GUIDELINES FOR IMPROVING MID-LEVEL ADMINISTRATORS LEADERSHIP OF PRIVATE UNDERGRADUATE UNIVERSITIES IN GUANGDONG

WU XIAOYING

A thesis submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Educational Administration
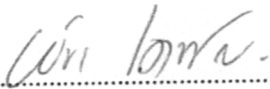Academic Year 2024

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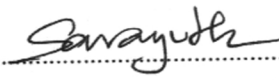
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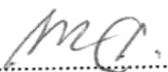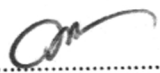|	
Thesis	Guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong
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ABSTRACT

The objectives of this research were: 1) to study the current situation of the mid-level administrators leadership of private undergraduate universities in Guangdong, 2) to develop the guidelines, 3) to evaluate the suitability and feasibility of the guidelines. The sample group consisted of 210 mid-level administrators from 5 private undergraduate universities in Guangdong. The research instruments involved: 1) questionnaire, 2) structured interview, and 3) evaluation form. Data were analyzed as percentage, average value, standard deviation, and content analysis.

The results were found that the current of mid-level administrators leadership in private undergraduate universities in Guangdong is at a medium level. The results were from the highest to the lowest level were as following: the highest level was cultural leadership, followed by interpersonal leadership, and the lowest level of structural leadership. Guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong include five aspects: 1) Structural Leadership, 2) Interpersonal Leadership, 3) Educational Leadership, 4) Cultural Leadership, and 5) Political Leadership, with a total of 5 guidelines and 25 measures. The applicability and feasibility evaluation results of the guidelines are the highest. It has a guiding role in promoting the mid-level administrators leadership of private undergraduate universities in Guangdong.

Keywords: Guidelines for improving, Mid-level administrators leadership, Private undergraduate universities

ชื่อเรื่อง	แนวทางการพัฒนาภาวะผู้นำผู้บริหารระดับกลางมหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลกวางตุ้ง
ชื่อผู้วิจัย	อู๋ เสี่ยวอิง
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ปีการศึกษา	2567

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันของภาวะผู้นำผู้บริหารระดับกลางมหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลกวางตุ้ง 2) เพื่อพัฒนาแนวทาง และ 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำผู้บริหารระดับกลางมหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลกวางตุ้ง กลุ่มตัวอย่างในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารระดับกลางจากมหาวิทยาลัยเอกชนในมณฑลกวางตุ้ง จำนวน 5 แห่ง รวมทั้งสิ้น 210 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบบสัมภาษณ์ และแบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า สภาพปัจจุบันของภาวะผู้นำผู้บริหารระดับกลางมหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลกวางตุ้ง โดยภาพรวมอยู่ในระดับกลาง เมื่อพิจารณาเป็นรายด้าน พบว่า ความเป็นผู้นำด้านวัฒนธรรม มีค่าเฉลี่ยสูงสุด รองลงมาคือ ความเป็นผู้นำด้านความสัมพันธ์ระหว่างบุคคล ส่วนความเป็นผู้นำเชิงโครงสร้าง มีค่าเฉลี่ยต่ำสุด แนวทางการพัฒนาภาวะผู้นำผู้บริหารระดับกลางมหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลกวางตุ้ง ประกอบด้วย 5 ด้าน ได้แก่ 1) ความเป็นผู้นำเชิงโครงสร้าง 2) ความเป็นผู้นำด้านความสัมพันธ์ระหว่างบุคคล 3) ความเป็นผู้นำด้านการศึกษา 4) ความเป็นผู้นำด้านวัฒนธรรม และ 5) ความเป็นผู้นำทางการเมือง ประกอบด้วย 5 แนวทาง รวมทั้งสิ้น 25 มาตรการ ผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทาง มีค่าเฉลี่ยอยู่ในระดับสูงสุด แสดงให้เห็นว่าแนวทางดังกล่าวมีบทบาทสำคัญในการส่งเสริมความเป็นผู้นำของผู้บริหารระดับกลางมหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลกวางตุ้ง

คำสำคัญ: แนวทางการพัฒนา ภาวะผู้นำผู้บริหารระดับกลาง มหาวิทยาลัยเอกชนระดับปริญญาตรี

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In the coming days, I will continue to work hard, continue to forge ahead, with practical actions to return to all the people who care, support and help me. Thank them again !

Wu Xiaoying

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Chapter 1

Introduction

Rationale

With the development of the global education market, private universities have received more and more attention and development around the world. Due to the particularity of private universities, such as differences in ownership structure and business model, the leadership of mid-level administrators in private universities has become an important research field. Scholars around the world have begun to pay attention to the leadership style, decision-making ability, and organizational change of mid-level administrators in private universities, in order to promote the sustainable development of private universities and improve the quality of education. Numerous studies suggest that middle administrators contribute significantly to the strategy (Gu Jing, 2020, p.1).

China's private universities have developed rapidly in recent years and have become a part of China's higher education system that cannot be ignored (Zhao Xuedong. 2018, p.1). However, due to historical reasons, economic pressure, personnel training and other factors, private universities are facing many challenges and problems. In response to these problems, it is of great significance to study the leadership of mid-level administrators in private universities. By studying the leadership ability of mid-level administrators, we can reveal the role and influence of Mid-level administrators in private universities in organizational reform, teaching quality improvement, and personnel training, and provide theoretical and practical support for promoting the sustainable development of Chinese private universities. From the perspective of management, the leadership of mid-level administrators in private universities directly affects the operation and development of the organization. They need to rationally allocate resources, formulate strategies and goals, and coordinate the work of various departments on the premise of ensuring the quality of teaching. By studying the leadership characteristics and methods of mid-level administrators, we can help promote the sustainable development of Chinese private universities. From the

perspective of education quality, the leadership of mid-level administrators in private universities is crucial to improving teaching quality. They need to formulate and implement effective educational strategies, cultivate excellent teachers, establish a scientific curriculum system, and create a good learning environment. By studying the leadership practice and experience of mid-level administrators, it can provide useful reference and guidance for improving the education quality of Chinese private universities. In addition, due to China's regional differences and the large number of private universities, mid-level administrators of private universities in different regions face their own specific leadership challenges. For example, in more developed coastal areas such as Guangdong, mid-level administrators of private universities need to deal with more complex market competition, brain drain and other issues. Therefore, it is of more practical significance to study the leadership of mid-level administrators in private universities in Guangdong.

