

The Transformational Leadership Model of Aesthetic Education Administrators in Colleges and Universities in Shenyang Under Liaoning Province

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Abstract

The objectives of this research were:(1)To examine the components and indicators of transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province .(2) To propose the transformational leadership model of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province .(3) To put forward the guidelines for improving the transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province .

The research was a mixed methodology research. The population inclued 92 aesthetic education administrators and 920 aesthetic education teachers from 45 colleges and universities, totalling 1012. The sample size was determined by Krejcie and Morgan's Table (1970), obtained by multi-stage sampling method, totalling 285. The 9 key informants were the president in charge of aesthetic education in colleges and universities, the dean of Liberal education college, the administrator of the aesthetic education department, the subject leader of the aesthetic education department, obtained by purposive sampling method. The instruments used for data collection were semi structured interview form, a five-level rating scale questionnaire. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation, Confirmatory Factor Analysis as well as content analysis was employed.

The research findings revealed that: (1) In the transformational leadership of the aesthetic educational administrators in colleges and universities in Shenyang under Liaoning Province is divided into five components, namely, Inspirational Motivation, Individualized Care, Intellectual Foresight, Integration of cooperation between internal and external partners and Innovation Intelligence. (2) Model of the transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province fit with empirical data for all indicators. and (3) There were total 15 guidelines for improve the transformational leadership of the aesthetic educational administrators in colleges and universities in Shenyang under Liaoning Province.

Keywords: Transformational leadership; Aesthetic education administrator; Colleges and universities under Shenyang, Liaoning Province

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Introduction

Aesthetic education is an important way to lead individuals in society to discover, perceive, express, and create beauty. It is an important component of higher education. In recent years, aesthetic education has been recognized as an effective means for humans to understand the objective world and transform the spiritual world in theoretical research and educational practice, as well as an important method for achieving human free and comprehensive development(Cai Yuanpei,2011). In this context, the theoretical research and practical construction of aesthetic education in China has achieved many fruitful results. However, due to the relatively late independence of aesthetic education in the field of social sciences in China, the construction of disciplines in the real education system, especially the research and exploration of the transformation leadership of aesthetic education managers, is still ongoing. Young aesthetic education disciplines have not been unified into the same research direction and framework among scholars from different academic backgrounds (Yao Yuzhao , 2020: 97-98). This has led to the phenomenon of diverse theoretical research methods and diverse practical activities due to inconsistent research standards in scientific research and educational management, despite the extreme attention paid by all parties. Therefore, how to free China's aesthetic education administrators from excessive dependence on other disciplines in the digital age, enable aesthetic education administrators to have its own territory, Provide the correct direction for research on aesthetic education management, especially the positive role of transformational leadership in aesthetic education, and establish a complete guidance system for aesthetic education transformation leadership construction, thus providing more accurate and reasonable guidance for the practical work of aesthetic education management, has become an urgent problem that needs to be solved. In October 2020, the General Office of the CPC Central Committee and the General Office of the State Council issued the Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era, which defined the system design and development goals of the reform and development of aesthetic education in the new era and ushered in new opportunities for the development of school aesthetic education. However, at present, the aesthetic education in ordinary colleges and universities in China is still the weak link of the entire education cause, and the colleges and universities in Shenyang, Liaoning Province, as a northeastern region, are also the weak points of aesthetic education. In order to implement the national education policy, implement the fundamental task of establishing morality and cultivating people, and based on Shenyang itself, carry out the research on the influencing factors of the transformational leadership of the aesthetic education directors of colleges and universities in Shenyang, Liaoning Province in the digital era, which is not only the objective requirement of the national aesthetic education reform and development, but also the practical need of the development of aesthetic education in Liaoning.

Major problems in carrying out aesthetic education by college aesthetic education administrators in Shenyang, Liaoning Province in the digital era.

