

The Innovative Educational Management Model Major of Art Design in the New Era Under Jilin Province

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Abstract

The objectives of this research were : (1) To explore the innovative Educational Management model major of art design in the new era under Jilin Province. (2) To study the innovative Educational Management model major of art design in the new era under Jilin Province. (3) Proposing the guidelines of the innovative Educational Management model major of art design in the new era under Jilin Province.

This research is a mixed research, qualitative and quantitative respectively, the researcher used Krejcie and Morgan's (1970) table to determine the sample size, which consisted of 297 administrators (24), professors (49), and teachers (224) from 17 colleges and universities in Jilin Province, and was obtained by using a stratified random sampling method. The key informants consisted of nine teaching administrators (three administrators, three professors, and three teachers from universities in Jilin Province) in the art and design program. The instruments used for data collection were semi-structured interview schedule, Likert scale, questionnaire and leadership indicator scale. Statistics used in data analysis included frequencies, percentages, means, standard deviations, Exploratory Factor Analysis (EFA), and Confirmatory Factor Analysis (CFA).

The results of the study show that: (1) The Innovative Educational Management model major of art design in the new era under Jilin Province of 6 components and 85 key variables including Policy and Environment, Student Management, Course management, Teaching management, Teacher management, and Supervision Service Evaluation Mechanism. (2) Model validation was conducted for the 6 components and the model matched the empirical data for all indicators. (3) There were total 50 guidelines to Innovative Educational Management model major of art design in the new era under Jilin Province.

Keywords: Innovative Educational Management; Art Design; New Era; Jilin Province

Introduction

Educational management is to study what are the positive conditions in the society, and what methods are used to stimulate the motivating factors of education and change the restricting factors of education. Specifically, the "Several Opinions of the Ministry of Education on Promoting the Development of Art Education in Schools" issued by the Ministry of Education of China clearly pointed out that art education has a unique and important role in cultivating people through virtue. (Jiang, Chun , 2019 : 97 -98)

The innovative countermeasure model of art Educational Management in the new era is of great significance for adapting to the needs of the times, improving the quality of education, cultivating students' abilities, promoting the development of the industry, and promoting

academic research (Tao,Qicheng, 2018 : 111-112). By introducing new teaching models, technical tools, educational resources, teaching methods, and evaluation systems, enriching educational content and forms, optimizing curriculum and teaching resources, improving teachers' teaching ability and professionalism, improving the quality of education, and stimulating students' creativity and expression ability, Design ability and comprehensive quality to improve students' learning effects (Li,Yining, 2021 : 287-288)

Research on innovative Educational Management can promote cooperation and exchanges between disciplines, and cross-cooperation with other disciplines and the cultivation of comprehensive ability can cultivate students' innovative thinking, critical thinking and cooperative spirit, improve students' comprehensive quality and ability, and enhance the professional level, the comprehensive competitiveness of talents. (Zhou,Juan, 2022 : 237-240)

Innovative Educational Management research can provide reference and support for education reform (Alifianisa,K, 2023 : 6-12). Through the innovative practice and experience of educational management, it can provide improvement and optimization model major of art design in the new era undre Jilin Province, promote the innovation and change of the education system and mechanism, and improve the effectiveness and efficiency of education and teaching. (Wei,Jie,2019 : 86-87)

Research Objectives

The research method was a mixed method, including qualitative research and quantitative research.

1.To explore the innovative Educational Management model major of art design in the new era undre Jilin Province.

2.To study the innovative Educational Management model major of art design in the new era undre Jilin Province.

3.Proposing the guidelines of the innovative Educational Management model major of art design in the new era undre Jilin Province.

Research Methodology

1. population and samples

The population were 1,391, Including administrator 46, Professor 145 and teachers 1,200, They came from 17 universities of Jilin province.

The samples are determined by the tables of Krejcie and Morgan (1970). There are 297 samples from 17 universities in Jilin Province, administrators (24), professors (49) and teachers (224) to choose through stratified random sampling technique.

The key informants of semi-structured consisted of 9 persons, include university administrators (3 persons), professors (3 persons), and teachers (3 persons). They have more than 15 years of teaching experience and are selected using purposive sampling technique.

The key informants of focus group are composed of 9 experts. They were composed of 9 Jilin Provincial university art design professional teaching administrators (including 3 administrators, 3 professors, and 3 teachers from Universities in Jilin Province), who are from different universities in Jilin Province by using purposive sampling technique.

2. Research instruments

Used three research tools to examine the objectives of this paper. (1).Semi-structured interview form.(2).A five-point rating scale questionnaires. (3).Focus group Discussion form.

2.1 Semi-structured interview form

Through the semi-structured interview form, the researcher sent through email, online documents, questionnaire collection, and interviews. Data from semi-structured interviews with 9 key informants were analyzed using content analysis methods.

2.2 A five-point rating scale questionnaires

Researcher adopted a questionnaire consisting of three parts; the first part: general information(6 components); Part 2: Educational Management Variable (90 Variables) Likert Scale , Part 3: Suggestions and additional opinions.