Guangdong Province is one of the regions with the most active development of private universities in China. Guangdong has a large number of private universities of various types, covering various disciplines. Studying the leadership of mid-level administrators in private universities in Guangdong can more specifically analyze the roles, responsibilities, and challenges of mid-level administrators in private universities in the region. At the same time, as a frontier area of reform and opening up, Guangdong has rich economic and educational resources, and the leadership requirements for mid-level administrators of private universities are also more complex and diverse. Therefore, studying the leadership of mid-level administrators in private universities in Guangdong will help to understand and promote the development and innovation of private universities in Guangdong.

This study is based on Sergiovanni's "Five Forces Model" and also incorporates the famous Hong Kong scholar Zheng Yanxiang's "Five Dimensional Leadership" theory. After reviewing the literature, it was found that most scholars agree with Sergiovanni and Zheng Yanxiang's theories, and ultimately the research variables of the paper were determined.

In summary, it is of great significance to study the leadership of mid-level administrators in private universities in Guangdong for promoting organizational development, improving education quality, responding to challenges and changes, and cultivating talents and innovative spirits. These research results will provide theoretical and practical support for private universities in Guangdong, promote their sustainable development, and provide reference and reference for private universities in other regions.

Research Questions

1. What is the current situation of the mid-level administrators leadership of private undergraduate universities in Guangdong?

2. What are the guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong?

3. What level is the suitability and feasibility of the guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong?

Objectives

1. To study the current situation of the mid-level administrators leadership of private undergraduate universities in Guangdong.

2. To develop the guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong.

3. To evaluate the suitability and feasibility of the guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong.

Scope of the Research

Population and the Sample Group

Population

The population of this study was 460 administrators from 5 private undergraduate universities in Guangdong Province.

The Sample Group

According to Krejcie and Morgan sampling table (1970), the sample group of this research was 210 administrators from 5 private undergraduate universities in Guangdong. By using stratified random sampling and simple random sampling.

Interview

In this study, ten peoples from the private undergraduate universities in Guangdong province were interviewed in the study to understand the current situation of the mid-level administrators leadership of the private undergraduate universities in Guangdong province. Respondents must meet the following criteria: 1) mid-level administrators of private undergraduate universities in Guangdong Province; 2) must have a deep understanding of leadership; 3) must be willing to participate in recorded structured interviews; 4) must be willing to check their interview records for verification.

Evaluation

Based on the current situation of the leadership of private undergraduate universities in Guangdong, nine experts were invited to evaluate the guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong. The following conditions should be met: 1) mid-level administrators of private undergraduate universities who have been engaged in more than 5 years; 2) from different universities; 3) with senior professional title or doctoral degree, and have a deeper understanding and research of the work of Mid-level administrators.

The Variable

According to the theoretical analysis of leadership-related research, the researchers summarized the following variables of administrators leadership in 5 aspect:

1. Structural Leadership

2. Interpersonal Leadership

3. Educational Leadership

4. Cultural Leadership

5. Political Leadership

Advantages

1. This study focuses on improving the mid-level administrators leadership capabilities of the private undergraduate universities in Guangdong, and has a high degree of practical correlation. It is aimed at specific educational leaders, and they face unique challenges and opportunities in their own duties. By focusing on this specific background, the study aims to provide customized guidance directly benefiting these people.

2. This study uses a variety of research methods, including questionnaires, interviews, and reviews of existing documents and theories. This comprehensive method ensures a comprehensive understanding of the mid-level administrators leadership of Guangdong private undergraduate universities, and can more accurately evaluate the mid-level administrators leadership of the private undergraduate universities in Guangdong Province.

3. The researcher submitted the guidelines for improving mid-level administrators leadership of Guangdong private undergraduate universities to experts for evaluation. Through inviting experts in the field to participate in the evaluation, the study enhances its credibility and effectiveness. Experts' feedback will further improve the guide and increase its effectiveness and applicability in practice.

Definition of Terms

Leadership: Leadership refers to a literacy that integrates traits and abilities, guiding and motivating the leaders and followers through influence, and thus promoting the development of groups and society. This power is shaped by the interaction of the leader's own ability and influence on others. In addition, leadership requires the ability to shape organizational culture and values and focus on the growth and development of employees to create a healthy, stable and efficient organizational environment.

Mid-level administrators leadership: Mid-level administrators leadership refers to the leadership role and ability of mid-level administrators in the organization. They play a link between the superiors and subordinates in the organization. They need both vision and strategic skills, communication and coordination skills, team-

building and development skills, decision-making and problem-solving skills, and motivation and support skills. Mid-level administrators leadership includes five variables: structural leadership, interpersonal leadership, educational leadership, cultural leadership and political leadership.

Structural Leadership: Structural leadership refers to the ability of school leaders (mid-level administrators) to plan school development goals and development plans, formulate reasonable school internal management systems, provide appropriate technical support, and organize and coordinate school development goals. It involves the ability of administrators operation planning and goal setting in school, organizational structure design, decision-making management, incentive and evaluation system, task assignment, resource allocation, performance evaluation and feedback.

Interpersonal Leadership: Interpersonal leadership refers to the leader (mid-level administrators) to understand and manage their emotions, and establish a positive relationship, mutual trust with others, to communicate smoothly with teachers and other staff, create diversified and inclusive work environment, to build trust and team cohesion, inspire team members work motivation, supervision and feedback, promote staff development and growth, establish good contact with external, for school education resources.

Educational Leadership: Educational leadership refers to mid-level administrators who have a profound educational vision and values, lead the school's educational thoughts, directions and goals, and ensure that the school's educational goals adapt to the needs of the times. This leadership includes Educational ideological leadership and administrative leadership. Leadership in educational thought means that mid-level administrators can communicate educational vision to the school community and drive educational policy, teaching reform, and curriculum development. In terms of administrative leadership, mid-level administrators need to possess effective organizational skills, decision-making skills, and resource management skills to achieve the school's strategic plans and goals. Educational leadership also involves the role of administrators as instructional leaders, using their expertise to participate in instructional instruction, educational program development,

and supervision. To improve the quality of teaching and promote the professional development of teachers.

