

# The Academic Management Model For International Education Towards Excellence Of The Arts Universities In Liaoning Province

Luan Haocong,  
Somsak Chanphong and Nitwadee Jirarotephinyo  
Bangkokthonburi University, Thailand  
Corresponding Author, E-mail:740061002@qq.com

\*\*\*\*\*

## Abstracts

The objectives of this research were: 1) To study the component of the management academic model of international education towards excellence in the Arts universities in Liaoning Province. 2) To develop the management academic model of international education towards excellence in the Arts universities in Liaoning Province. 3) To propose the managerial guidelines for the management academic model of international education towards excellence in the Arts universities in Liaoning Province.

The research was a mixed methodology research. The population was 1480 administrators, teacher leaders and teachers from 7 public colleges and universities in Liaoning Province. The researchers used the tables of Krejcie and Morgan to determine the sample size of about 315 teachers, and obtained by stratified random sampling technique. A total of 7 people, obtained by purposive sampling method. The instruments used for data collection were collation and analysis of relevant literature, content analysis of semi-structured interviews with key informants, questionnaire survey, and focus group discussion. Data analysis and statistics are mainly carried out through statistical analysis software SPSS. The confirmatory factor analysis of the model is carried out by using AMOS software.

The results show that: (1) In the academic management model for international Education towards excellence of the Arts Universities in Liaoning Province is divided into four components, namely, Effective Education, Management, International Cooperation, The background of Art, and Management Policy. (2) According to The International education, The education management, The significance of developing the 71 key influencing factors of the four components of education management mode were established, and the model was fitted with empirical data of all indicators. (3) The guideline for International Education Management of Liaoning Province International Education Management from the Perspective of "International education management model" in Universities under Liaoning Province. There were 51 key guiding opinions on the academic management model for international Education.

**Keywords:** The Academic Management Model; International Education Towards Excellence; The Arts Universities; Liaoning Province

## **Introduction**

The development of economic globalization has led to the internationalization of higher art education. The internationalization of art education not only serves diplomacy and promotes educational exchanges, cooperation and development, but also has an impact on China's economic and social development and cultural exchanges.(Cheng Huadong,2016: 25-34)

As an important manifestation of the internationalization of education in art colleges and universities, the international exchange of students is not enough. It can only bring direct economic benefits and promote the development of education service trade In addition, the internationalization of education in art colleges and universities also affects the cultural exchanges between China and foreign countries through the internationalization of students and teachers, scientific research exchanges and cooperation. In the context of economic globalization, it is an important task for our government and universities to do a good job in the internationalization of education in art colleges and universities, establish an international system of higher education adapted to the national social, economic and political development.(Chen Ming, & Li Hong,2022: 25-34)

The educational development of art colleges and universities in China has experienced several twists and turns, including initial stage, rapid development stage and overall stagnation stage.however on the whole, compared with the achievements of developed countries, the internationalization of education in art colleges and universities in China is far from enough.(Chen Xi,2013: 25-34) In view of the limitations of the educational quality of art colleges and universities in China, China is at a disadvantage in the international competition of art colleges and universities, and the international situation is not optimistic. With the accelerating process of globalization, the international development of education in art colleges and universities in China can be described as both opportunities and challenges.(Chen Xiaobin,2014: 25-34)

Based on the above research background and practical basis, this paper takes the research on the international education management mode of art colleges and universities in Liaoning Province as the object. Firstly, it analyzes the current debate on the concept of education internationalization of art colleges and universities. After summarizing and comparing the views of many scholars, this paper gives a more comprehensive definition of education internationalization of art colleges and universities. At the same time, it analyzes the international and domestic environment faced by the internationalization of art colleges and universities in Liaoning Province.(Chen Xiulan,2014: 25-34)

## **Research Objectives**

1. To study the component of the management academic model of international education towards excellence in the Arts universities in Liaoning Province.
2. To develop the management academic model of international education towards excellence in the Arts universities in Liaoning Province.
3. To propose the managerial guidelines for the management academic model of international education towards excellence in the Arts universities in Liaoning Province.

