

Model of Core Competencies of University Administrators Guangxi Province, People's Republic of China

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Abstract

Background: In the context of the knowledge economy era, higher education is an important base for cultivating high-quality talents. The management level of university managers directly affects the quality of education and school development. At the same time, with the rapid development of China's higher education and the deepening of education reform, the role of university managers has become particularly critical. They must not only lead schools to adapt to the new requirements of education reform, but also serve the national development strategy and cultivate outstanding talents with innovative spirit and practical ability for society. Guangxi Province, as an important province in southwest China, has a higher education development level that is directly related to the economic revitalization and social progress of the entire region. However, the current university managers in Guangxi Province face many challenges in terms of knowledge updating, management innovation and leadership. Therefore, studying and constructing a core competency model for university managers that conforms to the actual situation in Guangxi Province has important theoretical and practical significance for improving the quality of university management and promoting education reform. This study aims to explore the core competencies that university managers in Guangxi Province should possess through systematic empirical research, and provide a scientific basis for the selection, training and career development of university managers.

Aims: The main objectives of this study are three: First, to systematically study the main competency composition of university administrators in Guangxi Province and clarify the core competencies they should have in the current context of education reform; second, based on the research results, a core competency model suitable for university administrators in Guangxi Province is developed to provide a reference for the selection, training and career development of university administrators; finally, the developed core competency model is evaluated to ensure its scientificity, practicality and effectiveness, and to provide a reference for university management in Guangxi Province and other parts of China.

Methodology: This study adopts a mixed research method, combining quantitative and qualitative research methods. In the first stage, the research framework was determined through literature review and expert consultation, and a questionnaire survey was designed to collect core competency data of college administrators in Guangxi Province. In the second stage, a semi-structured interview method was used to conduct in-depth interviews with some college administrators to obtain richer qualitative information. In the third stage, based on the research results of the first two stages, a core competency model of college administrators in Guangxi Province was developed, and experts and practitioners were organized to evaluate the model. Descriptive statistical analysis, content analysis and other methods were used in the study to ensure the accuracy and reliability of the research results.

Results: The research results show that the core competencies of college administrators in Guangxi Province in terms of knowledge, ability and attitude are generally at a high level. In particular, they are outstanding in terms of subject expertise and management knowledge, while educational knowledge and strategic planning ability need to be further improved. The core competency model of college administrators in Guangxi Province developed has been highly evaluated by experts and practitioners, who believe that the model has reached high standards in terms of accuracy, suitability, feasibility and practicality. In addition, through the evaluation of the model, the applicability and effectiveness of the model in 9 demonstration schools in Guangxi Province were confirmed.

Conclusion: This study successfully constructed a core competency model of college administrators in Guangxi Province, and verified its scientificity and practicality through the evaluation of experts and practitioners. The model not only provides an important reference for the selection, training and career development of university managers in Guangxi Province, but also provides a reference for the cultivation and improvement of the core capabilities of university managers in other regions. The study also pointed out that university managers should continue to strengthen the improvement of educational knowledge and strategic planning capabilities to better adapt to the requirements of educational reform and promote the sustainable development of universities and social progress.

Keywords: College administrators; Core Competency; Model evaluation

Introduction

In 1998, China issued the "Higher Education Law of the People's Republic of China", which is an important legal document of the Chinese government on higher education. It aims to regulate and manage the higher education system, ensure the healthy development of higher education, promote educational equity, and promote the development of education in the direction of modernization. Under the background of China's deepening education reform, administrators of universities in Guangxi Province are also facing challenges in various aspects. Guangxi Province is located in the western part of South China. Due to various reasons, Guangxi's economy is in a backward area in the country, and universities in Guangxi Province also face problems such as insufficient funds. Under such circumstances, it brings greater challenges to school administrators, but it is also a good opportunity to promote school development. Regarding challenges, first, as university administrators, they need to find solutions to problems such as funds for the normal operation and development of the school; second, in order to promote local economic development, universities need to assume the responsibility of cultivating high-level talents and provide talent support for local economic development. Managers need to have excellent leadership and good communication and coordination skills. Third, under the situation of education reform, university administrators need to strengthen education planning, actively promote school reform and development, and promote the prosperity and progress of school education. Fourth, in the face of a complex and changing social and educational environment, university administrators also need to have a sense of responsibility and shoulder the responsibility of promoting school development. Regarding opportunities, China is in a period of rapid development, and the country's support for local universities is constantly increasing. University managers should make use of relevant national policies and make reasonable use of them to promote the development of schools.