Cultural Leadership: Cultural leadership refers to the ability of mid-level administrators in higher education institutions to promote the cultural building and development of the organization by understanding, shaping and leading the organizational culture, as well as effective communication and cooperation with employees and other stakeholders. It specifically includes the ability to understand and transfer organizational values, shape organizational culture, motivate employees, provide appropriate training and development opportunities, help employees to grow, promote teamwork, and lead change and innovation.

Political Leadership: Political leadership refers to the ability of administrators to properly deal with various conflicts of interest within and outside the school based on factual evidence. Possess political awareness, political IQ and political communication skills, and be able to coordinate, balance and resolve various interest conflicts, interpersonal tensions and internal contradictions in the school organization, so as to reduce internal friction, form synergy, and provide guidance and support for the development direction of the school. Political leadership also includes the ability to build political alliances, seek win-win and cooperation, and promote the smooth achievement of school goals by creating a positive atmosphere and mediating internal conflicts.

Mid-level administrators: Mid-level administrators refer to the administrators between senior leaders and grassroots employees in the organization. They play an important role within the organization, responsible for transforming the strategies and goals set by senior leaders into specific action plans, and achieving the goals of the organization by coordinating, guiding and supervising the work and work of grassroots employees. Middle manager in a university refers to those who hold intermediate management positions in a university. They are responsible for coordinating and managing the day-to-day operations and development of the various functional departments or colleges.

Private undergraduate universities: Private undergraduate universities refer to higher education institution established and managed by private investment or non-governmental organizations. It mainly provides undergraduate degree courses, has independent legal personality and autonomy, and is committed to providing high-quality education.

Research Framework

Based on the theory of leadership, the research framework of this article is shown in Figure 1.1

Figure 1.1 Research Framework

Chapter 2

Literature Review

"Leadership" is a very popular topic or research topic in the current field of education administration. There are many documents related to leadership according to various channels, but there are not many literature on the leadership of the university, and the leadership leadership of the mid-level administrators directly related to the reform of the transition from the reorganization of private universities. Therefore, the literature review of this study mainly focuses on the Mid-level administrators leadership, and researchers have studied the principles of theoretical concepts. Related documents and research are as follows:

      1. Concept of Educational Administration

      2. Concept and theories of Leadership

      3. Concept of Mid-level administrators leadership

      4. Concept of private undergraduate universities in Guangdong

      5. Related Research

      The details are as follows.

Concept of Educational Administration

Definition of Educational Administration

Educational Administration is that administrators organize and coordinate the education team, give full play to the role of education human, financial resources, material resources and other information, and use various favorable conditions within education to achieve the activities of educational Administration goals in high efficiency. It is a series of activities that the state organizes coordination and control of the education system. It is divided into education administrative management and school management.

Deng Huan (2013, p.10) believes that education administration covers the macro-administrative management of education and the micro-administrative management of schools. Its core purpose is to serve the educational goal of the school, and to play an important role in planning, organizing, coordinating, supervising and evaluating various educational activities of the school. It is generally believed that educational management refers to the standard organizational form and process adopted by various educational institutions to achieve the established educational goals under the guidance of specific educational ideas and educational policies.

Di Weifeng (2022, p.9) has expanded on Deng Huan's framework of educational administration, delineating it into three distinct facets: Enrollment administration, teaching administration and life administration.

Sun Yuli (2004, p.36) believes that educational administration, as a core management activity in the field of education, not only reflects the universal nature of management, but also has its unique attributes. Its uniqueness is prominently reflected in the fact that its core mission is to directly serve education, and then promote the overall progress of society. Every content of educational administration activities should unswervingly serve education as the core and be committed to promoting the sustainable development of human beings, which is the unique thing that distinguishes educational administration from other management activities.

In "Philosophy of educational administration-Introduction to Modern Educational Management Views," Sun Miantao (1997, p.36) elucidates the essence of educational management. He asserts, "The essence of educational management is an activity in which educational administrators, in accordance with the requirements of a specific society and the inherent laws of educational management, engage in promoting the self-reproduction of humanity for better societal service." Professor Sun Miantao's understanding of the essence of education administration is grounded in a comprehensive grasp of the attributes of educational management phenomena. He posits that the commonality of educational management lies in facilitating the self-reproduction of humanity, while its individuality lies in serving specific societal needs. These two aspects together constitute the core perspective of education

administration as a unified subject. Professor Sun Miantao's insights provide significant theoretical reference value for the study of the essence of educational management.

Wang Hongcai (2022 p.4) contends that university administrators should embody the demeanor of a statesman, the charisma of a leader, the vision of a master, the energy of a social activist, the eloquence of a speaker, the foundation of a healthy spirit, the acumen of an operator, and the cornerstone of an educator.

Kang Cuiping. (2005, p.27) In the article "A Reexamination of the Essence of education administration," provides a corresponding supplement to this. She believes that educational management is a practical activity where educational administrators, in accordance with the requirements of a specific society and educational laws, effectively utilize relevant resources through certain management approaches. The goal is to promote the self-reproduction of humanity, making education a practical activity in service to a particular society.

Wu Zhihong et al. (2008, p.138) In "New Principles of Educational Management" the distinct characteristics of education administration are comprehensively revealed: (1) The education sector encompasses elements like purposes, teaching skills, learning attitudes, and atmosphere, lacking clear conclusions. This complicates operation plans for administrators. (2) Education is fundamentally a cultivation of individuals, subject to factors limiting quantification and impacting judgment criteria. (3) Education, a high-value endeavor, often involves ethical, moral, and values considerations, establishing it as more than a mere technical issue. (4) Within the education system, teaching shows signs of increasing specialization, leading to conflicts with administrators managing professionals not requiring strict control. (5) Evaluating education administration is more complex than other activities, increasing the difficulty of fulfilling its functions.(6)Education, affecting millions of households, becomes a focal point of social attention, resulting in a conservative approach in formulating policies.

Zhang Xuan (2020, p.57-62) proposed six suggestions for the continued reform and improvement of China's higher education administration system. Firstly, he emphasized the consistent adherence to the direction of higher education administration system reform in alignment with the requirements of economic and

social development. Secondly, he advocated for the ongoing optimization of power distribution and allocation within the higher education administration system. Additionally, Zhang called for the creation of a positive social environment supportive of the transformation in the higher education administration system. To streamline this process, he recommended removing deliberate cultural and value restrictions hindering the reform of the higher education administration system. Furthermore, he proposed establishing a mechanism for coordinating interest conflicts during the process of higher education administration system reform. To ensure effective implementation and monitoring, he suggested setting up a monitoring department to generate a monitoring framework for the effects of higher education administration system reform.