(1) Lack of Inspirational Motivation

Due to the late implementation of aesthetic education teaching, administrators are not proficient in using various methods and approaches to stimulate teachers to actively engage in the motivation and behavior of aesthetic education teaching. Unable to inspire the enthusiasm and initiative of teachers in teaching, cultivate their independent thinking ability, creative ability, and self-regulation ability, and complete teaching tasks with maximum motivation,

high quality, and efficiency.

(2) Lack of Individualized Care and Intellectual Foresight

Individualized Care refers to administrator carefully listening, discovering the needs of teachers, and striving to create a supportive atmosphere for teachers. Provide different care methods according to the different situations of each teacher. It includes attention to the personal needs, career development, and work environment of employees, creating a supportive work environment to encourage teachers to unleash their potential.

Intellectual Foresight of leadership is crucial for transformational leaders, as it determines the success or failure of leadership activities in the process of change. The arrival of change is usually sudden, with opportunities and risks coexisting. Leaders with the ability to make scientific and effective decisions before others, driving change towards a direction conducive to the healthy development of the organization, and achieving teaching results will be superior.

(3) Lack of Integration of cooperation between internal and external partners and Innovation Intelligence.

In the face of change, aesthetic education resources are scarce for any individual or organization. Both individuals and individual organizations have access to various resources, to varying degrees. This type of resource may not be very useful for individuals, but its integration is beyond imagination. Transformational leaders should be more adept at accumulating resources, integrating strength, and enhancing the competitiveness of themselves and even the entire team in the face of change. Meanwhile, intelligent innovation will make better use of these resources (Yang Bo 2019: 55-57).

The expected results achieved through this study are as follows:

(1) Provide inspiration and suggestions for school administrators to effectively carry out aesthetic education in the digital age

First, school administrators should formulate and clarify the development goals of school aesthetic education to teachers.

Second, school aesthetic education administrators should be committed to cultivating a cooperative school culture, promoting communication between teachers and encouraging cooperation between teachers.

(2) Inspiration and suggestions for policy makers

First, in terms of leadership training, colleges and universities have incorporated transformational leadership into the training courses and projects for aesthetic education principals.

Second, in the selection of aesthetic education directors, the channel for women whom be good at Individualized Care to be promoted to managers should be unblocked.

Third, in the leadership assessment, the contents of transformational leadership and aesthetic education achievements are included in the leadership assessment indicators.

Research Objectives

1. To examine the components and indicators of transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province .
2. To propose the transformational leadership model of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province .
3. To put forward the guidelines for improving the transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province .

Research Hypothesis

The model of the transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province was fit the empirical data.

Research scope:

Scope of Key Informant

Step 1: 7 key informants; Semi structured interviews

Step 2: population/sample

Step 3: 9 key informants: Focus Group discussion

Scope of Content to Study

1. Scope of content
2. Scope of population/and sample
3. Scope of time

Research Instruments

- Interview Form
- Questionnaire Form
- Focus Group Discussion Form

Research Methodology:

1. Population and Sample and key informants

Step 1 Examining the components and indicators of transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province .

Researchers conducted research on the concepts, principles, theories, and other related literature of aesthetic education in universities.

They analyzed the components and indicators of the transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province , and conducted in-depth interviews with key informants.Key informants were composed of 7 key informants, including 2 presidents in charge of aesthetic education teaching in Liaoning universities (including 1 president of comprehensive university and 1 president of art university), 1 presidents of Liberal education college (with the title of associate professor or above, more than 5 years of management experience, respectively from comprehensive universities and art universities) ,2 directors of the Department of Aesthetic Education (with more than 3 years of work experience in university aesthetic education management), 2 subject leaders of the Department of Aesthetic Education (with more than 5 years of teaching experience in aesthetic education), obtain by purposive sampling.

Step 2 Proposing the transformational leadership model of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province.