Second, Guangxi is included in the national strategy of western development. Managers need to seize important opportunities and play the role of schools in regional economic and social development. Third, in the context of industrial transformation, university managers should actively promote cooperation between schools and the industry, promote the integration of industry, academia and research, and provide opportunities for the school's industrial transformation. In view of the above opportunities and challenges, the study of the core literacy of university managers is particularly important, providing a reference for the selection and appointment of university managers in Guangxi Province. (Higher Education Law of the People's Republic of China, 1998)

China's economic development has entered a new normal, with changes in the supply and demand of talents and profound adjustments in the social and economic structure. In order to effectively alleviate the problems of employment difficulties for graduates, a mechanism for cultivating applied talents should be established to adapt the talent cultivation structure of colleges and universities to the economic development structure and enhance the ability of local colleges and universities to serve regional economic and social development. In October 2019, Sun Chunlan, member of the Political Bureau of the CPC Central Committee and Vice Premier of the State Council, emphasized during her investigation in western China that colleges and universities should conscientiously implement the decisions and arrangements of the CPC Central Committee and the State Council and the spirit of the National Education Conference, and should be based in the local area, rooted in the local area, and serve the local area, continue to deepen higher education reform, comprehensively revitalize higher education in central and western China, improve the quality and level of talent cultivation, and better serve the national and regional economic and social development. (China Education News Network, 2019-10-23)

In 2020, the CPC Central Committee and the State Council issued the "Guiding Opinions of the CPC Central Committee and the State Council on Promoting the New Pattern of Western Development". The "Opinions" proposed that all localities and universities should start from adapting to and leading the new normal of economic development and serving the overall situation of innovation-driven development, and enhance their awareness of the importance and urgency of serving regional economic development. Local universities should change their school-running ideas and shift their talent training goals to cultivating high-level application-oriented talents who can serve regional economic development. University administrators are the main responsible persons for school education reform and decision-makers for implementing national policies. Administrators are the key to determining school education reform, and the core literacy level of administrators will have an important impact on schools. (China Government Website, 2020-05-17)

The Chinese government has long been committed to promoting educational modernization and higher education reform. In 2018, the Chinese government issued the Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020), which focused on promoting the modernization of Chinese higher education and improving the quality of education. Against this background, clear expectations are put forward for university managers. First, university managers should lead and serve the national development strategy, actively respond to national development requirements, combine school development with national development, and contribute to national economic development. Second, managers should have corresponding subject expertise to better manage and lead

school development. Third, managers need to have excellent management skills and leadership to drive the school in the right direction. Fourth, managers need to have a high sense of responsibility, advanced educational concepts, an international perspective, and their own unique personality charm to lead the school to meet the challenges brought about by reform and promote the overall development of the school. (Ministry of Education of the People's Republic of China, 2018-12-3)

Guangxi Province is an economic hub in southwest China. The rapid development of social economy has brought greater challenges to Guangxi colleges and universities. Colleges and universities play an important role in local economic and social development, and are the key force in cultivating local talents and promoting local development. College managers need to play a more active role in promoting the integrated development of schools and local economic and social development, and promote the organic combination of higher education and local industries. Therefore, studying the key capabilities of college managers to adapt to the needs of local higher education development is the key to promoting school education reform and development, and also the key to leading the high-quality development of schools. ((Tang , 2015).