## Research Methodology

### 1. Participants and setting

Population consisted of 1,480 who were Manager / Administrator , Professor ,and Instructor.They came to 7 colleges and universities of academic management In Liaoning province , which are classified according to scale and professional skills of universities. The sample size was approximate 315 Managers /Administrators, Professors, and Instructors with a stratified sampling technique.The key informants consisted of 5 persons, who are professors, experienced teachers and some experienced managers drawn from art colleges in the Liaoning Province.The experts were 7 experts in a centralized group discussion to guide and confirm the model. Key informants and experts.

### 2. Research instruments

We used three research tools to examine the objectives of this paper.1) Semi-structured interview 2) A five-point rating scale questionnaire 3) Focus Group Discussion

#### 2.1 Semi-structured interview

Prepare semi-structured interview form, mainly through some factors found in the first step, the preliminary completed semi-structured interview form after forming the final content to experts.According to the research plan of interview data collection, due to the limitation of the actual situation of the research, the interview is mainly through non-face-to-face method . A total of 5 interviewees were sent , respectively by mail and online. There are 80 questions in the interview, It includes the view of the current international education management mode of Liaoning Art University, and how teacher leaders apply the international education management mode.

#### 2.2 Five-Point Rating Scale Questionnaire

The researchers used a three-part questionnaire; Part 1: Demographic variables, general information (6 items), and Part 2: International Education Management mode of Liaoning Art University (five-point subscale). Part III: Recommendations and Additional Comments.

At the same time, the researcher asked respondents to fill in the degree of agreement for each model to improve the efficiency and quality of International Education Management mode of Liaoning Art University. Each factor is measured on a 5-point liker's scale.5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree,as shown in the table 1.

**Table 1** Measurement scale of academic management

Perception level	Perception level
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Higher score on the scale indicates that the variable has a positive level on the efficiency and quality of the academic management model of art colleges and universities in Liaoning province . In terms of measuring items, the effectiveness of the efficiency and quality

of the academic management model of art colleges and universities in Liaoning province is divided into five perceived levels. The average score was calculated using the Best (1977) evaluation criteria and divided into 5 levels. Width of class interval = highest score - lowest score / number of levels =  $5 - 1 / 5 = 0.80$

Therefore, the measurement score range of the Academic Management Scale and the validity mean of the efficiency and quality of the academic management model were divided into 6 survey parts, as shown in Table 02. For the explanatory criteria for classifying the mean scores, the researchers used a measure based on the concept of Best (John W. Best, 1997: 190). Details are as follows.

Table 2 Model measure

The average score	Level
1.00 — 0.49	Lowest
1.50 — 2.49	Low
2.50 — 3.49	Moderate
3.50 — 4.49	High
4.50 — 5.00	Highest

The instrument starts from step (1) as a questionnaire. Content validity and reliability were used to evaluate the quality of the questionnaire. For content validity, it was checked by 5 experts and analyzed using item-objective consistency (IOC).

Questionnaire validity: The content validity of this research questionnaire was relatively tested by 5 experts to test the correctness and suitability of language, content coverage and content relevance in each dimension of this research. Instrument projects are passively checked, validated, and finally analyzed using Project-Objective Consistency (IOC).

Questionnaire reliability: 5 academic administrators of colleges and universities were surveyed and interviewed. These questionnaires did not include studies of population and samples, and the samples were verified by Cronbach Alpha for reliability. The acceptable reliability value for this study was 0.8, and an overall reliability check was performed on the questionnaires used in this project before distribution was initiated at the study site.

### 2.3 Focus Group Discussion

Qualitative research: Step (1) formulated guidelines for the academic application of academic management in international education management through focus group discussion; 7 key information providers (lecturer, dean, professor).

### 3. Data collection procedure

1) Semi-structured interview: The researcher interviewed the 5 experts by himself.  
 2) Five-Point Rating Scale Questionnaire: The sample has been directly informed of its content scope and research objectives, and has received a formal permission letter from the university to the administrator, allowing them to conduct and collect data from faculty in accordance with a letter of approval issued by the relevant authority. After the unification of managers, researchers and related personnel were allowed to distribute questionnaires online and on-site at the same time. The questionnaire was accompanied by research guidelines, criteria, participation information sheets, and research project summaries for each response section.