The instrument starts from the step (1) as a questionnaire. The quality of the questionnaire is evaluated with content validity and trust. For content validity, 5 experts are checked and index-objective congruence (index-of items objective congruence (IOC) Analysis. The item value is between 0.60-1.00 and the reliability is 0.969.

2.3 Focus group Discussion form

Researcher take advantage of steps (2) Educational management. 9 experts (including 3 administrators, 3 professors, and 3 teachers from Universities in Jilin Province) are discussed in the focus group to formulate the new Jilin Province Guidelines for innovation Educational Management in the design professional innovation.

3. Data collection

3.1 Semi-structured interview : Data collection is sent by Researcher online, online documents, , and interviews form.

3.2 Questionnaire : Data collection is sent online by Researcher online through questionnaires.

3.3 Focus group Discussion : Through the focus group discussion, Researcher as promoter.

- 1) Contact with key line people and show recognition and willingness.
- 2) Access or send questions face to face or online discussion through we-chat.
- 3) Summarize discussion and specific data.

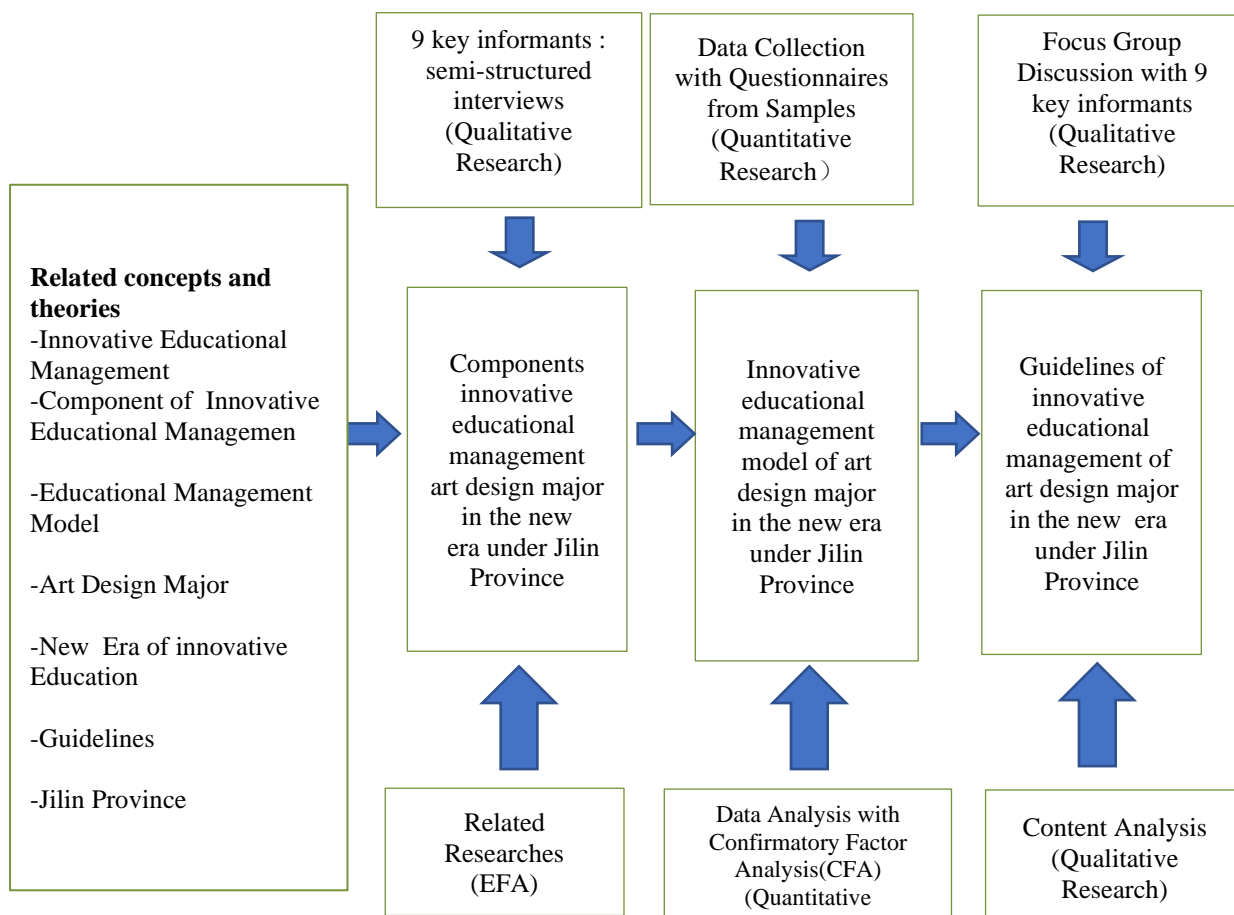
4. Data analysis

4.1 Semi-structured interviews: the variables for the study were obtained through exploratory factor analysis (EFA) in 267 literatures, and the data from the semi-structured interviews with nine key informants were analyzed using content analysis.

4.2 Questionnaire: The data of demographic variables were analyzed by descriptive statistics; frequency, and percentage. The variables of effectiveness management were analyzed by descriptive statistics; mean, Standard Deviation (S.D.). The components of effectiveness management were analyzed by Confirmatory Factor Analysis (CFA).

