	-.100	high
AMF1	3.57	1.190	0.27	-.544	-.544	high
AMF2	3.72	1.110	0.29	-.375	-.375	high
AMF3	3.48	1.189	0.29	-.617	-.617	Moderate
AMF4	3.77	1.109	0.31	-.201	-.201	high
AMF5	3.60	1.155	0.29	-.614	-.614	high
MIP1	4.13	0.901	0.37	-.549	-.549	high
MIP2	4.15	0.946	0.27	-.759	-.759	high
MIP3	3.97	0.966	0.27	-.132	-.132	high
MIP4	3.99	0.940	0.30	-.491	-.491	high
MIP5	4.10	0.959	0.2	-.668	-.668	high
TMG1	3.87	1.003	0.31	-.704	-.704	high
TMG2	3.93	1.033	0.30	-.282	-.282	high
TMG3	3.98	0.943	0.31	-.626	-.626	high
TMG4	4.09	0.933	0.29	-.400	-.400	high
OSA1	3.74	1.057	0.30	-1.003	-1.003	high
OSA2	3.68	1.040	0.32	.850	.850	high
OSA3	3.76	0.987	0.32	-1.122	-1.122	high
OSA4	3.79	1.010	0.28	1.037	1.037	high
OSA5	3.85	0.989	0.32	-.822	-.822	high

Among the 5 dimensions and 23 variables, no more than 5 variables were selected for analysis, and \bar{x} , S.D, CV, SK, KU and other variables were obtained. The arithmetic mean (\bar{x}) of this variable was medium to high, and the S.D value was between 0.940 and 1.190, indicating that the respondents' views on this variable were not different.

4.2.2.5 Factor loading coefficient table

Table 4.16 Factor loading coefficient table

path			λ lamda	SE	P	Z	AVE	CR
EAG1	<---	A	0.618	0.040	0.000***	-16.135	0.692	0.953
EAG2	<---	A	0.631	0.039	0.000***	16.201		
EAG3	<---	A	0.637	0.039	0.000***	17.062		
EAG4	<---	A	0.631	0.039	0.000***	17.779		
AMF1	<---	B	0.830	0.018	0.000***	16.974	0.742	0.975
AMF2	<---	B	0.829	0.018	0.000***	17.631		
AMF3	<---	B	0.823	0.019	0.000***	17.459		
AMF4	<---	B	0.818	0.019	0.000***	18.160		
AMF5	<---	B	0.815	0.019	0.000***	17.116		
MIP1	<---	C	0.633	0.034	0.000***	17.784	0.719	0.927
MIP2	<---	C	0.657	0.035	0.000***	-14.673		
MIP3	<---	C	0.655	0.035	0.000***	16.073		
MIP4	<---	C	0.636	0.036	0.000***	16.420		
MIP5	<---	C	0.631	0.037	0.000***	16.500		
TMG1	<---	D	0.713	0.032	0.000***	-16.068	0.714	0.965
TMG2	<---	D	0.695	0.033	0.000***	15.535		
TMG3	<---	D	0.690	0.034	0.000***	17.779		
TMG4	<---	D	0.687	0.034	0.000***	15.535		
OSA1	<---	F	1.093	0.088	0.000***	17.188	0.734	0.917
OSA2	<---	F	1.052	0.087	0.000***	15.454		
OSA3	<---	F	1.015	0.082	0.000***	15.535		
OSA4	<---	F	1.004	0.084	0.000***	15.172		
OSA5	<---	F	1.004	0.083	0.000***	14.526		

It can be seen from this figure that the factor loadings of each item are all > 0.70 , the AVE of each dimension > 0.50 , and the CR > 0.70 , indicating that the convergent validity and combination reliability are good. In addition, the factor loadings on the corresponding variables of each topic are all 0.6, P $<$ Above 0.001, it is statistically significant.