3) Focus group discussions: the researcher acts as a facilitator.

#### 4. Data analysis

1) Semi-structured interview: Data analysis is carried out by the researcher, and analysis forms and conclusions are formed according to the interview content and results of the interviewees by Content Analysis.

2) Five-Point Rating Scale Questionnaire: Data for demographic variables were analyzed using descriptive statistical methods; frequencies and percentages. Confirmatory factor analysis (CFA) is used to improve the efficiency and quality of the academic management model of Liaoning Art University and universities. First, the researcher must calculate the reliability and validity of the questionnaire. Through the above data, it is proved that the questionnaire used is stable and reliable. Afterwards, item analysis is required to analyze each subject and keep those that do a good job of dividing the test population into high and low scores, and modify or eliminate other subjects that are indistinguishable.

3) Focus group discussions: A content analysis was performed for the data from the focus group discussions. In line with the principle of freedom and voluntary, the experts spoke freely in the discussion and put forward the direction of goal 3 (to formulate guidelines for the academic application of education management of Liaoning Art College and universities). According to the research objective 2 of the research results (verify the verification model to improve the efficiency and quality of the academic management mode of Liaoning art universities), and set the guidance goal 3 academic application of education management in the Liaoning art universities in the international education management mode.

### Research Conceptual Framework

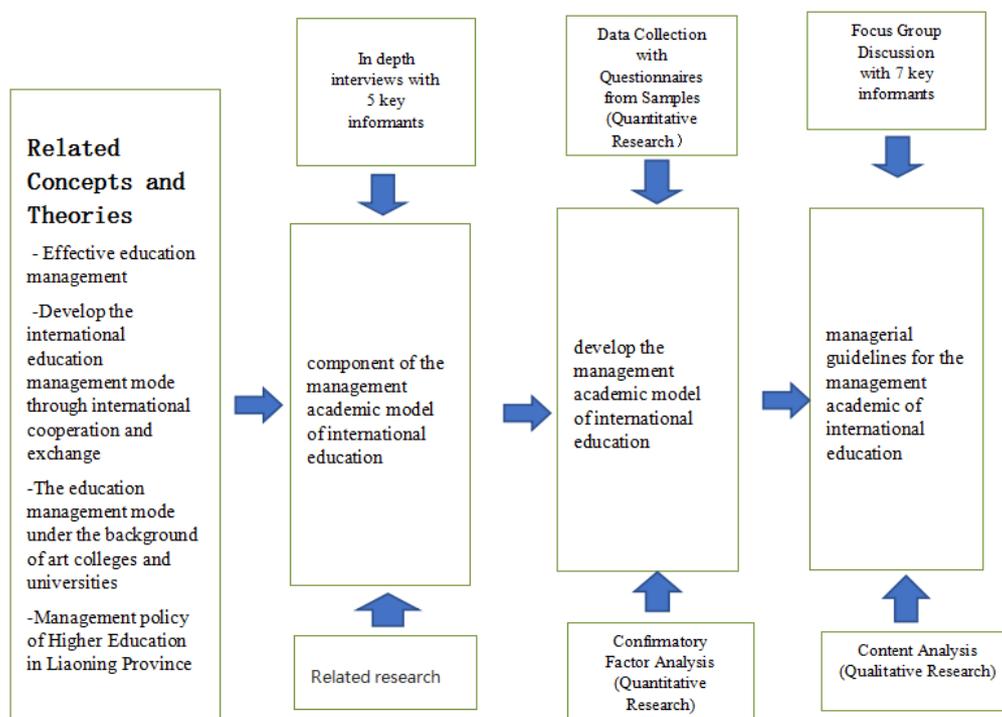


Figure 1 Conceptual framework

## Research Results

### Section 1: Result of Content Analysis for Research Objective 1

As for the content validity of the questionnaire, the researcher has sent the questionnaire to 5 expert researchers for verification. Project-goal consistency (IOC) was used to evaluate the items in the questionnaire on a score range of -1 to +1. Items with a score below 0.6 will be modified or deleted. On the other hand, items with scores higher than or equal to 0.6 are retained. The results showed that there were 71 items in the questionnaire.

