

# **The Development of University Administrators Leadership Model in Guangxi Province, People's Republic of China**

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## **Abstract**

In the crucial period of current higher education reform in China, enhancing the leadership of university administrators was essential for promoting education quality and management efficiency. Universities in Guangxi Province faced challenges such as limited resources and uneven education quality during their development, urgently needing effective leadership models to guide and improve management levels

The purpose of this research was to: 1) Investigate the components of leadership among university administrators in Guangxi Province, People's Republic of China. 2) Develop a leadership model for university administrators in Guangxi Province, People's Republic of China. And 3) Evaluate the leadership model for university administrators in Guangxi Province, People's Republic of China. The study was conducted in three phases: In the first phase, the composition of leadership among university administrators in Guangxi Province, People's Republic of China, was researched. The sample for this phase included 370 university administrators and faculty members from nine universities in Guangxi Province. The research instrument was a Likert five-point scale questionnaire created by the researchers, with a reliability score of 0.964. The statistical methods used for data analysis included frequency, percentage, mean, and standard deviation. In the second phase, a leadership model was developed for university administrators in Guangxi Province, People's Republic of China. This phase was carried out in two steps: Step 1 involved three administrators from exemplary universities in Guangxi Province, obtained through purposive sampling, with semi-structured interviews as the research tool. Step 2 involved seven experts, also obtained through purposive sampling, with focus group discussions used to finalize the model draft and manual. The third phase evaluated the leadership model for university administrators in Guangxi Province, People's Republic of China. Evaluators were obtained through purposive sampling and divided into two groups: one group of five experts evaluated the accuracy and appropriateness of the model and its user manual, while another group of 30 individuals involved in university administration assessed the feasibility and usefulness of the model and its user manual, using a five-level scale evaluation questionnaire. The statistical methods used for data analysis were mean and standard deviation. Research has found that:

1. The various components of leadership development among university administrators in Guangxi Province, People's Republic of China, were at a high level overall and in various aspects

2. The enhancement of leadership capabilities among university administrators in Guangxi Province, People's Republic of China, required strengthening in four areas: 1) Influence, 2) Execution ability, 3) Foresight 4) Decision-making ability.

3. The evaluation results of the leadership model and user manual for university administrators in Guangxi Province, People's Republic of China, showed that expert reviewers rated its accuracy and applicability highly. For university administrators, the assessments of usefulness and feasibility were also at a high level.

The leadership model developed in this study effectively enhanced the influence, execution ability, foresight, and decision-making capabilities of university administrators in Guangxi Province. Both expert reviewers and university administrators highly rated the model's accuracy, applicability, practicality, and feasibility, providing a solid theoretical and practical foundation for future leadership development among university administrators.

**Keywords:** Leadership Model; Guangxi Province; People's Republic of China; University Administrators

## Introduction

Since the founding of the People's Republic of China, the higher education system in China has been undergoing continuous reform. General Secretary Xi Jinping pointed out during the fifth collective study session of the Political Bureau of the Central Committee of the Communist Party of China, "Education is the foundation of national prosperity and provides strong support for the comprehensive promotion of the great rejuvenation of the Chinese nation" (Central People's Government of the People's Republic of China, 2023:1). Education has been seen as an important measure to promote the development of the Party and the country's various undertakings. The construction of a strong education system has been regarded as a fundamental project to fully advance the great rejuvenation of the Chinese nation. In his report at the 20th National Congress of the Communist Party of China, General Secretary Xi Jinping clearly emphasized the need to "implement the strategy of rejuvenating the country through science and education and strengthen the support for modern construction by talents" (Ministry of Education of the People's Republic of China, 2022:1) and made comprehensive plans to "accelerate the construction of a strong education system." This fully demonstrated the fundamental, strategic, and pioneering role and status of education in the comprehensive construction of a socialist modern country. On October 24, 2015, the State Council issued the "Overall Plan for Promoting the Construction of World-Class Universities and First-Class Disciplines," proposing the basic principles of building world-class universities with discipline construction as the foundation and education reform as the driving force. This plan accelerated the construction of a batch of world-class universities and disciplines. In order to implement national policy goals, Guangxi Province also actively promoted the construction of "first-class universities and first-class disciplines" in Guangxi's colleges and universities. On June 26, 2017, the People's Government of Guangxi Province issued the "Implementation Plan for Comprehensively Promoting the Construction of First-Class Universities and First-Class Disciplines (Gui, 2017)," which mentioned that the construction of "first-class universities and first-class disciplines" should be combined with the national "Belt and Road" strategy to promote the economic development of Guangxi Province. Chinese scholar Zhong Binglin (Zhong, 2017:16-17) believed that "first-class undergraduate education is an important foundation for building world-class universities." The quality of undergraduate education reflects a university's talent training level and distinctive characteristics. Deepening undergraduate education and teaching reform can create a good academic ecological