As educational institutions, colleges and universities play an important role in local society and undertake important tasks such as talent training, scientific research and social services. Its mission is not only to train students, but also to cultivate innovative and socially responsible talents for society. Research on the core competencies of university managers can help improve the leadership and management levels of managers, improve the quality of education and teaching and the overall operating level of the school. As an important institution that cultivates talents, promotes economic development and social progress, university administrators need to have a sense of social responsibility, a sense of mission and good communication and coordination skills, and be able to maintain close cooperation with local governments, industries and all sectors of society. Make positive contributions to local social development (Wu & Wu, 2008: 3-5).

In summary, the main problem that university managers need to face is how to ensure the quality of education and school development when the school is underfunded. They need to solve how to cultivate talents that are compatible with local economic development and meet the new demands brought about by the adjustment of social and economic structures. Moreover, China's education reform requires managers to have not only forward-looking educational planning capabilities, but also the actual execution of reforms, and to show a strong sense of responsibility and leadership in a rapidly changing social environment. At the same time, managers need to grasp the national policy orientation, make good use of the country's support for education, promote the integrated development of schools and local economic and social development, deeply understand the importance of industry-university-research cooperation, and promote the close integration of school education and local industrial development. Therefore, this study is largely based on the needs and changes of higher education and management, and its purpose is to explore the abilities and qualities that school managers must possess when facing a complex educational environment. This article is based on China's national conditions and takes meeting actual needs as its goal and motivation. Therefore, this study is very necessary for the development of universities and the development of managers' own abilities.

This study is based on China's national conditions and the needs and changes in China's higher education and management. It explores the abilities and characters that school administrators must possess in the face of a complex educational environment, and is based on the goals and motivations of actual needs. Therefore, this research is necessary for the development of universities in Guangxi Province and the development of managers' own capabilities.

Research Objectives

1. Study the main competency components of university administrators. Guangxi Province, People's Republic of China.
2. Develop a core competency model for university administrators, Guangxi Province, People's Republic of China.
3. Evaluate the core competency model of university administrators. Guangxi Province, People's Republic of China.

Literature Review

By combing through the literature, we found that there is research on the construction of core competency models for college managers. Scholars have made significant academic contributions in the construction of core competency models for university managers. Through empirical research, they clarified the core competencies that university managers should possess, and provided theoretical support for the selection, training and career development of university managers. Feng Yong (2005: 92-94) emphasized the qualities that middle-level managers should possess, and proposed that middle-level managers in colleges and universities should fully understand the school's educational philosophy, enhance their sense of responsibility and mission, persist in lifelong learning, and improve management capabilities and skills.

In terms of applied research on the model, scholars have explored how to apply the core competency model to the selection and appointment of university managers. Meng Qingjin (1998) pointed out that in the era of knowledge economy, the quality of university managers directly affects the quality of talent training, emphasizing the political quality, knowledge structure and ability structure that university managers should possess.

In the study of model evaluation and optimization, it is proposed to evaluate the effectiveness of the model and propose improvement measures. Zhao Lijuan (2012) provided a basis for enhancing the scientificity and objectivity of selection and staffing by constructing a core competency model and applying it in cadre selection.

In terms of research on the development trends of the model, current research hotspots focus on how to further refine and improve the core competency model based on the actual situation of colleges and universities to adapt to the rapidly changing educational environment. Through research, Gu Xiangdong et al. (2015) proposed a competency model for middle-level managers in colleges and universities, and emphasized the importance of dimensions such as character and management capabilities.

In summary, the research on the core competency model of university managers is gradually in-depth. Scholars have not only contributed to the construction and application of the model, but also provided valuable opinions on the evaluation and optimization of the model. Future research trends will pay more attention to the dynamic adjustment and personalized development of models to adapt to the specific needs of different types of universities and managers.