**Table 3** Research variable table

Variables	Sub-Variables
<b>EFFECTIVE EDUCATION MANAGEMENT</b>	1.Improve the academic management ability
	2.Promote the improvement of the academic management system
	3.Promote the academic management and teaching reform
	4.Strengthen the construction of college and university management mode
	5.Promote the development of educational management disciplines
	6.Optimize management concept and improve management mechanism
	7.Establish the management system and build the education management mode
	8.Build a management and decision-making mechanism
	9.Improve academic management goals
	10.Improve the operation status of the academic management organization
	11.Improve the academic management ability of teachers and administrators
	12.Promote the improvement of the management system
	13.Optimize the organizational structure of academic management
	14.Improve the rules and regulations of academic management
	15.Ensure the operation quality of the academic management institutions
	16.Optimize the allocation of academic resources
	17.Improve the students' teaching management function
	18.Improve the effective academic management
	19.Improve the teaching strategies and management methods
	20.Cultivate a professional education management team
	21.Introducing advanced academic ideas and research methods
<b>INTERNATIONAL COOPERATION</b>	22.Strengthen international cooperation in education
	23.Improve the informatization level of international education management
	24.Establish a mechanism for managing international exchanges and cooperation

Variables	Sub-Variables
	25. Developing opportunities for internationalization of education 26. Higher education needs to improve the quality of teaching through internationalization 27. Formulate the international development strategy of higher education 28. Internationalization of universities 29. Developing opportunities for internationalization of education 30. Enhance the influence and competitiveness of international education 31. Promote the internationalization of universities 32. Deepening cooperation in running schools 33. Developing opportunities for internationalization of education 34. Establish a mechanism for managing international exchanges and cooperation 35. Enhance the academic level and international influence of universities 36. Actively carry out international academic exchanges and cooperation
<b>THE BACKGROUND OF ART</b>	37. Based on art colleges and universities, improve the existing management mechanism and working platform 38. Improve the function of teaching management in art colleges and universities 39. Strengthen the construction of colleges and universities in the art industry 40. Aesthetic education in colleges and universities should pay attention to education reform and development 41. Establish relevant aesthetic education policies and effective management 42. Training of high-quality artistic talents 43. Pay attention to the cultivation of comprehensive quality of Art College Students 44. Strengthen and improve the aesthetic education teaching 45. Improve the cultural quality of higher art education 46. Reform the talent training system of higher art education 47. Thinking adjustment of higher Art Education in the new period 48. Develop art education in Liaoning Province. 49. To enhance the unique personal characteristics of art academic management 50. Enhance the concept of academic management of art arts
<b>MANAGEMENT</b>	51. Establish the construction of guidelines, policies and education system 52. Teach colleges and universities Educational development provides a more scientific and complete development strategy

Variables	Sub-Variables
POLICY	53.Complete development strategy for the development of higher education
	54.Improving Educational Leadership
	55.Strengthen policy support and guidance,
	56..Establish relevant policies and effective management
	57.Deepening the comprehensive reform of education
	58.To promote the sustainable development of education and Management disciplines

## Section 2 : Result of Data Analysis for Research Objective 2

### Part I: Result of Data Analysis on Questionnaire: Demographic Information

The proportion of men and women is basically the same. There are 193 women, accounting for 61. 3% of the total, slightly higher than men. In terms of age, 93 people are 35-44 years old, so there are more young and middle- aged management personnel in the school. The number of masters is at most 190, accounting for 60.3%, The number was the largest, followed by a undergraduate course of 80 students, accounting for 25.4 percent. Among the positions of the respondents, 190 lecturer accounted for 60.1%, the highest proportion. As shown in the figure, among the respondents, the maximum number of working experience of 6-10 years was 120 people, accounting for 38.1 %, followed by 82people with over 11-15 years, accounting for 26.0 %

### Part II Result of Data Analysis on Questionnaire: Confirmatory Factor Analysis

The results of KMO test in the following figure show that the value of KMO is 0.930. Meanwhile, the results of Bartlett spherical test show that the P-value of significance is 0.000 \* \* \*, which is significant at the level, the null hypothesis is rejected, the correlation is variable, the factor analysis is effective, and the degree is suitable.