Researchers developed a survey questionnaire using variables analyzed from step (1) that the transformational leadership model of college aesthetic education administrators in Shenyang under Liaoning Province, as a tool for collecting sample data to determine the transformational leadership model of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province.

Population: The main subjects of the questionnaire survey are full-time teachers in the aesthetic education and teaching departments of 45 universities affiliated with Shenyang City, Liaoning Province. The total number of people is 1012, including 92 leaders of the aesthetic education department and 920 full-time teachers from 45 universities. Among them, there are 41 non art universities and 926 aesthetic education teachers. There are 4 art universities with 86 teachers in aesthetic education.

Sample: The sample consisted of 285 management personnel and lecturers from the aesthetic education teaching department of universities. The sample size was determined by Kreicie and Morgan's (1970) table. determine the sampling number of 45 universities in Shenyang, Liaoning Province according to the sample size requirements. Afterwards, a stratified random sampling technique.

Table 1: Population samples of 45 universities in Liaoning Province

Serial Number	Name of university	Population			Sample		
		Administrators	Instructors	Total	Administrators	Instructors	Total
1	Liaoning University	2	30	32	1	8	9
2	Shenyang university of technology	2	26	28	1	7	8
3	Shenyang Aerospace University	3	34	37	1	9	10
4	Shenyang Ligong University	2	22	24	1	7	8
5	Northeastern University	4	37	41	1	10	11
6	Shenyang University of Chemical Technology	2	22	24	1	6	7
7	Shenyang Jianzhu University	2	28	30	1	7	8

8	Shenyang agricultural university	2	20	22	1	5	6
9	China Medical University	2	27	29	1	7	8
10	Liaoning University of Traditional Chinese Medicine	2	24	26	1	7	8
11	Shenyang Pharmaceutical University	2	23	25	1	7	8
12	Shenyang Medical College	2	23	25	1	7	8
13	Shenyang Normal University	3	33	36	1	9	10
14	Criminal Investigation Police University of China	2	21	23	1	6	7
15	Shenyang sport university	2	20	22	1	6	7
16	Shenyang Conservatory of Music	3	28	31	1	7	8
17	Lu Xun Academy of Fine Arts	3	29	32	1	8	9
18	Shenyang University	2	20	22	1	6	7
19	Shenyang Institute of Engineering	2	19	21	1	5	6
20	Shenyang Institute of Technology	2	20	22	1	6	7
21	Shenyang University of Urban Construction	1	13	14	1	4	5
22	Shenyang City University	2	19	21	1	5	6
23	Xinglin College of Liaoning University of Traditional Chinese Medicine	1	17	18	1	5	6
24	Liaoning Heshi Medical College	1	17	18	1	5	6
25	Shenyang University of Science and Technology	2	16	18	1	5	6
26	Liaoning Media College	2	20	22	1	6	7
27	Liaoning Provincial College of Communications	2	19	21	1	5	6
28	Shanyang Aviation Vocational Technical College	2	19	21	1	5	6
29	Liaoning Sports Vocational and Technical College	2	19	21	1	5	6
30	Liaoning Ecological engineering Vocational College	3	21	24	1	6	7
31	Shenyang polytechnic college	1	15	16		4	4
32	Liaoning financial Vocational College	2	18	20		5	5
33	Liaoning Rail Transit Vocational College	2	18	20		5	5
34	Liaoning Advertising Vocational College	3	20	23	1	6	7
35	Liaoning Vocational and Technical College of Economics	2	19	21		5	5
36	Liaoning Vocational College of Commerce and Business	2	19	21		5	5

37	Liaoning Equipment Manufacturing Vocational and Technical College	2	21	23		5	5
38	Liaoning Modern Service Vocational and Technical College	2	15	17		4	4
39	Liaoning Urban Construction Vocational and Technical College	2	14	16		4	4
40	Liaoning Medical Vocational School	2	15	17		4	4
41	Shenyang Beiruan Information Vocational and Technical College	1	12	13		3	3
42	Liaoning Vocational College of Political Science and Law	2	9	11		2	2
43	Liaoning Ethnic Normal College	2	12	14		3	3
44	Liaoning Special Education Normal College	1	15	16	1	4	5
45	Liaoning Normal College	2	12	14		3	3
	total	92	920	1012	32	253	285