environment for the construction of "first-class universities and first-class disciplines," making positive contributions to the promotion of world-class universities. In this process, university administrators are the leaders of university development, and their leadership level plays a crucial role in the development of schools. Chinese scholar Zhou Li (Zhou, 2012:5-7) believed that "the leadership of university administrators is their ability to achieve school goals, promote school development, and influence and relate to all teachers and students." University administrators need to grasp the direction of university development and play an important role in implementing and promoting university reform policies, integrating resources, optimizing the environment, and enhancing the international influence of universities. Chinese scholar Ma Xiaodong (Ma, 2018:217-218) believed that "to accelerate the construction of 'double first-class,' it is necessary to deepen the reform of the modern university system with Chinese characteristics, break the system that hinders the development of higher education, and focus on developing the leadership of university administrators." In summary, the leadership level of university administrators directly determines the prospects of university development. Improving the leadership of university administrators has very positive significance for the construction of first-class undergraduate universities and first-class disciplines.

Based on the reasons above, researchers conducted this study project. Through questionnaire survey methods, the important elements of leadership among university administrators in Guangxi Province were identified, providing a reference for the development of a draft model for leadership among Guangxi Province university administrators and the creation of a handbook for enhancing the leadership of Guangxi Province university administrators. This has significant value in improving the management quality of university administrators, promoting educational innovation, and addressing challenges.

## **Research Objectives**

1. To analyze the components of leadership among university administrators in Guangxi Province, People's Republic of China
2. To develop a leadership model for university administrators in Guangxi Province, People's Republic of China.
3. To assess the leadership model for university administrators in Guangxi Province, People's Republic of China..

## **Literature Review**

Gronn (2000: 317-338), through field observations and interviews in schools in Victoria, Australia, researched the concept and practice of distributed leadership and proposed a distributed leadership model. This model included shared leadership responsibilities, expertise and skills, open communication and collaboration, trust and shared values, collaborative structures and processes, leadership capacity building, proactivity, and autonomy. Schein (2010: 224-256) explored the relationship between organizational culture and leadership, proposing the iceberg model of leadership, emphasizing that leadership is not only reflected in visible behaviors but also influenced by deeper values and beliefs. Maxwell (2007: 134-156), through the observation of historical leaders, successful organizations, and personal experiences, proposed the onion model of leadership, which includes self-awareness, personal relationships, team management, and organizational influence, emphasizing multi-

level leadership development. Fiedler (Fiedler, 1984: 134-156) explored the relationship between leader behavior and leadership effectiveness, proposing the leadership effectiveness model, which emphasized the importance of the interaction between leader behavior, employee relations, and task structure on leadership outcomes. Greenleaf (Greenleaf, 1998: 89-96), through case studies, researched the servant leadership model, proposing elements such as a servant mindset, listening and understanding, focusing on employee growth, fostering autonomy and creativity, creating a positive work environment, gratitude and appreciation, social responsibility, and sustainable development, emphasizing leaders being service-centered to drive the success of individuals, teams, and organizations.