Step 3: Result of Data Analysis for development the managerial guidelines of the Academic Administrator Leadership

A content analysis of the data from Connoisseurship discussion was performed. Based on the principle of freedom and voluntariness, The researcher sorted out and analyzed the discussions of 7 experts and reached the following conclusions.

4.3.1 Component 1: Establishing clear academic goals; consist of 1) Improve the academic administration ability 2) Realize the intelligent development 3) Standardize scientific research behavior, sharing information resources 4) Help the digitalization of campus library 5) Improve Teach Educational development and provide a more scientific and complete development strategy 6) Promote the improvement of the academic administration system 7) Promote the academic administration and teaching reform 8) Strengthen real-time use of academic administration software 9) Promote the academic administration in the province 10) Guide teachers to care about the latest news and provide students with an online forum

4.3.2 Component 2: Academic focus ; consist of 1) Accelerate the construction of academic platforms 2) Guide the construction of academic campus with modern educational ideas 3) Give full play to the enthusiasm of the government, schools, society and other aspects 4) Strengthen international cooperation in scientific research 5) Strengthen the construction of academic leadership in universities 6) Ensure the operational quality of the academic administration organization 7) Expand the supply of high-quality resources, build a policy support system 8) Improve the level of academic administration informatization 9) Promote the renewal of administration concepts and platform construction 10) Create a good environment for the operation of academic administration organizations

4.3.3 Component 3: Managing the Instructional Program ; consist of 1) Promote academic management with innovation 2) Have distinctive individual characteristics 3) Emphasize on the cultivation of students' personality 4) Use modern information technologies to interact with teaching and learning 5) Formulate development plans for digital educational resources 6) Promote regional digital education resources with digital management 7) Realize the functions of intelligent attendance and teaching management 8) Improve the professional quality of management workers 9) Change the teaching evaluation method from manual evaluation to intelligent evaluation 10) Realize the function of intelligent attendance 11) Establish the idea of serving the students

Component 4: Team Management (Staff)

1. Create a personalized student service and management mechanism
2. Have scientific decision-making and automatic management
3. Accelerate personnel and team development
4. Improve communication skills
5. Promote the evaluation and planning Skills
6. Provide incentives for teachers
7. Promote the joint decision-making skills
8. Plan for career advancement

Components 5: Organizing a good school atmosphere

1. Change from standardized evaluation to differential evaluation
2. Improve the current management mechanism and work platform
3. Promote the expected effect of the higher education supervision model
4. Improve the current management mechanism and work platform
5. Improve the timeliness of various tasks
6. Promote scientific decision-making and automated management
7. Complete development strategy for the development of higher education
8. Realize the Function of Automatic Management of Academic Documents
9. Realize the function of intelligent attendance
10. Realize the functions of intelligent attendance and teaching management

Conclusions

Through content analysis. After data collection, content analysis will be conducted to analyze the collected data. From the perspective of research objectives, the main findings are as follows: -

(1) There were five components and 23 key variables of the Academic Administrator Leadership model of the School of Foreign Languages in Higher Education under Hunan Province, which consisted of 1) Establishing clear academic goals 2) Academic focus of the Academic Administrator Leadership 3) Managing the Instructional Program 4) Team Management (Staff) and 5) ; Organizing a good school atmosphere

(2) Model validation of five components were founded and model fit with empirical data for all indicators. And;

(3) There were total 49 sub-managerial guidelines of the Academic Administrator Leadership of the School of Foreign Languages.

Discussion

Based on the research objectives, the discussion was presented as follows:

5.2.1 Section 1 Discussion about the components of the Academic Administrator Leadership of the School of Foreign Languages in Higher Education under Hunan Province.