Step 3 Put forward the guidelines for improving the transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province .

researchers propose the guideline for improving the transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province , through the focus group discussion of key figures in the components obtained in step (2). The key informants were the president in charge of aesthetic education in Shenyang under Liaoning Province, the dean of Liberal education college, the director of aesthetic education department, the discipline leader of aesthetic education department A full-time teacher in the Department of Aesthetic Education.

2. Research instruments

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

2.1 In-depth interview form

Through the In-depth interview table, mainly by examine the components and indicators of transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province .The interview was mainly conducted in a non-face-to-face way. A total of 7 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, divided into 6 parts:

Age range; professional title ; education background ; University work experience ; Position, Part II: Transformational Leadership (Five Point Rating Scale), totaling 55 items, and Part III: Suggestions and additional comments (Open Ended). Each factor is measured on a 5-point Likert's scale.

2.3 Focus Group discussion form 9 key informants to develop the to put forward the guidelines for improving the transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province . Key informants are

different, not the same person, but they may have the same qualification.

3. Data collection

(1) Researchers contacted key informants and sent interview questionnaires by email, telephone. (2) This part of the questionnaire were collected through online links. 285 questionnaires completed in 2 weeks. The sample has been directly informed of content scope and research objectives, and received a formal permission letter from the university to the administrator and teachers, allowing to conduct and collect data from faculty in accordance with a letter of approval issued by the relevant authority. And (3) Focus Group Discussion can be conducted on site, with researchers leading participants and open-ended discussions. the researcher acts as a facilitator.

4. Data analysis

(1) Conduct content analysis on the results of review literature and in-depth interview (2) Data for demographic variables were analyzed using descriptive statistical methods; frequencies and percentages. Variables and components of effectiveness of supporting for international students were analyzed using descriptive statistics; mean, standard deviation (SD). Confirmatory Factor Analysis (CFA). To conduct content analysis on the results of Focus Group Discussion to obtain the results of objective 3.