Research Methodology

1. Population and sample: The overall research subjects are 9576 university managers and full-time teachers from 9 model universities in Guangxi Province.

2. Research instrument: The research instrument is a questionnaire divided into two parts. Part I: Personal Information. Part II: Components of the core competencies of university administrators in Guangxi Province, the People's Republic of China, data collected through a five-level rating scale. The content validity of the questionnaire was assessed using the Index of Item-Object Congruence (IOC) (Rovinelli & Hambleton, 1997). Cronbach's alpha coefficient (α -coefficient) (Wiersma & Jurs, 2009: 335) was used to evaluate the overall reliability of the questionnaire. The reliability value is 0.914, confirming that it is suitable for further research.

3. Data analysis: Quantitative data analysis was performed using percentage, mean, standard deviation and validity index, while qualitative data was analyzed through content analysis. A 5-point rating scale based on Likert concepts (Likert scale) was used.

Research Scope

In this study, the researcher aimed to develop a model to develop the core competencies of university administrators in Guangxi Province. This study analyzed the theoretical concept of the core competencies of college managers. The researchers synthesized the content scope of the core competencies of managers and divided them into three aspects:

1. Knowledge
 - 1.1 Educational knowledge
 - 1.2 Subject expertise
 - 1.3 Management knowledge
2. Ability
 - 2.1 Communication and coordination skills
 - 2.2 Strategic planning capabilities
 - 2.3 Ability to lead change
 - 2.4 Leading teachers to grow their abilities
 - 2.5 Cultural education ability
3. Attitude
 - 3.1 Responsibility spirit
 - 3.2 Educational philosophy
 - 3.3 International perspective
 - 3.4 Personality charm.

Research Findings

Research on the core competency model of university administrators in Guangxi Province, the People's Republic of China

The researchers summarized the findings as follows:

1. Research on the components of the development of the core competency model for university administrators in Guangxi Province, the People's Republic of China. Overall, at a high level. When considered individually, the domain with the highest mean score was the knowledge domain, followed by the ability domain, and the lowest mean score was with the attitude domain.

1.1 Knowledge

1.1.1 Educational knowledge sub-section of the knowledge core competencies of university administrators in Guangxi Province, the People's Republic of China. Overall, at a high level.

When considered individually, the item with the highest mean is Item 1: University administrators use educational principles to guide decision-making and advance education, followed by Item 3: Administrators can effectively integrate technology to support this process. The item with the lowest average is item 6. Executives can operate under legal oversight by enforcing laws and policies.

1.1.2 Professional knowledge sub-components of core competencies for university managers in Guangxi Province, People's Republic of China. Overall, at a high level.

When considered individually, the item with the highest average is item 7. Managers understand educational theory and can apply it to practical management work, followed by item 9. Managers can apply theory. Teaching promotes educational reform and innovation. The lowest average score is in item 8. Administrators can use teaching theories to guide teacher training and development and improve teaching quality.

1.1.3 Administrative knowledge subcomponent of the knowledge core competency of university administrators, Guangxi Province, People's Republic of China. Overall, it is at a high level.

When considered individually, the item with the highest average is item 10. Executives demonstrate a deep understanding of organizational management knowledge and the ability to apply knowledge in practical management work, followed by Item 12: Administrators use knowledge of human resource management to stimulate the work enthusiasm of faculty and staff. The item with the lowest average was item 11. Administrators use knowledge in human resource management to recruit, select, and train outstanding faculty and staff.

1.2 Ability

1.2.1 Communication and coordination subcomponents of the core competence of university administrators, Guangxi Province, People's Republic of China. Overall, it is at a high level. When considering each item with the highest average value, item 13, executives have the ability to express themselves clearly. Accurate and able to convey information and intentions effectively. Next is item 17. Executives can apply conflict management skills.

That is effective in resolving conflicts and differences between teachers and staff. The item with the lowest average was item 15. Administrators can use listening skills to build good communication and trusting relationships with teachers and staff.