Miao, et al (2006: 20-23), through systematically summarizing leadership research results and the practices of the Chinese Academy of Sciences, proposed the five-force leadership model, which includes foresight, charisma, influence, decision-making power, and control power, emphasizing the explicit (knowledge, skills) and implicit (personality, ability, motivation, values) components of leadership. Yang Sizhuo (2008: 245-278), through case analysis, proposed the six-dimensional leadership model, covering continuous growth learning ability, strategic decision-making ability, resource integration organizational ability, team-building teaching ability, performance achievement implementation ability, and inspirational charisma. Fan Shiyi and Yu Zeyuan (2022: 91-100), using grounded theory and interview analysis, proposed the digital leadership model, including digital insight leadership, smart teaching organizational ability, industry-education integration promotion ability, professional development learning ability, digital collaborative communication influence, and digital education policy decision-making ability. Dong Tongqiang (2020: 77-83), through literature analysis and the Delphi method, constructed the informatization leadership model, covering informatization leadership cognition, planning ability, execution ability, coordination ability, and control ability, describing the roles and stage changes of leaders in the informatization era. Zhao Qian and Liu Jing (2010: 10-13), combining quantitative and qualitative research methods, proposed the teaching leadership model, which includes guiding teaching organization, planning teaching activities, providing teaching conditions, and monitoring teaching situations, emphasizing guiding teaching organization as the core behavior, with planning and providing conditions as peripheral aspects, and monitoring throughout.

In summary, Western scholars mainly analyzed the conceptual framework of leadership from the perspectives of leadership behavior and leadership traits, while Chinese scholars primarily explored the conceptual framework of leadership from the perspective of career development by analyzing different scenarios of leadership implementation. Different cultures and backgrounds also affected the understanding and emphasis on leadership, which influenced the construction of models. The above research provided a basis for this study on constructing a leadership model for university administrators in Guangxi Province. This study, in the construction of the model, paid more attention to localization.

## Research Methodology

This study adopts a mixed methods research approach combining qualitative and quantitative methods.

### 1. Population and Samples

Phase 1: In this phase, the research encompassed a total of 9,540 personnel, including administrators and faculty from nine universities in Guangxi Province, People's Republic of China. Researchers employed stratified random sampling to select a sample of 370 administrators and faculty from these universities.

Phase 2: For the development of the leadership model, researchers utilized purposive sampling to conduct interviews with one individual from each of three exemplary universities within Guangxi Province, totaling three participants. Additionally, seven university administrators were selected using purposive sampling to form an expert panel for reviewing the draft of the leadership model for university administrators in Guangxi Province.

Phase 3: In the third phase of the evaluation, researchers used purposive sampling to select five university administrators from universities in Guangxi Province, People's Republic of China, to form an expert panel. This panel assessed the accuracy and applicability of the leadership model for university administrators in Guangxi Province. Additionally, researchers applied purposive sampling to select thirty managers or personnel involved in university administration from universities within Guangxi Province to evaluate the feasibility and usefulness of the leadership model for university administrators in Guangxi Province.

### 2. Research Tools

Phase 1: The research tools for this phase were: 1) a questionnaire on the leadership components of university administrators in Guangxi Province, People's Republic of China; 2) an Item-Objective Congruence (IOC) rating form for the questionnaire on leadership components among university administrators in Guangxi Province.

Phase 2: The research tool for this phase was a semi-structured interview questionnaire on the development of a leadership model for university administrators in Guangxi Province, People's Republic of China.

Phase 3: The research tools for this phase included: 1) an assessment form on the accuracy and appropriateness of the leadership model for university administrators in Guangxi Province, People's Republic of China; 2) an assessment form on the feasibility and usefulness of the leadership model for university administrators in Guangxi Province, employing a Likert five-point scale; 3) an Item-Objective Congruence (IOC) rating form for the leadership model for university administrators in Guangxi Province.

### 3. Data collection

Phase 1: The first step involved distributing an Item-Objective Congruence (IOC) rating form online to five experts regarding the leadership components of university administrators in Guangxi Province, People's Republic of China, inviting experts to rate each item. The second step was the dissemination of a pre-designed leadership components questionnaire online via Questionnaire Star. This questionnaire employed a Likert five-point scale and covered multiple dimensions to assess the leadership components of university administrators in Guangxi Province. After collecting the data, statistical software was used for data organization and preliminary analysis, including the calculation of frequencies, percentages, means, and standard deviations.

Phase 2: In this phase, purposive sampling was used to select university administrators from exemplary universities in Guangxi Province for semi-structured interviews. The interviews, guided by a pre-designed semi-structured questionnaire containing both open and closed questions, aimed to delve into the development measures of the leadership model, challenges encountered, and solutions adopted. The recorded interviews were then transcribed into text, from which key information was extracted.