Research Framework

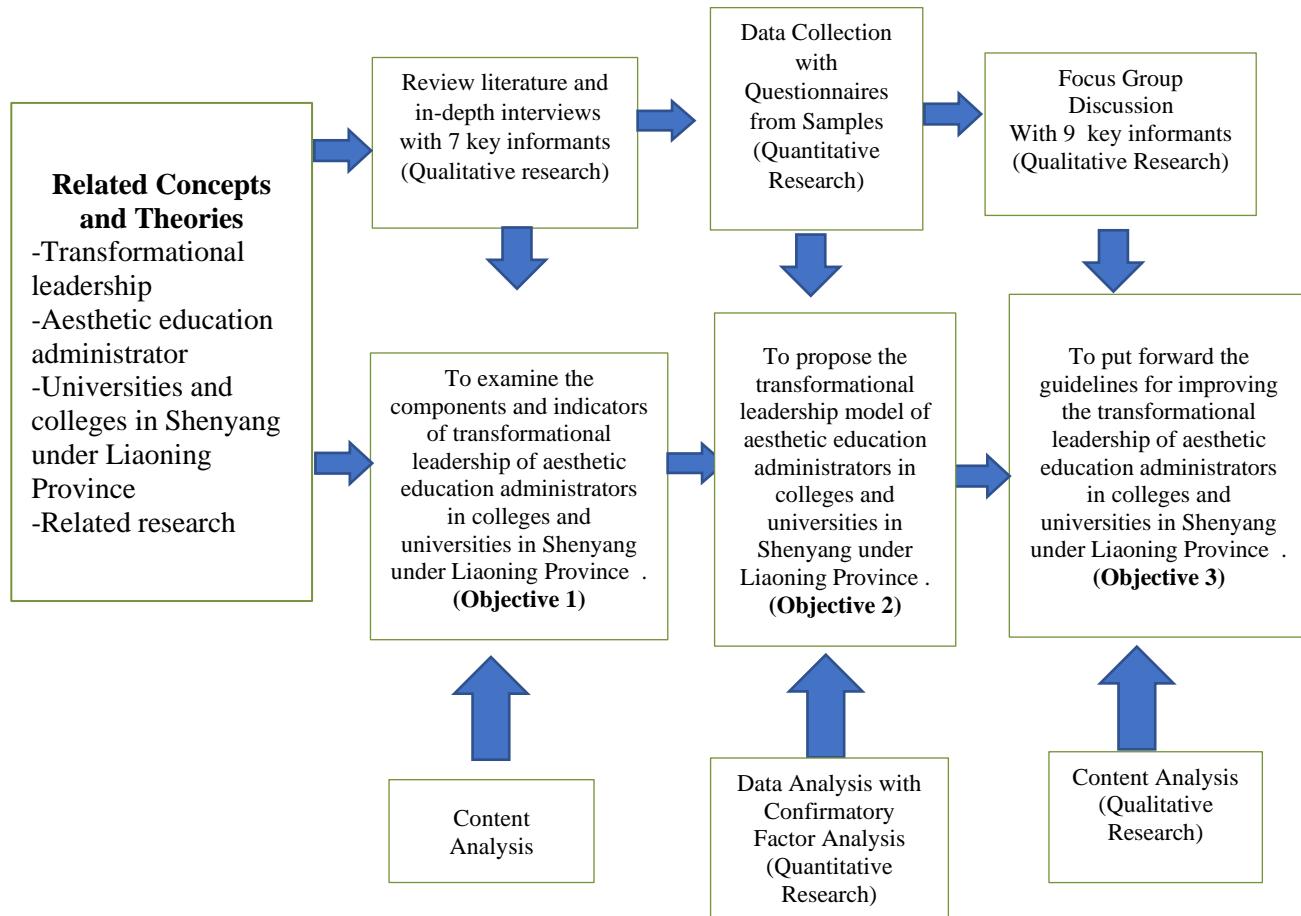


Figure 1 Research Framework

Research Result

1. Demographic information

In this study, a total of 285 questionnaires were returned. all questionnaires were valid. The distribution and recovery of the questionnaires are as follows: in terms of gender distribution, the sample sizes of male and female teachers are basically equal; teachers under the age of 35 accounted for 90.52% of the sample; there are relatively more teachers with the title of "Teaching Assistant", which accounted for 43.51%; teachers with Postgraduate degree accounted for higher proportions, which were 79.30%; and the proportion of teachers with the age of 5-10 years was relatively high; Among them, the proportion of teachers reached 88.77%.

(1). KMO-Meyer-Olkin and Bartlett's Table

Table 2: KMO and Bartlett tests of questionnaires

KMO and Bartlett Test		
KMO		0.940
The Bartlett Sphelicity Test	Approximate chi square	14711.223
	df	1225
	p	0.000

(2). Among the 5 components and 50 indicators, no more than 5 indicators were selected for analysis, and X,S.D, CV, SK, KU and other variables were obtained. The arithmetic mean (x) of this variable was medium to high, and the S.D value was between 0.372 and 0.856, indicating that the respondents' views on this variable were not different