4.3 Focus group Discussion : Analysis of the data discussed content analysis.

Research Framework



Research Results

Section 1: Results of Data Analysis for Research Objective 1. Through literature review and semi-structured interviews, factors and components were obtained and conducted Exploratory Factor Analysis (EFA) to explore the innovative Educational Management model major of art design in the new era under Jilin Province.

The researchers read a large amount of literature and discovered 80 variables. Based on interviews with key informants, the researcher selected variables with a percentage greater than or equal to 50%, resulting in 48 variables. Repeated content was removed through literature review and 10 new variables were obtained. Through the literature review and variable review of relevant studies, a total of 90 variables were obtained. After certification by IOC experts, variables with scores less than 0.5 were deleted, and finally six dimensions were obtained (divided into rationality of policy environment, rationality of curriculum management, rationality of teacher management, rationality of student management, rationality of education management, and supervision and evaluation mechanism) and 85 variables, 85 variables will be used for questionnaire distribution.

Part 1: Result of Data Analysis on Questionnaire: Demographic Information

It was summarized that (1)gender, there are relatively more "female" in the sample, accounting for 58.58%. The male sample is 41.42%. (2)Age, the proportion of samples between "35-44 years old" is 51.85%. (3)Professional titles, "associate professor" accounted for the highest 57.23%. (4) Educational background, most of the samples are "postgraduate" and the proportion is 74.09%. (5)Teaching experience, most of the samples are "5~10 years", accounting for 52.52%. (6)91.92% of the samples chose "teacher".

Part 2 Result of Data Analysis on Questionnaire: variable of analysis

The Researcher analyzed the arithmetic mean (\bar{x}) and standard deviation (S.D), comparing the derived arithmetic mean with a criterion based on the best criterion. The results show that the arithmetic mean, standard deviation and level of each method variable are the Components of the influencing factors of the innovative Educational Management model major of art design in the new era undre Jilin Province.

Table 1 Result of Data Analysis on Questionnaire: Descriptive statistics

(n = 297)

Item	Mean	Standard deviation	Skewness	Kurtosis	Level
PE1	3.33	1.144	-0.243	-0.648	Moderate
PE2	3.28	1.166	-0.271	-0.653	Moderate
PE3	3.28	1.151	-0.107	-0.726	Moderate
PE4	3.53	1.281	-0.338	-1.021	High
PE5	3.25	1.107	-0.078	-0.577	Moderate
PE6	3.29	1.229	-0.182	-0.909	Moderate
PE7	3.26	1.200	-0.280	-0.755	Moderate
PE8	3.32	1.247	-0.215	-0.926	Moderate
PE10	3.52	1.289	-0.286	-1.123	High
PE9	3.29	1.168	-0.062	-0.758	Moderate
PE11	3.30	1.157	-0.236	-0.678	Moderate
PE12	3.25	1.210	-0.189	-0.788	Moderate
PE13	3.31	1.141	-0.114	-0.680	Moderate
PE14	3.29	1.170	-0.134	-0.694	Moderate
PE15	3.32	1.172	-0.155	-0.758	Moderate
PE16	3.31	1.159	-0.193	-0.684	Moderate
PE17	3.56	1.309	-0.381	-1.033	High
SM1	3.48	1.225	-0.362	-0.801	Moderate
SM2	3.39	1.206	-0.369	-0.627	Moderate
SM3	3.33	1.185	-0.302	-0.634	Moderate
SM4	3.34	1.243	-0.228	-0.870	Moderate
SM5	3.54	1.177	-0.402	-0.701	High
SM6	3.36	1.177	-0.335	-0.598	Moderate
SM7	3.28	1.124	-0.108	-0.683	Moderate
SM8	3.39	1.134	-0.343	-0.563	Moderate

SM9	3.49	1.197	-0.375	-0.772	Moderate
SM10	3.34	1.209	-0.278	-0.739	Moderate
CM1	3.48	1.230	-0.313	-0.895	Moderate
CM2	3.30	1.151	-0.191	-0.660	Moderate
CM3	3.32	1.097	-0.143	-0.719	Moderate
CM4	3.16	1.156	-0.141	-0.737	Moderate
CM5	3.37	1.132	-0.287	-0.570	Moderate
CM6	3.35	1.068	-0.224	-0.483	Moderate
CM7	3.47	1.244	-0.308	-0.966	Moderate
CM8	3.34	1.131	-0.275	-0.567	Moderate
CM9	3.50	1.308	-0.423	-0.913	High
CM10	3.28	1.196	-0.260	-0.666	Moderate
CM11	3.34	1.178	-0.174	-0.763	Moderate
CM12	3.21	1.189	-0.221	-0.805	Moderate
CM13	3.22	1.133	-0.207	-0.615	Moderate
CM14	3.54	1.188	-0.263	-0.984	High
CM15	3.33	1.224	-0.256	-0.824	Moderate
CM16	3.31	1.182	-0.163	-0.743	Moderate
CM17	3.24	1.114	-0.211	-0.496	Moderate
TIM1	3.34	1.218	-0.253	-0.799	Moderate
TIM2	3.31	1.129	-0.128	-0.677	Moderate
TIM3	3.47	1.287	-0.360	-0.953	Moderate
TIM4	3.47	1.194	-0.308	-0.869	Moderate
TIM5	3.33	1.160	-0.257	-0.637	Moderate
TIM6	3.28	1.151	-0.182	-0.686	Moderate
TIM7	3.34	1.134	-0.292	-0.544	Moderate
TIM8	3.29	1.132	-0.258	-0.614	Moderate
TIM9	3.50	1.236	-0.312	-0.932	High
TIM10	3.32	1.172	-0.264	-0.736	Moderate
TIM11	3.20	1.116	-0.260	-0.617	Moderate
TIM12	3.29	1.178	-0.259	-0.792	Moderate
TIM13	3.21	1.131	-0.242	-0.510	Moderate
TIM14	3.32	1.217	-0.327	-0.734	Moderate
TEM1	3.24	1.120	-0.171	-0.602	Moderate
TEM2	3.26	1.157	-0.170	-0.629	Moderate
TEM3	3.52	1.282	-0.330	-1.025	High
TEM4	3.29	1.199	-0.261	-0.687	Moderate
TEM5	3.30	1.106	-0.230	-0.477	Moderate