Phase 3: This phase involved the use of purposive sampling to select experts and university administrators in Guangxi Province to assess the leadership model. The first step was to distribute an Item-Objective Congruence (IOC) rating form online to five experts regarding the leadership model for university administrators in Guangxi Province. The experts were the same as those in the first phase, invited to rate each item. The second step involved distributing an assessment form on the accuracy and appropriateness of the leadership model online to the first group of five expert panels. The third step was to distribute an assessment form on the feasibility and usefulness of the leadership model online to another group of thirty participants.

#### 4. Data Analysis

Phase 1: The first step involved aggregating the IOC (Index of Item – Objective Congruence) scores from five experts, calculating the average IOC score for each item, and then retaining items with an average score of 0.5 or higher. The second step, descriptive statistical analysis: Descriptive statistics were used to summarize the data from the leadership components questionnaire, including frequencies, percentages, means, and standard deviations, to provide a preliminary understanding of the sample characteristics.

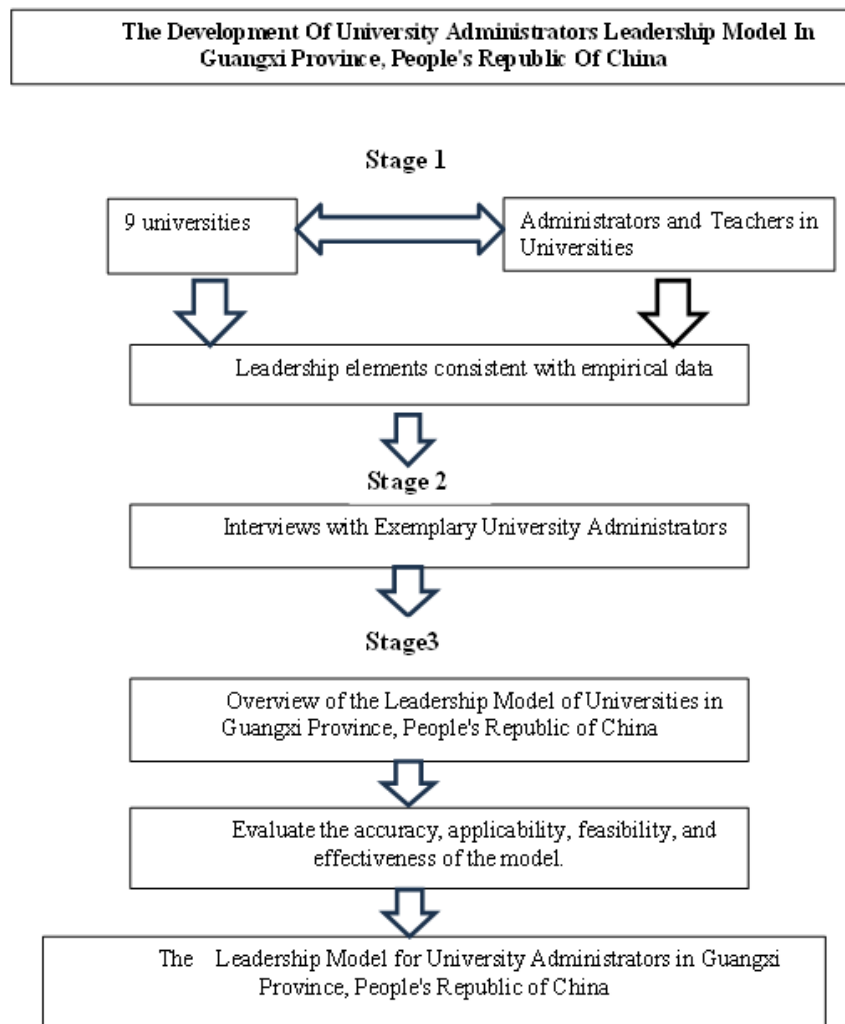
Phase 2: The transcribed texts from semi-structured interviews were processed through content analysis. This analysis aimed to identify the key elements and patterns in the development of the leadership model.

Phase 3: The first step involved aggregating the IOC (Index of Item – Objective Congruence) scores from five experts, calculating the average IOC score for each item, and then retaining items with an average score of 0.5 or higher. The second step: Statistical analysis was conducted on the data from the leadership model assessment forms, calculating means and standard deviations to evaluate the accuracy, appropriateness, feasibility, and usefulness of the model.