1.2.2 Strategic planning competency subcomponent of the core competency of university administrators, Guangxi Province, People's Republic of China. Overall, it is at a high level. When considering each item with the highest average value, item 22, executives can

Manage resources efficiently in executing the plan, followed by item 24. Executives can use the evaluation results to continuously improve strategic planning, and improve our ability to respond to emergencies. The item with the lowest average value is item 20. Executives set goals that are measurable and achievable.

1.2.3 Change leadership ability subcomponent of the core competency of university administrators, Guangxi Province, People's Republic of China. Overall, it is at a high level. When considered individually, the item with the highest average is Item 1: Administrators have a correct understanding of the content and direction of the country's educational reform that can be put into practice, followed by Item 28: Administrators can communicate with teachers and Effective staff to encourage active participation in changes and implementation of relevant requirements. The item with the lowest average was item 29: Administrators support teachers to be creative and promote the application and change of educational and scientific research results.

1.2.4 Teacher competency promotion subcomponent of the core competence of university administrators, Guangxi Province, People's Republic of China. Overall, it is at a high level. When considered individually, the item with the highest average was Item 31: Administrators actively recognize teachers' efforts and achievements and provide motivational support, followed by Item 33: Administrators recognize and reward innovation achievements. of teachers and promotes sustainable development of teachers' innovations The item with the lowest average was item 34: Administrators support projects and teams of cooperation between teachers to improve the level of teaching and scientific research.

1.2.5 The sub elements of enhancing the core competencies of management personnel in Guangxi University Overall, the People's Republic of China is at a relatively high level. Considering the highest average project, Article 35, management effectively conveys correct values and guides faculty and staff to form their views on life and values. Secondly, Article 36 states that management personnel convey the socialist core values and cultural concepts of the university through educational activities and curriculum design. The minimum average value is 38. The management encourages teachers and employees to implement innovative practices and promote reforms. Teaching and Scientific Research.

Discussion

Research on the main competencies of university administrators in Guangxi Province, the People's Republic of China. The results of the discussion of research objectives are as follows.

1. Analysis of the quality and moral status of university managers in Guangxi Province. The three first-level indicators and 12 second-level indicator components in the questionnaire cover a complete set of characteristics and capabilities required by the management team. Overall, the average is high. The emergence of the above research results may be due to the need for university administrators, as school leaders, to be familiar with higher education and related policies and regulations. Adhere to the correct concept of educating people. Understand and master administrative work rules. Teaching and educating people, rules for student growth. Good at work, ideal teacher, passionate about education, adhering to principles, and dare to

take responsibility. Therefore, managers should have a high level of comprehensive knowledge in order to adapt to In a rapidly changing educational environment and the challenges of managing a complex university under the regulations of the Chinese Ministry of Education, school leaders must be prepared and qualified in terms of professional knowledge. Professional qualifications Relevant competencies Must have professionalism and sense of responsibility The results of the study were found to be consistent (Ministry of Education, 2017).

From the data analysis, among the knowledge elements of university managers, the one with the highest average level is subject mastery. The lowest mean score was for educational knowledge.

The above research results may be due to the belief of education management experts that administrators need to pay attention to the overall development of students and shoulder the responsibility of leading the school forward. Managers need to master pedagogy knowledge and understand the nature of education in order to better guide school development. As administrators of colleges and universities, they have overall responsibility for all aspects of their operations. School development or preparation of school development plans. Therefore, they must continuously improve their expertise as a guide in creating disciplines. Curriculum design and better teaching practices and improvement of curriculum teaching quality in order to effectively manage school work and plan better organization and coordination of school activities. Managers also need to be proficient in management theory. This is consistent with Feng Yong's research Feng Yong (Feng , 2005: 92-94). Feng Yong believes that the quality of university administrators determines the future of a school. School managers must fully understand the school's educational philosophy and enhance their sense of responsibility and mission. Therefore, managers need to have teaching knowledge. Professional management knowledge and corresponding psychological knowledge

1.2 From the data analysis, from the factors affecting the ability of university managers, the highest average level is cultural research ability. The lowest average was for strategic planning skills.