TEM6	3.27	1.128	-0.133	-0.641	Moderate
TEM7	3.53	1.216	-0.328	-0.936	High
TEM8	3.53	1.222	-0.246	-1.040	High
TEM9	3.28	1.135	-0.182	-0.609	Moderate
TEM10	3.45	1.246	-0.339	-0.833	Moderate
TEM11	3.39	1.275	-0.308	-0.936	Moderate
TEM12	3.43	1.161	-0.308	-0.678	Moderate
TEM13	3.35	1.093	-0.144	-0.524	Moderate
TEM14	3.53	1.292	-0.414	-0.902	High
TEM15	3.31	1.156	-0.203	-0.675	Moderate
SEM1	3.49	1.211	-0.451	-0.726	Moderate
SEM2	3.36	1.127	-0.210	-0.683	Moderate
SEM3	3.53	1.211	-0.389	-0.792	High
SEM4	3.43	1.086	-0.197	-0.689	Moderate
SEM5	3.24	1.156	-0.219	-0.619	Moderate
SEM6	3.50	1.157	-0.248	-0.798	High
SEM7	3.27	1.127	-0.182	-0.583	Moderate
SEM8	3.51	1.220	-0.371	-0.813	High
SEM9	3.29	1.153	-0.178	-0.721	Moderate
SEM10	3.30	1.177	-0.242	-0.666	Moderate
SEM11	3.38	1.214	-0.238	-0.863	Moderate
SEM12	3.36	1.169	-0.234	-0.760	Moderate
Total	3.36	0.626	-0.312	-1.018	85

From Table 1, the Researcher analyzed the arithmetic mean(\bar{x}) and standard deviation (S.D), comparing the derived arithmetic mean with a criterion based on the best criterion. The mean of the 85 questions ranged from 3.16-3.56 indicating that the respondents had an opinion on the values of the variables at this level. The mean of the arithmetic ranges from medium to high with standard deviation ranging from 1.068-1.309, which indicates that the acceptance of the item was relatively consistent across all the study participants.

Part 3: Reliability and validity analysis (EFA)

Table 2 KMO and Bartlett's test

KMO and Bartlett test		
KMO		0.943
Bartlett test	Approx. Chi-Square χ^2	17166.937
	<i>df</i>	3570
	<i>p value</i>	0.000

The information enrichment study was conducted using factor analysis. First, the suitability of the study data for factor analysis was analyzed. As can be seen in Table 2, the KMO was 0.943, which was greater than 0.6, satisfying the prerequisite requirements for factor analysis, indicating that the data could be used for factor analysis research. The data passed the Bartlett's test of sphericity ($p < 0.05$), indicating that the data of this study is suitable for factor analysis.

The questionnaire scale data were selected for reliability analysis, and the Cronbach Alpha was first used to analyze the reliability of the data. In the reliability analysis, Cronbach Alpha coefficient generally reaches more than 0.7, which can reflect the high reliability of the questionnaire, and the questionnaire can be further analyzed in depth, as can be seen from the following table, the dimensions of the questionnaire in this study and the total Cronbach Alpha coefficient are all greater than 0.7, which indicates that the questionnaire has a high degree of reliability as a whole.

Part 4 Component Analysis

Table 3 Components of Educational Management

Component	Rename	Variable Number	Factor Loading
1	PE	17	0.653-0.765
2	SM	10	0.678-0.743
3	CM	17	0.667-0.783
4	TIM	14	0.652-0.749
5	TEM	13	0.639-0.764
6	SEM	12	0.682-0.753
Total		83	

From Table 5, it can be seen that there are the following six eligible components: component 1 contains 17 variables with factor loadings between 0.653 and 0.765; component 2 contains 10 variables with factor loadings between 0.678 and 0.743; component 3 contains 17 variables with factor loadings between 0.667 and 0.783; component 4 contains 14 variables with factor loadings between 0.652 and 0.749; component 5 contains 13 variables with factor loadings between 0.639 and 0.764; and component 6 contains 12 variables with factor loadings between 0.682 and 0.753. The total number of variables describing these 6 variables was 83 variables with factor loadings ranging from 0.639 to 0.783.