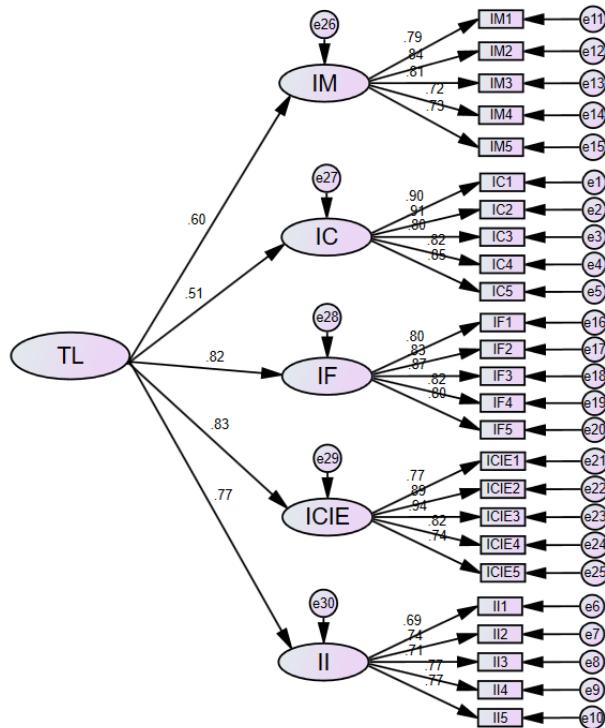
Table 3 Key factors of the remaining influencing components

Indicators	Arithmetic Mean - (x) [□]	Standard Deviation (S.D.) □	Coefficient of Variation (CV) □	SK	KU	Level
IM1	4.846	0.372	7.67%	3.236	-2.129	high
IM2	4.821	0.393	8.15%	2.017	-1.858	high
IM3	4.8	0.418	8.71%	2.046	-1.796	high
IM4	4.804	0.44	9.16%	3.913	-2.14	high
IM5	4.786	0.459	9.60%	3.444	-2.037	high
IC1	4.695	0.539	11.48%	1.564	-1.573	high
IC2	4.663	0.58	12.45%	1.324	-1.532	high
IC3	4.702	0.574	12.21%	2.149	-1.791	high
IC4	4.709	0.492	10.46%	0.797	-1.362	high
IC5	4.698	0.489	10.42%	0.319	-1.226	high
IF1	4.646	0.597	12.85%	1.895	-1.579	high
IF2	4.632	0.57	12.31%	0.652	-1.277	high
IF3	4.642	0.58	12.49%	1.802	-1.499	high

IF4	4.618	0.585	12.68%	1.412	-1.368	high
IF5	4.628	0.601	12.99%	1.605	-1.485	high
ICIE1	4.607	0.599	13.01%	2.033	-1.458	high
ICIE2	4.607	0.569	12.35%	0.272	-1.121	high
ICIE3	4.625	0.559	12.09%	0.398	-1.173	high
ICIE4	4.558	0.64	14.04%	0.189	-1.152	high
ICIE5	4.442	0.856	19.28%	1.513	-1.529	high
ICIE1	4.705	0.548	11.64%	4.303	-1.969	high
ICIE2	4.653	0.595	12.79%	3.606	-1.82	high
ICIE3	4.723	0.514	10.89%	3.476	-1.838	high
ICIE4	4.691	0.547	11.65%	2.743	-1.717	high
ICIE5	4.698	0.582	12.38%	4.818	-2.113	high

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.)

Figure 2 : CFA The transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province under the standardized estimates



This data set has a total of 5 components, 50 indicators, and 285 samples, which meet the basic data requirements of confirmatory factor analysis.

Table 5: Factor Basic Summary Table

Factor Basic Summary Table	
Factor	quantity
IM	13
IC	20
IF	11
ICIE	6
summary	50
Analytical sample size	285

From the Table , That the χ^2/df value is 2.863, comply with data standards; chi-square value is 772.988, comply with data standards; P-value is 0.097, comply with data standards; GFI value is 0.829, comply with data standards; TLI value is 0.894, comply with data standards; CFI value is 0.905, comply with data standards; NFI value is 0.862, comply with data standards; RMSEA value is 0.081 comply with data standards; SRMR value is 0.023,comply with data standards.