There were 5 components of the Academic Administrator Leadership of the School of Foreign Languages in Higher Education under Hunan Province. The major findings were revealed as such because Academic management as a part of the management of Higher Education , the academic research has ported a very, in the rapid development of information in the 21st century, to the effective use service in academic management, can greatly improve the efficiency of academic research improve academic research height and depth. For the academic management system which is a very important content in the modern and even future search management academy. Academic administration is a specialized work based on academic research and management, which aims at standardizing academic behavior, improving academic quality, promoting academic progress and improving innovation ability. Also, academic administration is a complex system engineering, which includes not only the management of academic research work itself, but also the management of academic staff. In essence, academic management is a kind of institutional arrangement, which requires certain

organization and personnel to implement. On the one hand, it requires a sound organization; On the other hand, it requires personnel to have higher quality and ability. The results of this study are consistent with the theory of Bie Dunrong (2016 : 31- 42). The administration content includes teaching administration, scientific research administration, teacher administration, enrollment administration, etc. The essence of academic administration lies in coordination, regulation and control. (1) Manage according to the characteristics and laws of science and technology. (2) Mainly rely on scientific and technical experts, give full play to their academic expertise, and fully conduct scientific demonstration and academic consultation. (3) Adopt democratic administration methods, give full play to academic democracy, organize experts with different academic ideas to discuss, absorb the correct opinions of experts, and provide scientific basis for decision-making and implementation. (4) For basic research, the selection and implementation of topics are mainly determined by scholars independently, supplemented by guiding plans for a certain degree of program administration.

Therefore, the five components of the research results are the important elements of the Academic Administrator Leadership of the School of Foreign Languages in Higher Education under Hunan Province

Component 1: Establishing clear academic goals of the Academic Administrator Leadership of the School of Foreign Languages in Higher Education under Hunan Province. This is an important component factor, Average variance extraction AVE value is 0.734, Combination reliability CR value is 0.917. The results of this study are consistent with the theory or research results of George Tijo, Raghavendra A. N. (2022 : 312) in the research "The Impact of Emotionally Intelligent Academic Leadership on Faculty Members: Evidence from the Education System of India". The findings demonstrate that most faculty members are dedicated to their organization and exhibit relatively high affective commitment compared to other aspects of organizational commitment. The relationship between emotionally intelligent leadership and faculty members' organizational commitment is partially mediated by faculty members' citizenship behavior. This research contributes to the Indian academic system in developing strategies for academic leaders' emotional growth and increasing the level of commitment and citizenship behavior of faculty members.

Component 2: Component 2: Academic focus of the Academic Administrator Leadership of the School of Foreign Languages in Higher Education under Hunan Province (AMF). This is an important component factor, Average variance extraction AVE value is 0.734, Combination reliability CR value is 0.917. The results of this study are consistent with the theory or research results of Song Zhiyan (2022 : 50-52.) in the research "The Construction of Academic Leadership of interdisciplinary Organizations in Chinese universities". It was found that under the background of "double first-class" construction, the interdisciplinary academic organizations of Chinese universities are booming day by day. To promote the efficient operation of interdisciplinary organizations and produce excellent results, it is necessary to strengthen the construction of academic leadership, which is guaranteed by the reform of interdisciplinary organization system and management and operation system and centered on the construction of organizational leaders' leadership. Among them, the reform of organizational system and management operation system is the guarantee, and the construction of organizational leader's leadership is the core. And This research finding was in accordance with the theories or research of Li Baoqiang, Luan Zhaoyun & Huang Yuhan, (2022, 87-95) in the research "An Analysis on the integrated system model of academic development management for young teachers in universities". It was found that the academic development

management of young teachers in Higher Education is a complex system with multiple factors restraining and interconnecting each other. Based on the ecosystem theory and PDCA cycle theory, constructing the integrated system model of three-level nesting and four-link gradual promotion can improve and break through the existing management structure which is almost simple.

Component 3: Managing the Instructional Program of the Academic Administrator Leadership of the School of Foreign Languages. The results of this study are consistent with the theory or research results of Endale Fantahun Tadesse (2022 : 125) in the research “Integrated Leadership for Coherence School Improvement at Public Primary Schools in Addis Ababa, Ethiopia”. This model includes not only the idealization of influence and inspiration but also the establishment and dissemination of school mission, management of curriculum and teaching, monitoring of students' progress, and establishment of a good school atmosphere in instructional leadership theory. The model illustrates that transformational leadership is the agent of instructional leadership in ensuring that schools promote intrinsic consistency and positive school performance. Fourthly, the practice of one or both leadership performance of school principals has a significant direct impact on students' learning results.