**Table 4** The KMO test and the Bartlett's test

KMO		0.930
The Bartlett Sphelicity Test	Approximate chi square	28085.325
	df	2485
	P	0.000***
Note: * * *, * * and * represent the significance levels of 1%, 5% and 10%, respectively		

The Cronbach's  $\alpha$  coefficient value of the model is 0.976, indicating that the reliability of the questionnaire is very good.

**Table 5** Cronbach's  $\alpha$  coefficient value

Cronbach' s alpha coefficient	terms	sample
0.976	71	315

It is found that overall, the 71 question arithmetic mean (between x)3.206-4.347, 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 0.90 and 1.049, indicating that the respondents' opinions on the variable differ little.

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.

In this part, AMOS 23.0 software was used to conduct confirmatory factor analysis on the model. The specific results are shown in Figure 4-1Show:

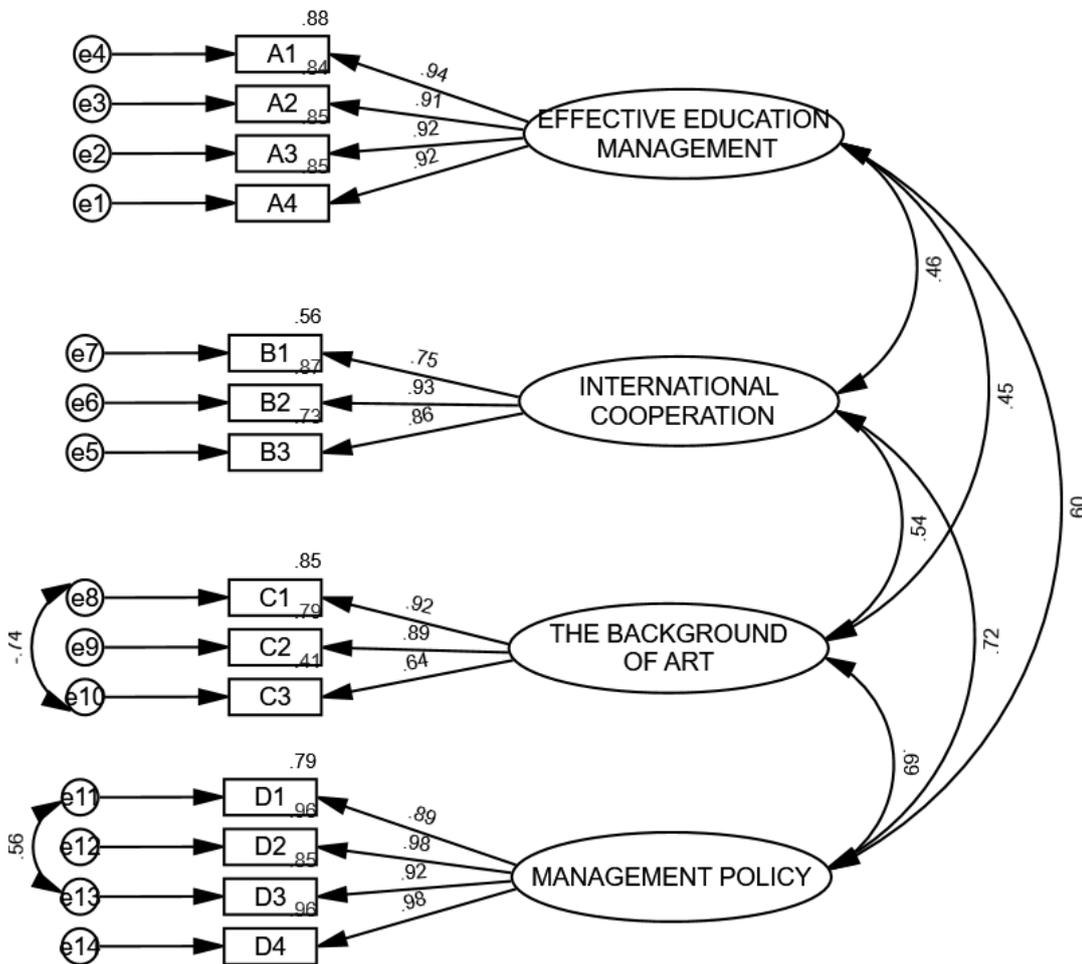


Figure 4.1 : CFA model under the standardized estimates

**Table 6** Fitting index of confirmatory factor analysis model

Commonly used indicators	Judgment standard	value	Interpretation
$\chi^2/df$	$7 < 3$	2.612	Accept
RMSEA	$< 0.10$	0.072	Accept
GFI	$> 0.9$	0.926	Accept
CFI	$> 0.9$	0.978	Accept
NFI	$> 0.9$	0.965	Accept
IFI	$> 0.9$	0.978	Accept

From the Table 6, According to the table of final model fitting coefficient, chi-square degree of freedom is less than 3 than  $\chi^2 / df$  value 2.612, adaptation is ideal; RMSEA is 0.0720.05 less than 0.05, adaptation is ideal; GFI is 0.926, NFI is 0.965, CFI is 0.978, IFI is 0.978, the above indexes reach 0.9, and the result is well fit. Therefore, the comprehensive judgment model will fit well.

According to the above analysis, The academic management model for international Education towards excellence of the Arts Universities in Liaoning Province as follows:

Component 1:Effective Education Management 21variables

Component 2: International Cooperation 15variables

Component 3:The Background of Art 14variables

Component 4:Management Policy 21 variables

### **Step 3: Result of Data Analysis for Research Objective 3 :**

A content analysis of the data from focus group discussions was performed. seven experts discussed The academic management model for international Education towards excellence of the Arts Universities in Liaoning Province, and proposed how to adjust to adapt to the arrival of the era of change. A total of 71 criteria were discussed. Among them, there are 13 Effective Educational Management, 13 International Cooperation, 10 The Background of Art, and 15 Management Policy. Then, the investigators selected guidelines with  $\geq 50\%$  of criteria, resulting in 51 key guidelines.

## **Discussion**

Based on the research objectives, the discussion will be presented as follows:

### **Section 1 Discussion about Research Objective 1:**

The component of the management academic model of international education towards excellence in the Arts universities in Liaoning Province.The promotion of international education management model is mainly manifested in four aspects: Effective Education Management.International Cooperation.The background of Art.Management Policy.The internationalized education management model promotes learning and teaching and improves schools on the basis of clarifying the rationale for the internationalization of higher education;(Li Xiaojuan, 2018 : online) it has important theoretical significance to establish the correct strategic direction for the internationalization of higher education in the internationalized education management model; During development, we should pay attention to international economic interests, social, cultural, and political effects, and comprehensively

study the management model of higher international education to maximize the benefits for the country.(Peng Hao, 2007 : 10-11) The current policy and implementation of the development of higher international education management model has important practical significance.

### **Section 2 Discussion about major findings of objective 2:**

Research Findings to confirm the academic management model for international Education towards excellence of the Arts Universities in Liaoning Province of four components consist of: Effective Education Management, International Cooperation, The background of Art, Management Policy .Researchers consulted a large number of documents through the literature analysis method , and found a model have 4 components and 71 key variables. Through these factors , the data is processed. Each component selects the first 5 variables for analysis and constructs a structural equation model.

The results of this study may be because the development of economic globalization has led to the internationalization of higher art education, the nationalization of higher art education not only serves diplomacy, promotes educational exchanges, academic management improves the quality of education, international education, and the role of management models It is becoming more and more prominent, so art colleges and universities in Liaoning Province are the research objects, and their management model, international education, art background and management policy are divided into several major sections. After analyzing the reasons, it puts forward the development based on the actual situation, trying to provide a valuable reference for the development of the international education management model of art colleges and universities in Liaoning Province.

Through analysis and verification, it reflects the analysis of the international education management model of art colleges and universities in Liaoning Province. However, in order to better illustrate the effectiveness of the model, in addition to the data itself, whether the data model is true and effective also requires relevant expert verification and practice.