Table 4 Confidence Analysis Table

Items	Cronbach's α
PE	0.950
SM	0.927
CM	0.954
TIM	0.945
TEM	0.937
SEM	0.936
Total	0.969

Based on Exploratory Factor Analysis (EFA), the relevant variables were extracted and their key component variables were analyzed to derive the six effective components of the management influences. Then the correspondence between variables and components was analyzed through the values of factor loading coefficients, and the components were named according to the correspondence between variables and components.

Part 5 Correlation analysis

Table 4 Pearson Correlation

	Average Value	Standard Deviation	PE	SM	CM	TIM	TEM	SEM
PE	3.333	0.890	1					
SM	3.395	0.923	0.333**	1				
CM	3.338	0.889	0.319**	0.397**	1			
TIM	3.333	0.897	0.471**	0.371**	0.354**	1		
TEM	3.383	0.900	0.341**	0.424**	0.311**	0.452**	1	
SEM	3.388	0.895	0.340**	0.392**	0.362**	0.435**	0.452**	1

From Table 4, correlation analysis was used to study the correlation between PAE, SM, CM, TIM, TRM, and SSEM, and Pearson correlation coefficient was used to indicate the strength of the correlation. The specific analysis shows that the significance of the 6 components of PAE, SM, CM, TIM, TRM, and SSEM is less than 0.05, i.e., there is a positive correlation between both PAE, SM, CM, TIM, TRM, and SSEM.

Part 6 Validated Factor Analysis (CFA)

Firstly, a validation factor analysis was established according to the data to verify the reliability and validity of the data. Using validated factor analysis to analyze the questionnaire, generally speaking, standardized factor loadings greater than 0.6, combined reliability CR greater than 0.7, and mean extracted variance AVE greater than 0.5 are needed in the validated factor analysis to show that the questionnaire's reliability and validity are good.

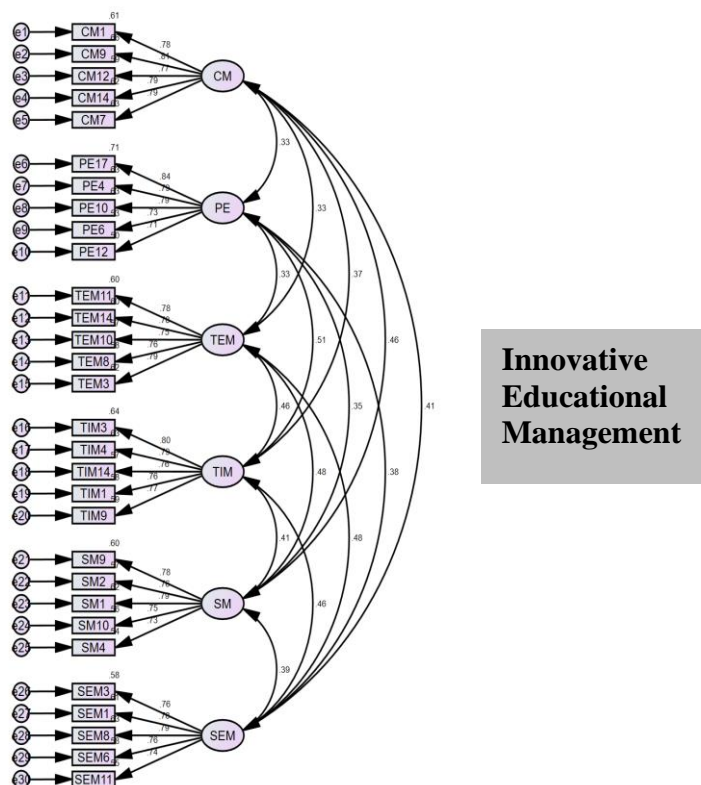


Figure 1 Components of Innovative Educational Management model major of art design in the new era undre Jilin Province CFA

The values in the above models are selected from the research results, and the highest and most influential values are retained. Only in this way can we prove that the research results are positive and have certain research significance.

Table 6 Validation Factor Analysis Goodness of Fit Table

Fitness index	Standard Scope	Goodness-of-fit
CMIN	-	385.188
DF	-	390
CMIN/DF	<3	0.988
RMR	<0.08	0.051
RMSEA	<0.08	0.000
GFI	>0.9	0.924
NFI	>0.9	0.924
RFI	>0.9	0.916

CMIN/DF less than 3 is with goodness of fit CMIN/DF=1.155, SRMR less than 0.08 is with goodness of fit SRMR=0.060, RMSEA less than 0.08 is with goodness of fit RMSEA=0.023, AIFI greater than 0.9 is with goodness of fit AIFI=0.966, TLI greater than 0.9 is having goodness of fit TLI=0.965, CFI greater than 0.9 is having goodness of fit CFI=0.966, The results show that the measurement model has a good fit.