Table 6: Fitting index of confirmatory factor analysis model

	Numerical value	Excellent fitting index	Effective fitting index	Standard or not
χ^2/df	2.863	≤ 3	≤ 5	fit
χ^2	772.988	-	-	fit
P-value	0.097	≥ 0.05		fit
GFI	0.829	≥ 0.9	≥ 0.8	fit
TLI	0.894	≥ 0.9	≥ 0.8	fit
CFI	0.905	≥ 0.9	≥ 0.8	fit
NFI	0.862	≥ 0.9	≥ 0.8	fit
RMSEA	0.081	≤ 0.05	≤ 0.1	fit
SRMR	0.023	≤ 0.05	≤ 0.1	fit

Table 7: Factor loading coefficient table

Path			Estimate	S.E.	C.R.	P	AVE	CR
IC1	<---	IC	0.897				0.732	0.932
IC2	<---	IC	0.91	0.047	23.376	***		
IC3	<---	IC	0.796	0.053	17.764	***		
IC4	<---	IC	0.824	0.044	18.943	***		
IC5	<---	IC	0.846	0.043	19.981	***		
II1	<---	II	0.69				0.541	0.855
II2	<---	II	0.738	0.105	11.032	***		
II3	<---	II	0.709	0.091	10.644	***		
II4	<---	II	0.77	0.097	11.43	***		
II5	<---	II	0.768	0.104	11.408	***		
IM1	<---	IM	0.788				0.606	0.885
IM2	<---	IM	0.839	0.075	15.053	***		
IM3	<---	IM	0.81	0.08	14.452	***		
IM4	<---	IM	0.716	0.086	12.478	***		
IM5	<---	IM	0.733	0.09	12.834	***		
IF1	<---	IF	0.795				0.679	0.914
IF2	<---	IF	0.832	0.064	15.709	***		
IF3	<---	IF	0.87	0.064	16.662	***		
IF4	<---	IF	0.819	0.066	15.393	***		
IF5	<---	IF	0.803	0.068	14.981	***		
ICIE1	<---	ICIE	0.765				0.696	0.919
ICIE2	<---	ICIE	0.892	0.067	16.509	***		
ICIE3	<---	ICIE	0.939	0.065	17.535	***		
ICIE4	<---	ICIE	0.818	0.077	14.847	***		
ICIE5	<---	ICIE	0.742	0.105	13.197	***		

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 > 0.80 , 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.

Table 8: Model Evaluation Form

Model AVE and CR indicator results		
Factor	Average variance extraction AVE value	Combination reliability CR value
IM	0.606	0.885
IC	0.732	0.932
IF	0.679	0.914
ICIE	0.696	0.919
II	0.541	0.855

AVE (Mean Variance Extraction) and CR (Combined Reliability) are used for aggregate validity (convergent validity) analysis; Generally, if AVE is greater than 0.5 and CR value is greater than 0.7, it indicates high aggregation validity; If the AVE or CR values are low, it may be considered to remove a certain factor and reanalyze the aggregated validity; The calculation formula is as follows: AVE value=Average (loading squared and then summed), CR value=Sum/loading)^2 / [sum/loading)^2 + sum(e)], loading value is the standardized load factor, and e is the residual standard load factor. IC and ICIE have the greatest impact.

Focus Group Conduct and Results

Focus groups made recommendations on issues related to the transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province, and the recommendations of the nine for experts focused on the following aspects:

- (1) Integration of cooperation between internal and external partners (ICIE)
- (2) Intellectual Foresight (IF)
- (3) Innovation Intelligence (II)
- (4) Inspirational Motivation (IM)
- (5) Individualized Care (IC)

There are 15 guidelines for improving the transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province through focus group discussion



Conclusion

From the research objectives, major findings were revealed as follows:

1. There were five components of the model of The transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province, which consisted of (1) Inspirational Motivation, (2) Individualized Care, (3) Intellectual Foresight, (4) Integration of cooperation between internal and external partners, (5) Innovation Intelligence.