### **Section 3 Discussion about major findings of objective 3:**

There were total 51 managerial guidelines: Component of Academic management goals of art colleges and universities in Liaoning Province in the digital era: There were 13 sub-managerial guidelines. Component of International Cooperation: There were 13 sub-managerial guidelines. Component of The background of Art: There were 10 sub-managerial guidelines. Component of Management Policy: There were 15 sub-managerial guidelines.

The results of this study are consistent with those of educators, as follows: a good management academic perspective and management system can help improve the quality and level of academic research. Through reasonable project management, resource allocation, and team collaboration, research efficiency and academic output can be improved. A good management mechanism can promote academic exchange and cooperation.(Pan Ya, 2019 : online) Effective academic management can organize academic conferences, seminars, and collaborative projects, provide platforms and opportunities, and promote interaction and cooperation among scholars.(Wu Suying, 2007 : 76) Managing academic perspectives helps to better allocate and utilize academic resources. Through reasonable planning and allocation of research funds, Laboratory equipment and human resources, the efficiency of resource utilization can be improved and the smooth progress of scientific research projects can be promoted.

## **Recommendation**

### **Part I: Recommend for Policies Formulation**

1. Using the results of such research to formulate policies, strengthen the level of education management, actively explore the specific higher education development strategy system and formation mechanism.

2. Internationalization of higher education is, first of all, a philosophy of running a school and a profound change in education.

3. Art colleges should pay attention to the establishment of academic management system with art college characteristics.

4. We will improve the quality of education, strengthen the construction of teaching staff in colleges and universities, recruit outstanding teachers.

### **Part II: Recommendation for Practical Applications**

1. In the context of globalization, higher education cannot be separated from high-quality development, and the internationalization of teachers is an important way for the international development of higher education.

2. Attach importance to the rights and interests of students in art education in the training process of colleges and universities, attach importance to the art education and art curriculum construction of colleges and universities.

3. Establish a sound teacher training and development system to provide teachers with opportunities and resource support for professional growth. Encourage teachers to participate in academic research and teaching innovation.

4. To improve the quality of education, college education should take improving the quality of education as the core goal, and pay attention to cultivating students' comprehensive quality and innovation ability.

### **Part III: Recommend for Further Research**

1. Continue to study the policy of The academic management model for international Education towards excellence of the Arts Universities in Liaoning Province, and promote the education management model of art colleges and universities in Liaoning Province.

2. Pay attention to the methods and indicator systems of education quality monitoring and school evaluation, and propose measures to promote quality improvement and continuous improvement.

3. Study how to apply new technologies such as information technology and artificial intelligence to improve teaching and management methods.

4. The direction of education management in Liaoning Province will focus on improving education quality and efficiency, promoting innovative education models and technology applications.

## References

- Cheng Huadong. (2016). *Innovation in Education and Teaching Management*[J]. Fudan Education Forum.
- Chen Ming, & Li Hong. (2022). *Problems and Countermeasures of Comprehensive Reform of Higher Education in Liaoning Province*[J]. Liaoning Higher Education Research. 39 (2), 25-34.
- Chen Xi. (2013). *Building a Scientific and Harmonious University Art Education Management System*[J]. China Talents.
- Chen Xiaobin (2014). *Science of Educational Management* [M]. Beijing Normal University, University Press.
- Chen Xiulan. (2014). *Review of the Concept System of Higher Education Management in my country*[J]. Exploration of Higher Education.
- Li Xiaojuan. (2018). *Problems existing in the academic management of postgraduates in colleges and universities in my country and the countermeasures for improvement* (Master's thesis, Shanghai Normal University). <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201901&filename=1019017210.nh>
- Peng Hao.(2007). *On Academic Management in Teaching Management in Colleges and Universities*. Contemporary Education Forum (Macro Education Research) (05), 10-11.
- Pan Ya. (2019). *Research on Teacher Participation in Academic Management of Colleges and Universities in my country* (Master's Thesis, Yangzhou University). <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202001&filename=1019197324.nh>
- Wu Suying.(2007). *Research on Academic Management of Chinese Universities* (Master's Thesis, Shanxi University).