Section 2 : Results of Data Analysis for Research Objective 2.Through the analysis of the content of the questionnaire survey, the factors and Components were obtained,Research the innovative components of the Education Management model major of art design in the new era undre Jilin Province.

Through literature review and in-depth interview analysis, this article finally determines the constituent factors of innovative education management model major of art design in the new era undre Jilin Province. 9 experts proposed innovative methods for education management model major of art design in the new era undre Jilin Province.

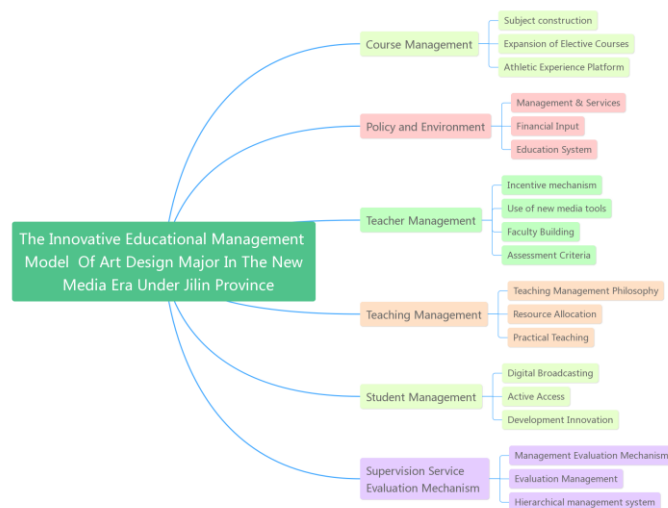


Figure 2 Innovative Educational Management model major of art design in the new era undre Jilin Province.

These variables above were chosen because they all have good fit in the test and all have the highest values about the influence of Innovative Educational Management model major of art design in the new era undre Jilin Province.

Section 3: Results of data analysis for research objective 3. After the evaluation and analysis of the expert focus group, to propose the guidelines of innovative Educational Management model major of art design in the new era undre Jilin Province..

The focus group was moderated by the researcher. Nine key informants, administrators (3), professors (3), and teachers (3), were targeted to sample the innovative educational management model major of art design in the new era undre Jilin Province. Based on the above criteria, key informants were selected through purposive sampling. Data from the focus groups were content analyzed. The experts spoke freely in the discussion based on the principles of freedom and voluntarism and proposed an innovative empowering leadership approach for high performance of university administrators in Jilin Province Based on the findings of research objective 3. The researcher categorized and analyzed the discussions of the nine experts and selected the percentage guidelines that were greater than or equal to 50%,

for a total of 50 guidelines. The 50 guides include 6 components: Component 1 Policy and Environment (9 guides), Component 2 Student Management (8 guides), Component 3 Course Management (7 guides), Component 4 Teaching management (10 guides), Component 5 Teacher management (8 guides), and Component 6 Supervision Service Evaluation Mechanism (8 guides).

Discussion

Discussion about major findings of objective 1

Objective 1. The researcher reviewed the literature and conducted a variable study on the innovative education management model major of art design in the new era under Jilin Province from the aspects of relevant concepts, principles, theories and related research. 85 research variables were identified and 6 components were obtained.

There were six components of innovative educational management model major of art design in the new era under Jilin Province which consisted of policy and environment, student management, course management, educational management, teacher management and supervision service evaluation mechanism.

Component 1: Policy and Environment

The main findings are released because education policy provides clear direction and framework for institutions, educators and students to be consistent with the findings of (Dybach, I, 2019, 33-34). Government policies can guide the integration of new technologies and resource integration in innovative education management for art and design majors. This research result is consistent with the theoretical research of Chen, Jingrui, (2019, 160-162), and a supportive policy environment can ensure that there are sufficient resources to update software and provide training for teachers. These resources are critical for effective implementation of innovative approaches.

Component 2: Student Management

Effective student management strategies help customize learning paths for each student. The results of this study are consistent with the theory or research of Liao, Juan, (2017, 242-245). Discover innovative educational management designed to tailor education to the needs and aspirations of individual students. This allows students to focus on areas of interest, strengths, and career goals, resulting in a more relevant and engaging educational experience. Consistent with the research results of Xi, mu, (2021, 27-36).

Component 3: Course Management

Curriculum management is the cornerstone of innovative education management model major of art design in the new era under Jilin Province. The research results are consistent with the research results of Ma, Fengqi, (2019 : 10-17). In the fast-paced new era, adaptive policies allow institutions to modify courses and introduce New courses, adapting teaching methods to stay relevant. The findings of this study are consistent with Liu, Xiaofeng & Li, Yan, (2021 : 7-12) theory or research that effective course management ensures that course content, assignments, and assessments are aligned with these goals, thereby providing a cohesive and purposeful learning experience.

Component 4: Teaching management

Education management in colleges and universities is an important part of education and teaching work in colleges and universities. It is an important factor in ensuring the quality of teaching, maintaining the normal operation of teaching order, and promoting the smooth

implementation of teaching. This research conclusion is consistent with the theory or research of (Shang,Yingli, 2021 : 128-129). Based on the needs of talent cultivation, colleges and universities are guided by teaching goals and use modern management methods to arrange teaching work reasonably and scientifically. Consistent with the research results of Talmacean, I & Domnica, M.D. (2013 : 198-204).