Component 4: Team Management (Staff) of the Academic Administrator Leadership of the School of Foreign Languages in Higher Education under Hunan Province (TMS). This is an important component factor, Average variance extraction AVE value is 0.742, Combination reliability CR value is 0.975. The results of this study are consistent with the theory or research results of Chang Zhu & Merve Zayim-K. (2018,435-452) in the research “University governance and academic leadership: perceptions of European and Chinese university staff and perceived need for capacity building”. The results showed that in addition to the competitive challenges universities encounter, developing leadership and managerial skills for Chinese and leadership, managerial, and interpersonal skills for European participants are the major challenges for academic leaders and the most frequently cited areas potential for capacity building. Leadership skills and practices of academic leaders were highlighted by both groups most to learn from each other while change adaptation skills of Chinese academic leaders and personal capabilities of European academic leaders are the specific aspects of academic leadership referred most for experience sharing between these two contexts.

Components 5: Organizing a good school atmosphere of the Academic Administrator Leadership of the School of Foreign Languages in Higher Education under Hunan Province (OSA). The results of this study are consistent with the theory or research results of Wang Shuhua, (2021 : 259) in the research “Research on Core Influencing factors of Informatization leadership of primary and secondary school principals”. It was found that This study puts forward the improvement strategies of principal informatization leadership from four dimensions, namely, improving personality traits, changing leadership style, creating organizational atmosphere and improving self-efficacy, and gives corresponding operational paths. Finally, the experiment proves that the promotion strategy and operation path have good pertinence and effectiveness, which can provide valuable reference for the principal to improve the informatization leadership level and strengthen the ability of running schools. Based on the successful construction of the structural model of president's information-based leadership and the development of measuring tools for president's information-based leadership, this study systematically clarified the influence mechanism of factors.

5.2.2 Section 2 Discussion about confirm the Academic Administrator Leadership of the School of Foreign Languages in Higher Education.

Research Findings of five components, the 23 key variables of five components are founded and Model fit with empirical data for all indicators. Researchers consulted a large number of documents through the literature analysis method , and found a model have 5 components and 23 key variables. Through these factors , the data is processed. Each component selects the first 4-5 variables for analysis.The result of this research may be because, the role of Academic Administrator Leadership of the School of Foreign Languages in Higher Education under Hunan Province is becoming more and more prominent in improving the quality of education and building a harmonious academic atmosphere and then takes local Higher Education as the research object, the mechanism, quality, teachers and students are divided into several major sections. Analysis of the reasons, and finally put forward the way of development based on the actual situation, It tries to provide a valuable reference for the development of academic management in Higher Education . (Jiang Jiaqing, 2020:2).

5.2.3 Section 3 Discussion about major findings of objective 3:

There were total 49 managerial guidelines : This research finding was in accordance with the theories or research from the components of accelerating the construction of digital education resources, helping Academic Administrator Leadership of the School of Foreign Languages in Higher Education under Hunan Province to digitize, personalize, and upgrade education, design and implement an information-based education comprehensive management platform based on, promote the level of regional digital education. The results of such research may be because the meaning of academic work as meaning It is the organization of all activities related to the improvement and development of teaching and learning for good results and quality for maximum benefit to the students. It can be concluded that academic administration means the operation of all kinds of activities in schools that Involved in the development of teaching and learning to maximize the benefit of the students. Importance of academic administration Academic administration is important as follows: (Preeyaporn Wonganutaroj 2010: 2) defined 1) Make executives realize the importance of the importance of academic work, which is the main work of educational institutions because the success of educational institutions partly 2) Make administrators and teachers plan for academic development in a systematic and continuous manner. 3) Make educational institutions improve and develop work related to teaching and learning to have efficiency maximizes student benefits and 4) Create cooperation between educational institutes, parents, communities in Develop teaching

Recommendations

5.3.1 Recommend for Policies Formulation

5.3.1.1 Improve the goal-oriented academic administration system and promote the efficiency of the organization.

(1) Speed up legislation, break through the bottleneck of the development of education informatization, and use laws and regulations to constrain and guide the future development

(2) the support of information construction on the efficiency of the college's educational administration, increase the introduction of technical talents, set up special technical training funds, and provide personnel guarantee for promoting the transformation of information.