The above research results may be due to the fact that in order to effectively promote high-quality development of schools, managers need to communicate with personnel at all levels, clearly convey the school's vision and goals, and promote the smooth progress of school affairs. Therefore, managers need to have good communication and coordination skills when formulating goals, plans and development plans. Promote the development of the school in a clear direction

Executives also need to have strategic planning capabilities. In order to ensure the sustainable development of schools, school administrators need to have strong abilities to lead changes and promote innovation and improvement in education and teaching. Teachers are the guarantee for school development. Administrators must pay attention to teachers' professional development and growth and help teachers continuously improve their teaching standards and professional abilities. Therefore, managers must have a high ability to lead teacher growth. A positive university cultural atmosphere can shape students' correct outlook on life and values. Managers must pay attention to the construction of school culture and have high-level cultural and educational capabilities. This is consistent with Li Xueshan's research results. Li Xueshan (Li , 2018), Li Xueshan believes that the principal is the head of the school management team. As a member of the management team, he can plan the development of the school. Create

educational culture, lead learning courses, lead teacher growth, improve internal management efficiency, and adjust external environment

1.3 From the data analysis, in terms of attitude of college managers, the highest mean value is personality charm, and the lowest mean value is educational philosophy.

The above results may be due to attitudinal factors reflecting issues such as managers' sense of responsibility. Educational management concepts and leadership styles From the results of data analysis, managers must have the courage to take responsibility and promote school development. Therefore, they must take responsibility. Advanced educational concepts can guide managers to make correct decisions. Promote innovation and improve the level of school education and teaching. College administrators must have advanced educational concepts, be able to accurately grasp the development trends of education, and bring the school to the forefront of education. Education management experts believe that university managers need to have an international perspective and understand international education development trends and advanced experience. Lead the school towards internationalization and promote better international cooperation and exchanges in the school. Improving the competitiveness of schools at the international level The charismatic personality of administrators is very important in uniting teachers and students. And promote the development of school education, which is consistent with Li Yiqin's research results (Li, 2017: 7-9). Li Yiqin believes that university administrators should be responsible and regard learning as a professional lifestyle. They should think about it. Be diligent in summarizing and reflecting.

2. Construct a core competency model for university managers in Guangxi Province. Improving the leadership of university administrators in the People's Republic of China. We can start from 3 aspects: 1) knowledge, 2) ability, 3) attitude.

2.1 As a school leader, you must pay attention to the quality of education. Knowledge of the school's subject development and effective operations is fundamental to managers' effective performance of their responsibilities. Develop comprehensive college knowledge The following three areas are extremely important: 1) Pedagogical knowledge, 2) professional knowledge, and 3) management knowledge. This is because improving the pedagogical knowledge of university administrators can help them understand the nature and goals of education. Help administrators better define educational goals and policies. Ensure the normal operation of the school. Subject expertise can help administrators gain in-depth understanding of subject development trends and teaching needs. Provide guidance for the creation of school disciplines and better support teaching work. Management knowledge is one of the necessary skills for managers. It can help managers efficiently manage the school's various businesses, help select and train faculty and staff, and achieve the school's long-term development goals. This is consistent with Xi Yaying's research results (Xi, 2017: 117-120). Xi Yaying believes that from a social perspective, school managers must first be teachers. To become administrators, they must possess deep pedagogical knowledge and subject expertise as teachers. As managers, they not only need to have teaching knowledge; but they also have management knowledge respectively so that the school can develop better.