Component 5: Teacher management

This finding is consistent with Wu Ziyue, (2023 : 96-97) Effective teacher management ensures that faculty and staff receive continuous training to keep up with rapid developments. The new situation enables them to effectively teach relevant skills to students. Effective teacher management creates a vibrant and rich learning environment for students in the vibrant world of art and design in the new era, Consistent with the research of Zhang, Tiantian. (2021 : 40-43)

Component 6: Supervision Service Evaluation Mechanism

Governments and educational institutions should develop flexible policies to adapt to changing educational needs. This includes supporting experimental teaching methods and the introduction of new technologies to improve the quality of teaching. The results of the study are consistent with Liu,Xiaofeng&Li,Yan,(2021 : 7-12)theory or research, providing sufficient financial and human resources to support innovation and reform. Effective implementation requires the joint efforts of various stakeholders, and an education management system that supports innovation can be established to achieve an overall improvement in the quality of university management, the same as the research results of (Zhao, Tianqi, 2023 : 91-93).

Discussion about major findings of objective 2

Objective 2: The researcher obtained the factors and components by analyzing the content of the questionnaire, conducted Confirmatory Factor Analysis(CFA), verified the rationality of the variables through Exploratory Factor Analysis(EFA), and studied the influencing factors of the innovative education management model major of art design in the new era undre Jilin Province.

This paper formed an propose model on innovative educational management model major of art design in the new era undre Jilin Province through literature review, semi-structured interview, and questionnaire surveys.

Component 1:Policy and Environment

Governments and educational institutions should develop flexible policies to adapt to changing educational needs. This includes supporting experimental teaching methods and the introduction of new technologies to improve the quality of teaching. The results of the study are consistent with Liu,Xiaofeng&Li,Yan, (2021 : 7-12)theory or research, providing sufficient financial and human resources to support innovation and reform. Effective implementation requires the joint efforts of various stakeholders, and an education management system that supports innovation can be established to achieve an overall improvement in the quality of university management,the same as the research results of (Zhou, Li, 2015 : 38)

Component 2:Student Management

Colleges and universities should cater to the opportunities of the development of the times, make good use of themselves to carry out student management, and cultivate more high-quality talents for the country and society. The results of this study are consistent with the theory or research of (Wang,Xianguo, 2019 : 14-15) in the context of the Internet era. The Internet plays a very important role in the life and study of college students with its advantages

of interactivity, immediacy, and speed.

Component 3: Course Management

Use technology and data analytics to customize personalized course learning paths based on students' learning styles, interests and abilities. In addition, the research results of Fan, Yiyin, (2022 : 364-366) are also in line with this direction. When promoting innovation in curriculum management, students' needs, educational goals, and available technologies and resources need to be comprehensively considered. Help students understand their learning progress and provide guidance to improve learning strategies.

Component 4: Teaching management

The conclusion of this study is consistent with the theory or research of (Hong ,Xiaosong, 2022 : 86-89). In the new era, the teaching management of colleges and universities must be based on the reform of quality education and the background of the construction of socialism with Chinese characteristics to adapt to the development of the times and the needs of the world. Through continuous research, we will optimize the higher education teaching management mechanism and create a more open and professional teaching model and environment.

Component 5: Teacher management

Give full play to the advantages of "Internet +" in teacher management and promote innovation in teacher management in colleges and universities. The research results of (Kang, Tingting, 2019 : 170-172) are also consistent with this direction. The increasing development of domestic science and technology and modern information technology have brought broad development prospects and space to higher education, and also have a great impact on university teachers. Teacher teaching realizes the co-construction and sharing of resources, strengthens teacher training, provides high-quality information technology interaction channels, and also ensures the effectiveness and pertinence of teacher management.

Component 6: Supervision Service Evaluation Mechanism

Through continuous research and optimization of the evaluation mechanism of higher education supervision services, we will create a more open and professional teaching model and environment. The conclusion of this study (Ma, Lifang, 2021 : 235) is that the education supervision service evaluation mechanism of higher education institutions in the new era should be based on the reform of quality education, based on the background of the construction of socialism with .The times and the world's demand for talents require continuous reform and innovation to achieve the ultimate goal of higher education.

Validated Factor Analysis (CFA)

Firstly, a validation factor analysis was established according to the data to verify the reliability and validity of the data. Using validated factor analysis to analyze the questionnaire, generally speaking, standardized factor loadings greater than 0.6, combined reliability CR greater than 0.7, and mean extracted variance AVE greater than 0.5 are needed in the validated factor analysis to show that the questionnaire's reliability and validity are good.

In addition, model fit needs to be assessed prior to conducting validity testing with validated factual analysis. According to Hu and Bentler (1995), CMIN/DF, RMR, RMSEA, IFI, TLI and CFI were selected as the main parameters of model fit. CMIN/DF less than 3 is with goodness of fit CMIN/DF=1.155, SRMR less than 0.08 is with goodness of fit SRMR=0.060, RMSEA less than 0.08 is with goodness of fit RMSEA=0.023, AIFI greater than 0.9 is with goodness of fit AIFI=0.966, TLI greater than 0.9 is having goodness of fit

TLI=0.965, CFI greater than 0.9 is having goodness of fit CFI=0.966, The results show that the measurement model has a good fit.