## Research Scope

This study aimed to comprehensively analyze the leadership composition of university administrators in Guangxi, People's Republic of China, and based on this analysis, to construct a leadership model that meets the needs of university administrators in Guangxi Province. Finally, the study assessed the practical effects of this model. Initially, the research collected theories and studies on university leadership through literature review to identify the key components of leadership. Subsequently, leadership practices from exemplary universities in Guangxi were gathered through expert interviews, and the Deming Quality Cycle method was applied, combined with the cultural and educational characteristics of Guangxi, to develop a new leadership model. Upon completion of the model's construction, its accuracy and feasibility were first evaluated by five experts, followed by an assessment of its effectiveness and practicality by thirty university administrators, with a particular focus on the model's impact on educational outcomes, student and faculty satisfaction, and management efficiency.

The research was confined to universities within Guangxi Province and spanned the current academic year. The study aimed to propose a leadership framework with a theoretical basis and practical guidance value to enhance the management of universities in Guangxi. The research framework diagram is as follows:



**Figure 1** Conceptual Framework (Source: Constructed by the researcher)

## Research Results

Regarding the leadership model for university administrators in Guangxi, People's Republic of China, researchers summarized the findings as follows:

1. The study investigated the components of leadership among university administrators in Guangxi Province, People's Republic of China, and through data analysis, it was found that overall, all aspects were at a relatively high level. The ranking of the four main components of leadership is as follows: 1) Influence, 2) Execution Capacity, 3) Foresight, 4) Decision-Making Competence. As shown in the following table:

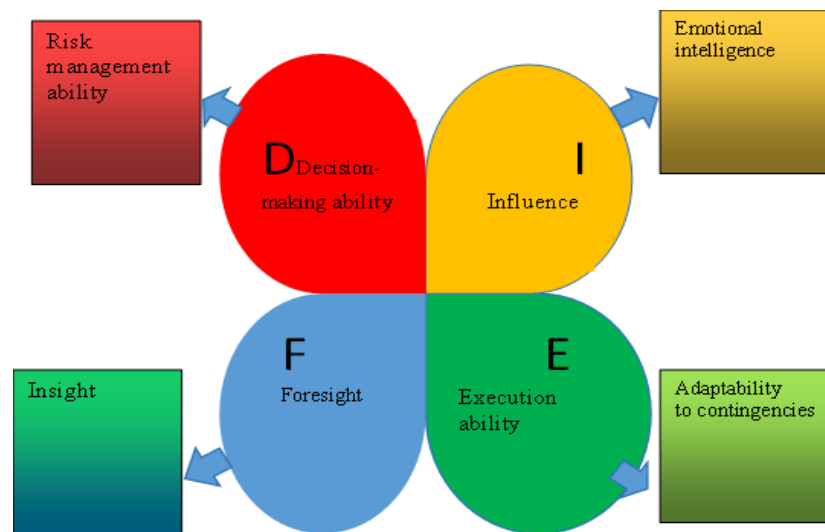
**Table1** Survey results on the importance of leadership factors for university administrators in Guangxi Zhuang Autonomous Region, People's Republic of China.

NO.	The Elements of Leadership	$\bar{x}$	S.D.	Level	Rank
1	Influence	4.25	0.65	high	1
	1.1 Communication and Coordination Skills	4.27	0.66	high	2
	1.2 Emotional Intelligence	4.28	0.72	high	1
	1.3 Visionary Leadership	4.21	0.58	high	3
2	Foresight	4.19	0.62	high	3
	2.1 Insightfulness	4.24	0.64	high	1
	2.2 Global Perspective	4.23	0.64	high	2
	2.3 Innovative Capability	4.15	0.59	high	3
	2.4 Continuous Learning Ability	4.15	0.62	high	4
3	Decision-Making Competence	4.12	0.59	high	4
	3.1 Planning Proficiency	4.14	0.58	high	2
	3.2 Analytical and Evaluation Skills	4.04	0.56	high	3
	3.3 Risk Management Aptitude	4.19	0.63	high	1
4	Execution Capacity	4.20	0.55	high	2
	4.1 Supervisory and Control Skills	4.18	0.57	high	1
	4.2 Adaptive Response Capability	4.17	0.53	high	2
Average value		4.19	0.60	high	

From the table above, it could be seen that in the survey on the components of leadership abilities of university administrators in Guangxi Province, People's Republic of China, the opinions of the respondents were generally at a high level ( $\bar{X} = 4.19$ ; S.D=0.60). In individual items, the highest average score was for item 1, which was influence ( $\bar{X} = 4.25$ ; S.D=0.65), followed by item 4, which was execution ability ( $\bar{X} = 4.20$ ; S.D=0.55). The lowest average score was for item 3, which was decision-making ability ( $\bar{X} = 4.12$ ; S.D=0.59).