2.2 Ability is the practical ability that managers need to achieve goals and complete tasks at work. Because as a school administrator, you need to maintain good communication relationships with faculty, committees, and all walks of life for the development of the school. Ensure the smooth flow of information and improve the overall operational efficiency of the school. Strategic planning capabilities can help executives identify development opportunities and challenges. and help set consistent development goals. As a school administrator, you must

remain flexible and adaptable to educational changes. Responding to Educational Challenges and Promoting School Reform and Development Teachers are important resources for schools. Administrators need to focus on teacher development and personal growth. Teachers are encouraged to continuously improve themselves. Promote the development of overall education quality in schools

School culture is critical in setting the tone and core values of the school. Administrators need the ability to define and perpetuate school culture. We can lead schools by setting good examples and values, creating a positive learning environment and developing good character in students. This is consistent with Wang Dexun.'s research results (Wang, 2008: 4). Wang Dexun. believes that in the era of educational informationization, school administrators should be able to lead teaching reforms. Use of advanced media in school development planning. Create an educational culture, lead teaching according to curriculum, lead teacher growth, improve internal management efficiency, and modify the external environment.

2.3 A school administrator is not only a school leader but also an educator. The spirit of responsibility is an important manifestation of administrative leadership. Management needs to show a responsible attitude. Actively undertake the important work of school development. Ensure the stable operation of the school. Advanced educational concepts can help managers better understand educational development trends. Guiding schools to achieve educational goals Improving the international perspective of administrators means administrators can better understand the trends and nature of educational development around the world. and provide strategic advice for the development of international schools. Executives' focus on developing personal talents is an important manifestation of their influence. They not only win the respect and trust of staff, students and parents; they also inspire team unity and promote the continuous development of the school. This is consistent with Cheng Hongbing's research results (Cheng, 2015: 13-14). Cheng Hongbing believes that school managers need to have advanced educational concepts. International perspective Political commitment and charisma, including responsibility and professionalism He believed these qualities demonstrated an individual's character. Reflect on their positive impact on others. And have a high spiritual realm and moral sentiment. Evaluation results of the core competency model and manual of Guangxi University managers People's Republic of China. Evaluating the feasibility and usefulness of a manual using the Core Competencies Model for University Administrators in terms of accuracy and application. Overall it is still at a high level. This may be because the core literacy model for university administrators was properly created through a process of expert interviews, evaluation, and summary analysis.

Evaluate the correctness, applicability, feasibility and effectiveness of the core competency model and manual for university managers in Guangxi. They are all experts in educational management or teachers with direct knowledge and experience in educational management. As a result, we are able to provide practical and realistic advice covering the knowledge, abilities and attitudes required of university managers. This is consistent with the research results of Song Libo (Song Libo, 2028: 37-41). Song Libo collected relevant elements and data analysis results of executives' core competencies through questionnaires, and accepted interviews and evaluations from experts. The research results are accurate, appropriate, feasible and practical, and can be applied in practice to achieve good results. The research is based on interviews with experts. This is followed by a comprehensive collection

of expert opinions and suggestions. Develop core competency guidelines for university managers in Guangxi Province. This includes executing components of the core competency model. Model Description Management Fundamentals About the Deming Quality Cycle, concepts and principles of implementing the model. A complete guide to implementing the model's strategies and model components has been reviewed by experts. The Core Competencies Manual for University Managers in Guangxi Province must be successful in practice. Provide reference for selecting and appointing personnel in colleges and universities.

According to the study by Weng Lin, Zhao Xiuli, & Ma Zaoming (2022:12-17), They studied the development of core performance models for school administrators. Models were created through semi-structured interviews and questionnaires with education professionals and tested to obtain good application results and inform selection. The training and evaluation of principals is referred to by the Ministry of Education. Overall, all aspects of the core competency model and practice of this study are at the highest level. The core competency model in this study is applicable to the experiment of 9 demonstration schools in Guangxi Province, and has the highest feasibility and practicability. Based on Zhen Li's research (Li, 2019:86-89), Zhen Li studied the modeling of core competencies for trusted school administrators and compiled core competency guidelines and guidance for trusted school administrators from both holistic and various aspects. At the highest level in terms of accuracy, applicability, feasibility, and effectiveness.