It can be seen that the standardized factor loadings and CR, AVE in the validated factor analysis meet the criteria, indicating that the reliability and validity of the questionnaire is good.

In this paper, we use the Fornell-Larcker criterion to test for differential validity. Distinguishing validity refers to how much a dimension differs from the other dimensions. There are six dimensions in this study, and we tested how much a dimension differs from the others in all dimensions. For example, the value of the CM dimension was determined by CFA results (0.787), and the correlation coefficient between PE-CM (0.332) was calculated by AMOS plotting. The explanatory power between dimensions (0.332) should be smaller than the explanatory power within the CM dimension (0.787), indicating that the different dimensions are well differentiated.

Combined with the covariance correlations for each dimension, it can be seen that the absolute value of the correlation coefficients (Correlations) between the dimensions is less than the corresponding value, indicating that the internal correlations are greater than the external correlations, suggesting that the dimensions are independent of each other and have a high degree of discriminant validity. As shown in Table 21, the correlation coefficients between all six dimensions in this study are less than the square root of the AVE, indicating that all dimensions are independent of each other and that there is no problem of high covariance or significant differential validity.

Through qualitative research, quantitative research and factor analysis, the innovative components and influencing factors of Educational Management model major of art design in the new era undre Jilin Province were obtained.

Discussion about major findings of objective 3

There were 50 guidelines of innovative educational management model major of art design in the new era undre Jilin Province. The major findings , were revealed as such because it promotes a balanced, student-centered, and adaptable approach to education.

Because reserve the 6 research components (1) and (2), among the professional guidance opinions, they are the highest in value, the most prominent, and best reflect the characteristics of innovative educational management model major of art design in the new era undre Jilin Province.

Policy and Environment

- (1) Research improve the financial input mechanism
- (2) Research to give full play to the macro-control role of the relevant government administration in the new era

Student Management

- (1) Research on Utilizing New Media to Launch Digital Broadcasting
- (2) Research on encouraging the development of students' innovative spirit and creative ability

Course Management

- (1) Research on improving the construction of big data (centers) and cloud platforms
- (2) Research on expanding the scope of elective courses

Teaching management

- (1) Research on optimizing the allocation of teaching management resources
- (2) Research the application of new media technology to practical teaching

Teacher management

(1) Research on strengthening network management training for university teaching managers

(2) Research on improving the assessment mechanism for teachers

Supervision Service Evaluation Mechanism

(1) Research on actively improving the service guarantee mechanism

(2) Research the improvement of the performance assessment mechanism for teaching management

Recommendations

Recommendation for policy formulation

(1) The thesis emphasizes the need for a curriculum that integrates traditional art principles with new technologies. The policy direction could be to create a curriculum innovation committee comprised of faculty, industry experts, and educational policy makers.

(2) In order to equip educators with the skills needed to effectively teach new concepts, a policy could be developed that requires ongoing professional development for art and design faculty.

(3) Encouraging collaboration between art and design programs and other disciplines is an important aspect of the paper's recommendations.

(4) To ensure that students gain practical experience, policies could provide for the integration of project-based learning into the curriculum.

The thesis provides a solid foundation for policy development. By integrating new concepts into the curriculum, fostering industry collaboration, promoting faculty development, and fostering student-centered learning, JLT can create a thriving educational ecosystem that prepares students for success in a dynamic and evolving new environment.

Recommendation for practical application

(1) The thesis emphasizes the necessity of an adaptive curriculum that combines traditional art principles with emerging technologies.

(2) The thesis emphasizes the importance for teachers to master the latest skills and knowledge of new technologies.

(3) Innovative educational management models encourage collaborative learning and interdisciplinary interaction.

(4) In order to promote innovation in new , the establishment of research and innovation centers may be considered.

This dissertation offers some practical suggestions that could greatly contribute to art and design education in the region. By integrating new technologies into the curriculum, partnering with industry, fostering collaboration, embracing personalized learning, and providing hands-on experience, model major of art design in the new era undre Jilin Province. can prepare students to thrive in the ever-evolving creative environment of the new age.

Recommendation for Further Research

(1) Research and development of innovative ideological, ethical and professional cultural qualities

(2) Studying and improving the funding mechanism

(3) Research to encourage the development of students' innovative spirit and creative ability

(4) Research to improve the content and methods of teaching and transforming

knowledge into competence

- (5) Research on personalized and diversified innovative education management mode
- (6) Research to focus on the cultivation of practical ability of art education teachers
- (7) Research on optimizing and innovating the teaching management mechanism of colleges and universities

In conclusion, although this study lays a solid foundation, further avenues of research are still hoped for. By delving into areas such as long-term impact, cross-cultural applicability, teaching strategies, industry partnerships, personalized learning, assessment methods, teacher development, ethics, employability and sustainability, researchers can deepen their understanding of the model's potential and Refine its implementation for greater success.

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