2. The study found that the leadership model for university administrators in Guangxi Province, People's Republic of China, includes the following parts: The first part is the model components based on Deming's Quality Cycle (Liu, 2005:3); the second part is the philosophy and principles of modeling; operational strategies and components of the leadership model for university administrators in Guangxi Province. This model includes 4 aspects: 1) Influence, 2) Foresight, 3) Decision-making ability, 4) Execution ability. The model diagram was as follows:



**Figure 2** Leadership Model of Guangxi University Administrators in the People's Republic of China (Source: Constructed by the researcher)

3. Assessment of the Leadership Model for University Administrators in Guangxi Province, People's Republic of China

3.1 Five experts and thirty university administrators evaluated the leadership model for university administrators in Guangxi Province. The results showed that the model was highly feasible and beneficial in terms of accuracy and applicability. The leadership model performed excellently in feasibility and usefulness, as illustrated in the following table:

**Table 2** The average values and standard deviations for the accuracy and applicability of the leadership model for university administrators in Guangxi Province, People's Republic of China.

NO.	Content Of The Model	Accuracy			Applicability		
		$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
1	Components Of The Model	4.20	0.45	high	4.20	0.45	high
	Description Of The Model						
	2.1 Part One: Deming Quality Cycle Management	4.40	0.55	high	4.40	0.55	high
2	2.2 Part Two: Concepts and Principles of the Practical Model	4.40	0.55	high	4.60	0.55	highest
	2.3 Part Three: Implementation Strategies	4.60	0.55	highest	4.40	0.55	high

2.4 Part Four: Scope of the Model Leadership of University Administrators in Guangxi Province, People's Republic of China	4.60	0.55	highest	4.20	0.45	high
overall average	4.44	0.53	high	4.36	0.51	high

Table 2 showed that the leadership model for university administrators in Guangxi Province, People's Republic of China, generally had high accuracy ( $\bar{X} = 4.44$ ; S.D=0.53). Specifically, the highest accuracy was observed in Sections 3 and 4 of Article 2 ( $\bar{X} = 4.60$ ), followed by Sections 1 and 2 of Article 2 ( $\bar{X} = 4.40$ ; S.D=0.55), while the lowest was in Article 1 ( $\bar{X} = 4.20$ ; S.D=0.45). In terms of applicability, the overall evaluation was also high ( $\bar{X} = 4.36$ ; S.D=0.51), with the highest applicability in Section 2 of Article 2 ( $\bar{X} = 4.60$ ; S.D=0.55), followed by Sections 1 and 3 of Article 2 ( $\bar{X} = 4.40$ ; S.D=0.55). The lowest applicability scores were observed in Article 1 and Section 4 of Article 2 ( $\bar{X} = 4.20$ ; S.D=0.45).

**Table 3** The average values and standard deviations for the feasibility and practicality of the leadership model for university administrators in Guangxi Province, People's Republic of China

No.	Content Of The Model	Feasibility			Usefulness		
		$\bar{X}$	S.D	level	$\bar{X}$	S.D	level
1	Components Of The Model Description Of The Model	4.33	0.48	high	4.73	0.49	high
	2.1 Part One: Deming Quality Cycle Management	4.53	0.51	highest	4.43	0.50	high
	2.2 Part Two: Concepts and Principles of the Practical Model	4.40	0.50	high	4.43	0.57	high
2	2.3 Part Three: Implementation Strategies	4.40	0.56	high	4.43	0.50	high
	2.4 Part Four: Scope of the Model Leadership of University Administrators in Guangxi Province, People's Republic of China	4.57	0.57	highest	4.50	0.51	high
	Overall Average	4.45	0.52	high	4.43	0.52	high

Table 3 revealed that the leadership model for university administrators in Guangxi Province, People's Republic of China, overall exhibited very high feasibility ( $\bar{X} = 4.45$ ). Specifically, most sections demonstrated high feasibility levels, with Section 4 of Article 2 receiving the highest feasibility score. Additionally, the overall practicality of the model was also very high ( $\bar{X} = 4.43$ ), with each section displaying very high levels of practicality.