Zhang Ping (2010, p.6) redefined the concept and essence of administrators' leadership, constructing a "heart-brain-hand model" of administrators' leadership. This model was analyzed comprehensively and systematically, addressing key aspects and factors in the implementation of the "brain-hands" model. The effectiveness of the "heart-brain-hands" model of administrators' leadership was then evaluated from a practical perspective.

Xiao Yumin (2009, p.54) analyzed the important role of administrators' informatization leadership in the process of school development from the process of leadership implementation, and analyzed the problems that need to be solved and the realization path in this process.

Deng Fengqiong (2007, p.7) applied the theory of scientific sociology to redefine scientific standards from societal factors in scientific knowledge. She emphasized two elements: internal logic completeness and external practical testability. The scientific evaluation index system for higher education is reflected not only in the unity of quantitative and qualitative indicators but also in the interrelation of subject, system, and the dissemination of evaluation results. Scientificity is evident in the basis for formulating evaluation indicators, institutional safeguards, and the dissemination of results. Deng aimed to establish a scientifically grounded evaluation system for higher education, aligning with China's national conditions, to genuinely reflect its developmental status and better promote progress.

Zou Jiawen (2021, p.53) investigated the impact of China's higher education development on regional innovation, considering direct, indirect, and regional heterogeneous effects. The study revealed several key findings. Firstly, higher education development enhances regional innovation capabilities by improving input levels, output levels, and overall processes. Secondly, higher education contributes to regional innovation through material capital, human capital, and technological innovation channels. Thirdly, the impact of higher education development on regional innovation varies regionally, with the eastern region experiencing a more substantial effect compared to the central and western regions. The article concludes with policy recommendations: balanced funding for higher education, optimizing regional higher education structures, and fostering university collaboration to accelerate development, particularly in the central and western regions. Additionally, suggestions include improving industry-university-research cooperation mechanisms and establishing local government talent introduction mechanisms. The overall aim is to maximize the role of higher education in promoting regional innovation, ensuring comprehensive improvement and coordinated development.

Wang Ji (2016, p.11-12) highlights that the quality management in higher education diverges from quality management in the business sector. It represents a higher-level approach, focusing on fundamental enhancements and advancements in educational quality. In an era prioritizing quality and efficiency, the quality management of higher education seamlessly integrates with people-oriented educational principles. This alignment signifies both a developmental trend and a new imperative for the progression higher education.

Zhong Binglin (2011, p.8) contends that private higher education plays a crucial role in expanding educational opportunities for a broader segment of the population in China. It helps alleviate educational challenges for certain individuals, lessening the burden on the government and contributing to the ongoing popularization of education in the country.

Zhang Sen (2011, p.277) asserts that the rapid growth of private higher education necessitates the establishment of a conducive social environment, strong support from the state and various governmental levels, and a commitment to continuous innovation and reform by private undergraduate universities themselves.

Wu Yuhou (2005, p.14) emphasizes that university administrators should possess the capability to foster inclusivity in academic exchanges and facilitate international cooperation.

Liu Jingyu (2011, p.13) believed that with the deepening of people's cognition of education management, higher education leadership also seeks innovation and breakthrough in the field of education leadership theory on the basis of extensive reference to the general leadership theory, and explores its unique value and characteristics. This trend has become an inevitable choice to promote the sustainable development of leadership in higher education.

Yang Yaozhong (2013, p.77) emphatically asserts the pivotal role of policy in fostering the development of private undergraduate universities. He contends that addressing the marginal status of private education involves recognizing its position in the market, elucidating its crucial role in the overall development of education in the country, and consistently promoting the cultural and educational advancement of the nation.

Liu Yupan. (2021, p.15) conducts a thorough and systematic exploration of higher education quality management characteristics at various stages, utilizing theoretical perspectives from knowledge production models 1, 2, and Mode 3. The research reveals distinctive traits at each stage: Firstly, quality management at the elite stage of higher education reflects internal control characteristics. Secondly, the quality management of higher education exhibits characteristics focused on ensuring quality management. Thirdly, during the stage of higher education popularization, quality management demonstrates characteristics of diversified governance.

Pan Maoyuan & Wang Weilian (2013, p.290) posits that the core of higher education lies in professional education, aiming to nurture specialized talents for societal advancement. As a constituent of the social subsystems, higher education inherently intertwines with other social components, such as politics, economy, and

culture, creating intricate relationships beyond the scope of conventional education. Pan emphasizes that any discipline, including higher education, must diligently explore the operational laws, changes, and development within its research scope. For higher education as a discipline, the focus extends beyond understanding general education laws; it must also emphasize the practical application of these laws in the context of higher education.

Sun Miantao. (2006, p.10) believes that management, as a wide field of expertise, covers educational management. This field involves not only the macro level of education administrative management, but also covers the micro level of school management, which together constitute a complete system of education administration.

Wang Sunyu (2008, p.10) proposed that education administration consists of two cores: "education administration and school management". Education administration focused on the macro education system and education organization management, government at all levels and education organizations in its responsibilities, with education laws, laws and regulations, through planning, coordination, guidance and monitoring, the education administrative system, school organizations at all levels of investment, guidance, layout and regulation, aims to achieve the established education goals.

Huang Zhaolong (2015, p.35) recognition education administration aims to follow the objective law of educational development, to support the sustainable development of social economy as the goal, through the use of modern scientific and technological means, all kinds of educational administrative organs and organizations at all levels of efficient and orderly management activities.

He Jiahang. (2022, p.19) deeply discussed the concept of education administration and interpreted it as a complex and multi-dimensional education organization activity. This kind of activity not only involves the subject and object of the activity, but also covers all levels of educational administration management and school management in a broad sense. His views provide us with a rich perspective on understanding education administration, emphasizing its core position and important role in the education system.