5.3.1.2 Establish an academic administration system ecosystem to promote the sustainable development of the academic administration system.

(1) Use modern educational concepts to guide the construction of digital campuses and give full play to the enthusiasm of the government, schools, and society.

(2) Continually construct mechanisms from the aspects of cultural acculturation and cultural awareness, and strengthen the support and guarantee of academic construction in universities from the aspects of internal restraint, supervision, and harmony of academic power.

5.3.1.3 Clarify the medium and long-term goals, key tasks and measures for Foreign language Higher Education .

(1) Scientific design and hierarchical development planning;

(2) Highlight international characteristics and gather outstanding talents;

(3) Enhance academic influence and promoting people-to-people exchanges between China and foreign countries;

5.3.1.4 Establish and improve the system of professional committee and disciplinary committee, and reform the management system and operation mechanism.

(1) Change the phenomenon that academic power relies too much on administrative power for decision-making;

(2) Establish and improve the academic committee system to ensure that the right of scholars and experts to participate in academic affairs decision-making is fully implemented;

5.3.2 Recommendation for Practical Applications

5.3.2.1 Strengthen information construction and promote joint construction and sharing of resources

(1) promote the development of school-run industries, close the communication and cooperation between the school and all sectors of society and alumni associations at home and abroad, and enrich financing channels.

(2) Strengthen information construction and promoting joint construction and sharing of resources, for all foreign language Higher Education to further strengthen the construction of smart campuses and build platforms for academic communication and knowledge

5.3.2.2 The improving the university governance system, creating the characteristic culture of foreign language colleges, constructing a good education ecology, and promoting the sustainable development of the university.

(1) Strengthen leadership construction and enhance professionalism and participation. Leadership is not limited to leadership. Teachers (especially professors), due to their professional knowledge, professional quality, professional ability and personality quality,

(2) Promote the comprehensive reform and create the characteristic culture of the college.

5.3.2.3 Promote the new form of "Internet Plus Education",

(1) Under the strategic framework of "Internet Plus" and "Multi-language Plus", to build global multi-language foreign websites, build characteristic academic website groups and build academic exchange platforms.

(2) Build a new teaching environment integrating Internet of Things technology, regular course recording and broadcasting, remote control, intelligent attendance, information release, teaching supervision and security monitoring, provide teaching and learning resource storage and sharing services,

5.3.2.4 Enhance academic influence and promote cultural exchanges between China and foreign countries

(1) Advocate teaching reform and improving teaching academic influence. Under the trend of focusing on talent training, it is suggested to increase the investment in teaching reform research, encourage teachers to study curriculum, teaching materials, students, teaching evaluation, etc.

(2) Encourage characteristic innovation and enhance academic discourse power. In terms of achievement innovation, foreign language colleges have language advantages in the publication of papers in SSCI, A & HCI and other international core journals.

5.3.3 Recommendation for Further Research

1. Research and development the academic management policy of Higher Education in Hunan Province, and promote the academic management model of School of Foreign Languages under Higher Education in Hunan Province.

2. Research on the factors affecting academic administrator leadership of school administrators should be under of the School of Foreign Languages in Higher Education under Hunan Province.

3. The relationship between academic administrator leadership and school effectiveness should be under of the School of Foreign Languages in Higher Education under Hunan Province.

4. Study of digital academic management system model to the successful of well-known Higher Education from the "double top", build quality academic evaluation system to guide the healthy development of academic.

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