## Discussion

Based on the data analysis of the leadership model for university administrators in Guangxi Province, People's Republic of China, the following discussion can be made in accordance with the research objectives:

1. The leadership components of university administrators in Guangxi Province comprise four aspects: 1) Influence, which includes sub-elements such as communication and coordination skills, emotional intelligence, and the ability to create a vision; 2) Foresight, which encompasses insight, international perspective, innovation ability, and continuous learning ability; 3) Decision-making ability, including planning, analysis and evaluation, and risk management skills; 4) Execution ability, involving supervisory and control abilities, and adaptability. These are all crucial elements of leadership, covering multiple facets of leadership development, each playing a key role and being essential for constructing an effective and comprehensive leadership model. The findings might be attributed to the alignment of these four leadership components with the national requirements for university administrators' qualities. Administrators are expected to possess high ideological and political qualities, professional knowledge, influential power, exceptional management capabilities, strategic vision, democratic decision-making abilities, and the capability to implement significant decisions and deployments from higher authorities. This not only emphasizes the importance of ideological and political qualities and professional knowledge but also highlights the necessity of influence, management capabilities, strategic vision, and democratic decision-making abilities. These leadership components cover the key areas of higher education management comprehensively, helping administrators effectively respond to challenges within and outside the education sector, thus driving continuous development and innovation of their institutions. This all-encompassing leadership framework is crucial for enhancing the quality of university management and promoting the development of educational endeavors.

This result aligns with Wang Likun's (Wang, 2015:4) views on university administrators' leadership based on university charters, suggesting that the ability to influence others is vital for leaders as it involves core competencies such as relationships with others, self-awareness, and motivation. It also concurs with Zhao Guanghui's (Zhao, 2009:3) perspective on leaders' foresight, emphasizing the need for leaders to have a keen observation and understanding of the external environment, including policy, economic, technological, and social changes, to effectively respond when necessary. The findings are consistent with Liu Liqing's (Liu, 2023:34-36) views on a case study of university administrators' leadership, arguing that decision-making ability allows university administrators to fulfill their responsibilities better, make wise decisions, and contribute to the advancement and progress of higher education institutions. Similarly, the results match Li Yongxian's (Li, 2015:78-89) study on the construction of leadership capabilities in higher education, highlighting the critical importance of strong execution abilities for university administrators in facing various challenges. When adapting to new policies or technological changes, administrators need to act swiftly to ensure their institutions keep pace with the times, potentially involving updating teaching methods, adjusting curriculum settings, and introducing new technological tools. They must demonstrate the ability to act quickly to efficiently implement changes and ensure a smooth transition.

2. To enhance the leadership of university administrators in Guangxi Province, the study identified four key areas for improvement: 1) Influence, 2) Foresight, 3) Decision-making ability, and 4) Execution ability. The study results might be attributed to the fact that, in the rapidly changing global educational environment, the leadership of administrators directly impacts the adaptability, innovative capacity, and sustained competitiveness of schools. A leadership team with strong capabilities not only effectively guides and motivates faculty and students, shaping a positive campus culture, but also enhances team collaboration and improves the quality of teaching and research through effective communication and coordination. Additionally, administrators with forward-thinking abilities are able to recognize and seize future trends and challenges in education, enhancing the educational standards and international competitiveness of their institutions through innovative thinking and continuous learning. Decision-making and execution abilities are also essential qualities for university administrators, ensuring that they can make scientifically sound decisions in the face of complex challenges and effectively implement these decisions to achieve the strategic goals of the institution. Thus, enhancing the leadership of university administrators not only boosts the internal management efficiency and educational quality of the schools but also enhances the schools' social reputation and impact, better serving the needs of students and society, and promoting continuous development and innovation of the institutions. In the current era of globalization and informatization, strengthening the leadership training of university administrators has become an important task that cannot be ignored in higher education.