Definition of Higher Education Administration

Zhai Rui.(2021, p.200) believes that the goal of university education administration is more inclined to create high-quality applied talents with innovative ability. Contrary to this, the traditional educational concept seriously hinders the training of innovative talents. Therefore, the colleges and universities must take the innovative educational concept as the guiding ideology, realize the second innovation of the educational concept, carry out the work on the basis of the education administration reform, and take the education administration reform as the background color. Without the environment of innovative educational concept, the goal of cultivating higher education talents will be difficult to have abundant vitality.

Chen Guixiang (2017, p.48) believes that college education administration aims to make students not only have a keen sense of happiness, but also actively find happiness in life, create happiness through a subtle culture, comprehensive ability cultivation and accurate ability. This process is to lead students to excellence and achieve a more excellent self. It can be said that the value pursued by the university education administration institute is the dual pursuit and realization of excellence and happiness.

Wu Juan (2021, p.153) pointed out that the core goal of implementing education administration in colleges and universities is to improve the quality of our education and teaching. In the process of daily management, we should constantly deepen the reform of education administration, adopt cutting-edge ideas to guide the education administration work, and build the education and teaching mode closely combined with the actual situation based on the characteristics of the school, so as to cultivate more compound talents with comprehensive quality. In addition, it is also very important to strengthen the construction of the information management of the school. It is necessary to integrate network resources, improve the efficiency of education and teaching management, so as to achieve the expected management goals.

Tang Manqing. (2022, p.3). pointed out that education administration, as a guarantee service in college education, the fundamental purpose of which is to lay a solid foundation for improving the quality of education and ensuring the stable

development of school teaching. The core of the quality of education administration lies in the accurate judgment and measurement of the subject's realization of the established goals, while the guarantee focuses on preventing it from being violated or damaged in any form, while maintaining the stability and durability of its support structure.

Liu Chenling (2023, p.72) From the perspective of education ecology, the current education administration of colleges and universities is facing multiple challenges, including lagging management concept, imbalance of student ecological niche, imperfect rules and regulations, and lack of internal exchanges and cooperation. The root causes of these problems mainly lie in the disconnection between the ecological environment and the external environment of universities, the lack of coordination between subsystems, the intensified competition between internal institutions, the lack of diversity within the educational ecosystem and the overload of system capacity. In order to optimize the internal education ecology and solve the difficulties in education administration, colleges and universities must not only actively adapt to the external environment, explore the connotative development path, but also improve the synergistic efficiency among the subsystems in the school, build a culture of cooperation and symbiosis, and then enhance the internal vitality and creativity.

Wang Yucui (2020, p.17) believes that education administration means that administrators carefully plan and implement various management strategies under macro guidance, so as to ensure the orderly and efficient operation of educational activities. In this process, administratorsuse advanced management concepts and methods to refine and rationally allocate human resources, material resources, financial resources and other resources in the educational environment. This not only reflects the maximum use of resources, but also shows the managers' deep understanding and pursuit of educational goals. Through this process, each link of educational activities can be closely connected to ensure the smooth achievement of educational goals.

Wang Sunyu (2008, p.11) believes that higher education administration, as a key part of the field of educational management, follows the general law of educational management. However, its particularity also can not be ignored. It is not only different from the rigorous level of government management, but also different from the economic benefit orientation of enterprise management, and more very different from the daily operation mode of basic education. The management of higher education is based on the principles of management, higher education and educational economy. By planning, through organization, management, incentive and control, the human resources, material resources, financial resources and other resources, so as to efficiently achieve the established goals of higher education.

Ke Youxiang et al. (2000, p.2) believe that higher education management refers to the activities or behaviors responsible for by special personnel or specialized agencies to organize relevant personnel to rationally allocate higher education resources and efficiently complete the predetermined goals of higher education. Specifically, the performance of higher education administrators to a kind of activity, it can make the will of the former and ideas into the latter from the direct motivation of attribute activity, so that the activities of higher education administrators and higher education teaching and scientific research personnel of concrete and effective activities into a overall movement, in order to effectively achieve the goal of higher education managers.

Wang Dong (2021, p.118) deeply discussed the integration of people-oriented concepts in university education management. He first paid attention to how colleges and universities should clarify the direction of education management under the core concept of people-oriented from the dual perspective of students and education administrators. Secondly, he studied the specific infiltration mode of the people-oriented concept in colleges and universities. In order to realize scientific management and build an established and systematic management mechanism, colleges and universities must effectively coordinate the relationship between "teaching" and "learning", and conduct in-depth exploration and practice in multiple dimensions such as system management, teacher training mode and students' ability goal.

In summary, the characteristics of education administration are rich and diverse. Different researchers explore the nature and characteristics of education administration from different angles and levels. These characteristics and essence have provided important theoretical support and guidance for education administration practice, and promoted the development and innovation of educational management. The goal of education administration is to achieve education goals, ensure the normal operation of the education system through efficient resource allocation and orderly management activities, and improve the quality and efficiency of education. Both from the national and school level, education administration plays a vital role and is of great significance to the development of education.

Concept and Theories of Leadership

Definition of leadership

Leadership "comes from the English word Leadership, which means" The Qualities Necessary In a leader "(the qualities that leaders must have), in the" Langwen Contemporary English Dictionary "," English Book English Dictionary "," Oxford High - level English Dictionary Dictionary ", the ability of leadership is the ability, and the ability of leadership activities. Quality, quality, etc. have three main meanings: one is the leadership and leadership position; the other is the quality and talent of the leaders; the third is the leadership. In realistic practice research, the concept of domestic and foreign scholars has not reached a consensus on the concept of leadership. It is a kind of ability, an influence, a process, a combination of strength, a force, a one -door knowledge and art.

Different scholars have different understanding of leadership. Through the review and analysis of related literature, the researchers found that the research content mainly included the following views:

Thomas J. Sergiovanni (1992, p.68) an American scholar, categorizes leadership into five levels: education, culture, interpersonal, symbols, and technology. These levels exhibit a positive correlation with administrators' leadership proficiency and the school's developmental efficiency. The higher the proficiency in these five leadership dimensions, the more pronounced the leadership and the more significant

the school's developmental efficiency. Technical leadership pertains to administrators' organizational management, coordination, and control abilities. Interpersonal leadership involves administrators' adeptness in handling external social relationships and internal relationships with teachers and students. Education leadership encompasses administrators' capabilities in addressing education and teaching issues, guiding teachers' professional development. Symbolic leadership entails formulating the school's development vision and goals, leading teachers and students towards realizing this vision. Cultural leadership refers to administrators' capacity to comprehend leadership at the organizational level, focusing on school values and brand establishment. Sergiovanni proposes a leadership model encompassing "structural leadership, interpersonal leadership, political leadership, cultural leadership, and educational leadership," providing a comprehensive understanding of administrators' leadership.