2. Model of the transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province were fit with empirical data for all indicators.

3. There were total 50 sub-managerial guidelines of the model of The transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province. Details were as follows;

Component Inspirational Motivation of The transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province: There were 13 sub-managerial guidelines.

Component Individualized Care of The transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province: There were 10 sub-managerial guidelines.

Component Intellectual Foresight of The transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province: There were 10 sub-managerial guidelines.

Component Integration of cooperation between internal and external partners of The transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province: There were 11 sub-managerial guidelines.

Component Innovation Intelligence of The transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province: There were 6 sub-managerial guidelines.

Discussion

1. Major Findings of Objective 1

There were 5 components of the transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province. which consists of (1) Inspirational Motivation. (2) Individualized Care. (3) Intellectual Foresight. (4) Integration of cooperation between internal and external partners.(5) Innovation Intelligence. The research direction is consistent with Jia Ning (2020 : 39-41.)

2. Major Findings of Objective 2

Research Findings to confirm the components of the transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province. of five components consist of: Inspirational Motivation, Individualized Care, Intellectual Foresight, Integration of cooperation between internal and external partners, Innovation Intelligence, the 50 indicators 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 50 indicators. Through these factors , the data is processed. Each component selects the first 5 variables for analysis and constructs a structural equation model.

3. Major Findings of Objective 3

There were total 15 sub-managerial guidelines for improve the transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province:

Component of Promote the Integration of cooperation between internal and external partners: There were 3 sub-managerial guidelines. Component of Application of Intellectual Foresight: There were 3 sub-managerial guidelines.The results of this study are consistent with the theory or research results of Wang Jiatong, (2022 : 235-239. Component of Innovation Intelligence : There were 3 sub-managerial guidelines.It is in the same direction as Liu Xing & Tai Xiaoxia. (2019: 89-90. Component of Inspirational Motivation : There were 3 sub-managerial guidelines. Component of Individualized Care : There were 3 sub-managerial guidelines.In addition, from the research of Wang Fang & Liu Hao. (2023 : 58-59).

Recommendations

1. Recommend for Policies Formulation

(1).Aesthetic education administrators in colleges and universities should give full play to the advantages of transformational leadership in management, promote internal and external cooperation, make the team more cohesive, cultivate teachers' team attitude and spirit.

(2).Aesthetic education administrators in colleges and universities should make teachers full of expectations for future work through transformational leadership, make teachers feel the value of their work, optimize resource allocation, and timely assist teachers in carrying out teaching work at key nodes.

(3).Aesthetic education administrators in colleges and universities should improve their leadership ability for change by giving full play to the advantages of teachers in teaching.

(4).Aesthetic education administrators in colleges and universities should improve transformational leadership by clarifying teachers' work goals.

(5).Aesthetic education administrators in colleges and universities should improve the self-confidence of college aesthetic education teachers through transformational leadership, respect teachers, provide teachers with a trustworthy and hopeful future.

2. Recommendation for Practical Applications

(1).Transformational leadership of aesthetic education administrators in colleges and universities should improve their understanding of Integration of cooperation between internal and external partners.

(2).Transformational leaders of aesthetic education management in colleges and universities should improve their understanding of The foresight to examine the potential. and Continuous Innovation Intelligence.

(3).Administrators of aesthetic education in transformational colleges should pay attention of Inspirational Motivation and Individualized Care.

3. Recommend for Further Research

(1). Research and development the transformational leadership model of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province .

(2). Develop the guideline for improving the transformational leadership of aesthetic education administrators in colleges and universities in Shenyang under Liaoning Province .

(3).Study of transformational leadership model of aesthetic education administrator to the successful colleges and universities.

(4).The development of transformational administrate model for aesthetic education in universities in Shenyang, Liaoning Province.

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