Synthesize the overall finding as the diagram:

This study focuses on the core competencies of managers in nine demonstration universities in Guangxi Province. SPSS statistical software was used to analyze the data and the results were presented in a table.

Table 4.1 Participant Profile shows that women accounted for a high proportion of the respondents (51.62%), and their ages were mainly between 46 and 55 years old (54.05%). Most respondents had 5-10 years of management experience (40.27%). Most of the respondents were managers and full-time teachers (97.57%), including associate professors (33.78%), professors (31.08%), masters (49.73%), and doctors (34.86%).

Table 4.2 Core competency components shows that the overall evaluation of core competencies is at a high level (mean = 4.20).

Among them, the knowledge domain (mean = 4.23) was rated the highest, followed by ability (mean = 4.19) and attitude (mean = 4.18).

Knowledge domain sub-element professional knowledge, university managers are guided by educational principles in decision-making and promoting educational development.

(mean = 4.40) was considered the most important component, followed by technology integration and legal compliance (mean = 4.17). Sub-factor professional knowledge, respondents showed high ability in the application of educational theory and practice (mean = 4.49). Sub-factor management knowledge, management was highly evaluated in the application of organizational management knowledge (mean = 4.41).

Sub-factor communication and coordination ability in the ability area, management performed well in conveying information clearly and communicating effectively (mean = 4.28). Sub-factor strategic planning ability, management's ability in resource management and strategic execution was positively evaluated (mean = 4.08). Sub-factor leading change ability, management showed high ability in understanding and implementing national education reforms (mean = 4.35). Sub-factor leading teacher growth ability, management highly recognized the efforts and successes of teachers and provided incentive support (mean = 4.38).

Sub-factor cultural education ability, management played an important role in conveying positive values and promoting the formation of students' values (mean = 4.51).

In the attitude domain, the sub-factor of responsibility and responsibility, the management showed a high degree of professionalism, enthusiasm and commitment to the development of the university (mean = 4.36). In the sub-factor of educational philosophy, the management used scientific management concepts to improve the performance and work level of the university (mean = 4.36). In the sub-factor of global vision, the management promoted cross-cultural exchanges and enhanced international vision (mean = 4.34). In the sub-factor of personality charm, the management treated others with a fair, compassionate and positive attitude and created a harmonious working environment (mean = 4.47).

Finally, based on the expert evaluation opinions, the experts gave high praise to the correctness and applicability of the development model and the user manual.

Recommendations

1. Theoretical Recommendation

1.1 It is recommended to draw lessons from leadership development theory to clarify the leadership qualities that college managers need to possess in order to improve the core qualities of college managers.

1.2 It is recommended to draw lessons from the learning organization theory and encourage university managers to continuously learn, reflect and improve to adapt to the ever-changing university management environment.

2. Policy Recommendations

Establish a complete performance evaluation mechanism for Guangxi university managers and incorporate core competencies into the evaluation index system to encourage managers to continuously improve their literacy levels.

3. Practical Recommendations

3.1 The research results found that the average level of university managers' core competencies, research and strategic planning, is the lowest. Therefore, it should be vigorously developed. Managers should take measures to strengthen the study and application of strategic planning theory and improve strategic planning awareness. Flexibly arrange learning by participating in training courses, online learning resources, seminars, etc. to enhance the comprehensive strategic planning capabilities of university managers and promote the development of higher education institutions.

3.2 The research results found that the main areas of competence of university managers seeking development are knowledge, ability and attitude, and these three areas should be developed through learning and following the format manual.

3.3 Model evaluation results: The model is feasible and applicable. University administrators can use this model in their daily management work, and schools can allocate budgets to support the continued research of this project.

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