Zhang Ping (2010, p.28-29) defines leadership as a leader's ability to influence others to achieve organizational goals through power and non-power factors. This includes the leader's personal and professional skills, such as determination, understanding, foresight, and learning skills, to maximize his influence. Leadership is not limited to power, but is closely linked to leadership style, style, type, and acceptance of subordinates. Non-power factors, such as personal cultivation, spiritual quality, and leadership strategies, are crucial to leadership performance. The strength of leadership is influenced by many factors, such as leader quality, leader condition, leadership concept, way, system and environment.

Ma Longhai (2010, p.14) focused on university administrators in Anhui and Guangdong, dividing their leadership into four dimensions: foresight, cultivation, execution, and development.

Rao Zhenghui (2013, p.24) think leadership refers to the social organizations and groups, based on clear command and obedience power relations and reasonable personnel arrangement, superior (leader) will use its legal power and their influence, to achieve the goal of the organization, positive influence and guide subordinates (led), so as to effectively improve their work efficiency and effect, to ensure that the whole

organization can steadily toward the goal. This is a crucial behavioral or behavioral process.

Jiang Meiling et al. (2010, p.78) conducted a comprehensive survey on administrators' leadership, identifying influencing factors such as school development, education and teaching leadership level, campus culture, curriculum teaching, teacher ability improvement, scientific research level, and administrative affairs practice.

Restine (1997, p.72) emphasizes that leaders need conceptual, technical, and interpersonal skills as fundamental qualities for effective leadership. Additionally, leaders should possess knowledge in ten key areas: theory, local context, culture, ethics, research, politics, hidden factors, individual dynamics, and practical skills.

Shields (2015, p.3-30) applied the rooting theory to investigate change leadership, employing observation and interviews to analyze administrators' leadership behavior. They compared this with the transformational leadership model to determine if their research targeted reform leaders.

Finnigan (2013, p.479) conducted an investigation into teachers in three low-performing elementary schools in Chicago. The study suggests that transformational leadership is a crucial element in changing low-performing schools. Schools need to continuously enhance the leadership skills of administrators to inspire the agency of under performing teachers, thereby improving the overall performance of both teachers and schools.

Bush Tony & Glover.Derek (2014, p.553) focused on the relationship between leaders and leadership teams, and selected nine schools (covering three categories of primary schools, middle schools, and specialized schools in various aspects for in - depth investigations. As a result, harmonious interpersonal relationships, good communication mechanisms, strong cohesion and clear standards are excellent. The significant characteristics of the show team.

Harris (2004, p.27-33) studied the change of the role of administrators, especially the change of the administrators' positioning under the conditions of multiple leaders. He explored a lot of data to increase the strategy of raising distributed leadership, that is, the administrators must establish the image of

authority and one -promoty gold, and effectively promote the development of the school through moderate decentralization to improve the sense of responsibility and management awareness.

Michael Fran (2005, p.42).believes that individuals, schools, society, and regions are the four levels of morality. This view has a wonderful discussion in the book "The Moral Mission of School Leaders". He pointed out that in addition to teaching students' knowledge, he should also establish an example to consider the spiritual development of students and cultivate their good moral qualities.

Zheng Jinzhou (2014, p.89). elucidated the concept of administrators' leadership. According to him, "A manager's teaching leadership encompasses the impact of school leaders in articulating teaching visions, steering teaching reforms, and fostering the advancement of both teachers and students. administrators ensure an accurate self-awareness, enhance comprehensive quality, and prioritize practical training as fundamental assurances for the enhancement of teaching leadership."

Sun Jinming (2009, p.13). asserts that the effective enhancement of administrators' leadership hinges on fully leveraging the subjectivity of stakeholders, establishing and refining management systems, and addressing fundamental theoretical issues such as professional role positioning and standard formulation.

Zhao Shuai (2012,p.6).agree with the definition of the Leadership Research Group of the Chinese Academy of Sciences, pointing out that leadership is the ability to attract and influence the leaders and stakeholders in a specific situation, and this ability aims to continuously promote the continuous realization of group or organizational goals.

Huangfu Jingjing (2011, p.5). Leadership is the unique ability and wisdom of a leader, which represents a visionary development blueprint, and uses it to influence and inspire the team to work together. At the heart of this process is the guidance of the leader rather than the direct participation in the process of realizing the vision.

Yan Tuoshi (2014, p.7). emphasizes that university administrators should broaden their horizons, cultivate scientific strategic thinking, enhance their humanistic qualities to become unifying figures, and elevate their management capabilities for effective university governance.

Cheng Xinxin et al. (2023, p.149). based on various managerial levels, highlight the organizational, team, and individual dimensions for improving leadership. At the organizational level, core vision and values need consolidation, and an environment conducive to change should be created. At the team level, the shift from administrative orders to professional leadership is crucial, fostering a culture that promotes teacher creativity. At the individual level, administrators should empower and share leadership while engaging in capacity building.

Zhang Hongquan (2015, p.8). succinctly defined the leadership of principals as their ability to guide the entire faculty and student body in "inheriting culture, transforming classrooms, fostering uniqueness, and instilling a spirit," ultimately realizing a shared vision for the school's development. This encompasses a comprehensive manifestation of a principal's influence.

Jiang Meiling et al. (2010, p.78). surveyed 331 full-time administrators in Pudong New Area and observed generally good leadership status. However, some administrators lacked professional awareness and faced issues such as excessive management and prominent management homogeneity due to superior administrative intervention.