This study was consistent with the findings of Miao Jianming and Huo Guoqing et al. (Miao & Huo, 2006: 20-23), which proposed that leadership comprises five key abilities: 1) Foresight, involving future planning to align goals with organizational vision; 2) Inspirational Power, attracting the team through vision and passion; 3) Influence, requiring communication and persuasion skills to achieve goals; 4) Decisiveness, making quick decisions after analyzing problems; 5) Control, organizing resources and monitoring progress. This model divides leadership into visible aspects (such as skills) and invisible aspects (such as values), suggesting that leadership is composed of both apparent and deeper, implicit factors. The study also aligned with Yang Sizhuo's (Yang, 2008: 245-278) "Six-Dimensional Leadership Model," which includes: 1) Continuous growth and learning ability; 2) Resourceful decision-making; 3) Organizational ability to integrate resources; 4) Coaching ability to lead and develop people; 5) Execution ability to achieve performance; 6) Inspirational power to unify people, enhancing team cohesion and performance. These capabilities help leaders adapt to changes and improve team cohesion and performance.

3. The assessment results of the leadership model for university administrators in Guangxi Province, People's Republic of China, generally reached a relatively high level in terms of accuracy and appropriateness. Furthermore, the model also maintained a comparably high level in terms of feasibility and usefulness. These outcomes were likely because the leadership model for university administrators in Guangxi had been reviewed and evaluated for accuracy, appropriateness, feasibility, and benefits by experts who are administrators from various universities across the province. These administrators have long held leadership roles, possess outstanding leadership skills, and have extensive knowledge and experience in university management, thus providing practical and viable recommendations.

These results are consistent with the findings of Ling Bo (Ling, 2023: 38-40) on strategies for enhancing university administrators' leadership. This scholar, basing his research on the "Five-Dimensional Model" theory, gathered information related to leadership development through expert interviews and surveys, and synthesized this information to develop a model for enhancing university administrators' leadership. The experts he interviewed were actively involved in university management, and the model showed good results in accuracy, appropriateness, feasibility, and benefits after expert review. These findings also align with the research by Zheng Kaiyuan (Zheng, 2021: 100-101) on enhancing the leadership practices of local university administrators. Using the Five Forces Model of leadership, he explored the pathways and methods for enhancing leadership among local university administrators. He employed the critical incident interview technique to collect key situational data from university administrators during their management processes, summarized specific methods for improving leadership among excellent university managers, and constructed a model for enhancing university administrators' leadership. Ultimately, after expert evaluation, the model's overall and specific accuracy, appropriateness, feasibility, and benefits were found to be at the highest level.

## Recommendations

Based on the study of the leadership model for university administrators in Guangxi Province, People's Republic of China, a method was developed to enhance university administrators' leadership covering four aspects: 1) Influence, 2) Foresight, 3) Decision-making ability, and 4) Execution ability. The study found that the overall condition was at a relatively high level, with the average score for influence being the highest and for decision-making ability the lowest. Based on these findings, researchers made the following recommendations:

### 1. Implementation Suggestions

1.1 In the leadership components of university administrators in Guangxi Province, since Influence scored the highest average, it is shown to be the most critical leadership component. To enhance the influence of university administrators in Guangxi Province, administrators should continuously learn new knowledge and skills, including leadership theories, educational innovation, and management practices, to improve their professional competence and leadership capabilities. University administrators can also influence and motivate team members through their behavior, setting a positive example as an effective way to enhance influence.

1.2 The study identified four areas in need of development in the leadership of university administrators in Guangxi Province, including Influence, Foresight, Decision-making ability, and Execution. These four aspects should be comprehensively developed through research and the implementation manual.

1.3 The results of the model assessment show relatively high averages, therefore, administrators and relevant departments should apply this model in enhancing leadership among university administrators and in university management, while also providing institutional guarantees and arranging budget support for operations, and continuously researching and developing the model to ensure its ongoing progress.

## 2. Next Steps for Research:

To promote the development of leadership among university administrators in Guangxi Province and the development of universities in the province, researchers suggest the following:

2.1 Strengthen training in leadership and management skills, including decision-making, team building, communication skills, and conflict resolution, to enhance their efficacy in daily management tasks.

2.2 Conduct diversified leadership research: Encourage multifaceted research on university administrators' leadership, including leadership styles, the relationship between leadership effectiveness and university development, and how to adjust leadership strategies based on the specific environment and needs of the university.

2.3 Collect and analyze cases of successful leadership by university administrators, distill effective leadership strategies and practices, and share them with university administrators through seminars, workshops, or professional journals for reference and application.

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