Zheng Yanxiang (2005, p.255). introduced a Five-Dimension Leadership Model, advocating a conceptual understanding of leadership at the organizational level. This model outlines five essential leadership dimensions for schools and administrators: Education, Culture, Interpersonal, Political, and Structural. Educational Leadership: Involves guiding educators to adopt scientific educational values, actively supporting their professional development, leading by example, and continuously updating educational philosophies to drive overall innovation in the school's educational endeavors. Cultural Leadership: Focuses on administrators leveraging their influence to guide the school and teachers in forming a correct and scientific school culture and values. Interpersonal Leadership: Involves administrators establishing positive and proactive interpersonal relationships with teachers, showing genuine concern for their development, gaining teacher support for leadership, and encouraging active participation in school development. Political Leadership: Refers to the administrators' ability to navigate conflicts and address conflicts of interest among

school teachers in a prudent and harmonious manner. Structural Leadership: Encompasses the establishment of clear work structures and procedures, prompting teachers to be accountable for behavioral outcomes, while simultaneously providing reasonable technical support for teachers to implement school policies more reasonably and efficiently.

Tomlinson (2008, p.146-167) believes that high -efficiency leaders should have the following five leadership capabilities: symbolize leadership, human leadership, technical leadership, educational leadership and cultural leadership; leaders need five strategic leadership when leading all teachers and employees to carry out school construction, that is, vision, organization, complete thinking, passion, strategic positioning.

Zhang Shuang. (2014, p.29). identified three key elements of mid-level administrators' leadership—organizational development leadership, team efficiency improvement, and dual relationship construction power. Organizational Development Leadership: This involves administrators leading the school to adapt to external changes and achieve the organizational vision. Efficiency Improvement: Refers to administrators' capability to adjust and optimize the school's internal organizational structure, guiding the team toward achieving its development goals. Dual Relationship Construction Power: This pertains to administrators' ability demonstrated in the process of building dual relationships with teachers.

Sun Jinming (2009, P.5). applied Borman and Sachgenni's "five-item model" to characterize administrators' leadership in middle schools, outlining it as interpersonal, cultural, teaching, structural, and political leadership. The analysis delves into the current status and identifies existing issues.

Zhao Decheng & Zhou Yao (2017, p.5). categorized administrators' leadership into four dimensions: leadership, teaching, professional development, and teacher participation.

Rao Zhenghui (2013, p.26). believed that leadership is a comprehensive influence of a leader on the surrounding environment, the development of the organization and the growth of the organization members based on his personal character, ability, knowledge, emotion and other factors.

Kong Li. (2016). synthesizing existing research and aligning with the context of rural primary schools, classified administrators' leadership into four elements: value leadership, interpersonal leadership, educational leadership, and structural leadership.

J.M. Kouzes & B.Z. Posner (2003, p.10). contend that leadership is both a process and a practice. They derived a common behavioral model by examining multiple individual cases, identifying five shared behavior models among effective leaders: the first model, opening the vision, challenging the rules, empowering people, and inspiring hearts. Improving leadership entails conscious practice aligned with these five common behavior models. Leadership is inherent in everyone, representing our ability to influence others, and can be cultivated through learning and adherence to certain principles and methods. They advocate for individuals to discover and nurture their leadership potential, ultimately becoming the leaders of their own lives.

Bennis. (2007, p.2). discovered that leadership is fundamentally rooted in relationships. These relationships encompass leaders, employees, and their shared goals, involving interactions among two or more individuals.

John P. Kotter (2005, p.27) defines leadership as a process that relies on groups or organizations, centered around various resources, with the leader as the main driver. Leadership quality is considered a prerequisite, and the main focus involves leadership decision-making and strategy, visibly demonstrated through leadership abilities and levels.

John Gardner (2007, p.12) views leadership as the shared objective of leaders (or leadership) to motivate both the leader and followers, inspiring a group through persuasion or example. At the core of leadership lies the mutual influence between leaders and subordinates, with leadership development seen as a lifelong task.

Lan Xumin (2007, p.34) identifies leadership as the power of influence, specifically the ability of leaders to inspire others to willingly achieve outstanding results within an organization.

Chen Xiying (2012, p4). broadens the concept, stating that anyone in the world influences and is influenced by others. Leadership is defined by the impact of one's actions on others, with the ability to influence others' behavior being the essence of leadership.

Li Junqi (2021, p.173). sees leadership as the embodiment of virtues, encompassing the fulfillment of responsibilities and a sense of duty.

Ning Gaoning (2020, p.41) describes leadership as the capacity of leaders to guide an organization toward its goals, employing various methods such as design, planning, vision, passion, or participation.

Wu Xuecheng (2020, p.28). considers leadership as a form of influence intertwined with personal charisma.

Ma Jianxin. (2007, p.48). characterizes leadership as a distinctive interpersonal influence, reflecting the ability to impact and transform others' psychology and behavior during interactions.

Zhang Xiaojuan (2005, p.37). defines leadership as encompassing qualities such as noble personality charm, precise foresight, strong communication skills, continuous innovation, and the ability to extend capabilities.

Li Lin & Tong Xinhong. (2005, p.65). emphasize that the essence of leadership lies in influence. Leadership is accessible to anyone who can successfully impact the behavior of others.

Chen Chuanming & Zhou Xiaohu (2010, p.196). describe a leader as someone who influences people over time through various means such as leadership, communication, guidance, instilling values, and employing reward and punishment. This influence motivates people to actively work toward organizational or group goals.

Qiu Peien (2003, p.17-20). views leadership as the most significant organizational force resulting from the comprehensive effect of multiple factors, including leadership quality, systems, and cultural environment. Scholars like Huang Ying and Tong Zhongxian also agree that leadership is a combined force derived from various interconnected powers, influencing resource allocation and effectively guiding personnel toward common goals.

He Shankan (2008, p.119). introduces the idea that leadership is the unity of power, ability, and influence. Tangible influence is represented by power, while the intangible aspects serve as the intermediary between tangible and intangible leadership.

Ke Shiyu (2004, p35-37) believes that leadership is "the organic combination of leaders or leaders in the organization to make full use of their own leadership resource interpersonal relationships, power, authority, and their own leadership quality on the basis of insight into the organization of the organization to form the organic combination of the organic combination of the specific situation to stimulate, teach, and guide the leaders to follow themselves to achieve the common goal of the organization."

Zhang Qinglin (2005, p.38) sets the leadership as a collection of several elements such as leadership methods, leadership art, and leadership style. Huang Junhan (2005) believes that leadership is composed of leadership information operations, decision -making, incentives, control, and unified power.

Li Yufang (2009, p.15) believes that leadership is a specific organizational environment, and the influence reflected in the process of leading the leaders' formulation and achieving organizational goals. There are differences in leadership and leadership. The leadership ability emphasizes that a leader must "have" the characteristics or quality of some leaders to make him prominent in the organization. The leadership is essentially the interaction between leaders, subordinates and leadership situations. Leading emphasizes a combination.

Clark Cole (1982, p.43) emphasized in the book "The Function of the University" that the mid-level administrators of diversified giant universities must perform multiple roles, including: "advocate" and "mediation". Due to the relatively strong measurement of behavior, the research of foreign leadership behaviors abroad is quite popular, and it is mainly carried out in many ways. In terms of research methods, the questionnaire survey method and observation method are used more in research on the leadership behavior of the administrators. In the questionnaire survey and evaluation table, the design of the meter table is a key link. The LBDQ volume table has typical representativeness and has a good effect on measuring the administrators leadership behavior. Among many studies, research on the research, the impact of leadership behavior, and teacher -student relationships on the leadership behavior of Mid-level administrators are representative.

John Maxwell (2010, p.65). sees leadership as an influence, not a position or power. This means that leaders should influence others through their own actions, attitudes, and decisions, rather than relying solely on titles or positions to force obedience. Leaders should focus on building trust. Trust is an important cornerstone of leadership, and leaders should build trust relationships with others through honest, transparent, and reliable behavior. Leaders should focus on the goal rather than the process. This means that leaders should focus on the team's goals and vision, rather than too much focus on the process and methods of achieving the goals. Leaders should know how to delegate power. Leaders should trust their subordinates and give them enough space and resources to achieve their goals. Delegating power helps not only improve the autonomy and responsibility of the team, but also helps to cultivate the leadership of subordinates. Leaders should keep learning and growing. Leadership is a skill that requires constant learning and progress, and leaders should constantly seek feedback, reflect on their behavior, and constantly improve their leadership skills.

Finnigan et al. (2013, p.479). after inspecting teachers in three low-performance elementary schools in Chicago, asserted that change leaders play a crucial role in transforming underperforming schools. Schools should consistently enhance the leadership skills of mid-level administrators to activate the agency of teachers with lower performance, ultimately improving the overall performance of teachers and schools.

Jin Yanhong. (2018, p.10). provides a comprehensive definition of leadership, portraying it not only as the ability of leaders to guide and influence subordinates in specific situations, motivating them to transcend themselves and consistently achieve higher goals for the group or organization, but also as an interpersonal relationship and an influence. Leadership can be described as a combination of behaviors that inspire people to actively follow and contribute to the realization of leadership goals, even taking the lead rather than simply obeying. Leadership exhibits six major characteristics: comprehensiveness, hierarchy, suitability, variability, practicality, and measurability.

In summary, leadership refers to a literacy that integrates traits and abilities, guiding and motivating the leaders and followers through influence, and thus promoting the development of groups and society. This power is shaped by the

interaction of the leader's own ability and influence on others. In addition, leadership requires the ability to shape organizational culture and values and focus on the growth and development of employees to create a healthy, stable and efficient organizational environment.

Concept of Mid-Level Administrators Leadership

Definition of Mid-level administrators leadership

Zhang Xiaoyuan (2003, p.67) believe that Mid-level administrators in colleges and universities assume three distinct roles. The managerial role involves wielding authority delegated by the organization and superiors to execute decisions from higher-ups. The leadership role entails guiding and influencing members as they emerge within the organizational group. The professional technology role is grounded in the specialized knowledge and skills required by the university's professional tasks.

Xu Man (2019, p.76) highlighted in the research that schools function as systems with loose organizational structures, characterized by flexibility and suitability. Additionally, she emphasized the value-based nature of the school system, wherein administrators and teachers are influenced by shared values within the team. Consequently, administrators and teachers should actively disseminate knowledge and values to enhance mutual understanding and facilitate work development.

Gidman (2013, p.72) highlighted in research that the leadership approaches of middle administrators significantly impact the academic research environment within the department. Simultaneously, acting as administrators of scholars, they face heavy responsibilities and substantial pressures.

Henry Mintzberg (2010, p.36) believes that administrators play ten distinct yet highly interrelated roles, namely in interpersonal aspects (figurehead, leader, and liaison), information transmission aspects (supervisor, communicator, and spokesperson), and decision-making aspects (entrepreneur, barrier remover, resource allocator, and negotiator).

Wan Xi (2009, p.50) suggests that Mid-level administrators typically play the following roles: (1) Primary executor of the team: Every department functions as a team, with each team having a leader, and Mid-level administrators serve as the main

executors of the team. The realization of corporate strategy and goals relies on resolute implementation, making effective execution crucial for business survival and a top priority for mid-level administrators. (2) Builder: Positioned below top management, Mid-level administrators are often seen as passively executing orders. However, the transformation and development of enterprises demand that mid-level administrators takes on more decision-making and responsive functions. Each mid-level manager should understand the company's mission, comprehend its strategy, serve as a think tank for upper-level administrators, and act as a planner and builder in their respective areas. (3) Communication Coordinator: In any organizational system, mid-level administrators are responsible for linking the past and future and coordinating all parties. The defining characteristic of their work is communication.

Balogun. (2003, p.69-83) conducted a 10-month follow-up study on middle administrators in companies implementing privatization strategies using real-time, longitudinal, and qualitative research methods. Data primarily came from administrators' diaries and additional insights were gathered through debriefing meetings, interviews, discussions, and documents. Through inductive analysis, the study identified the roles of middle administrators in change as: (1) accepting personal change; (2) assisting others through change; (3) maintaining normal operations; and (4) instigating change in the department. The research underscores the crucial aspect of mid-level administrator's role in interpreting change, emphasizing the significance of informal communication processes for effective information dissemination.

Hu Hongliang. (2003, p.15) categorized middle administrators into four roles: creatives (who excel in identifying organizational and environmental opportunities and proposing change solutions with value creation potential), communicators (leveraging extensive social networks to effectively communicate change programs and drive implementation), comforters (understanding employees' thoughts and emotional needs, managing the initial change's magnitude for widespread acceptance), and coordinators (balancing the relationship between maintaining the status quo and organizational change, adeptly managing the degree of change).

Huy. (2001, p.79) attributed significant contributions to middle administrators in the roles of entrepreneurs, communicators, therapists, and stabilizers.

Yuan Jieping. (2005, p.71). highlighted the pivotal role of mid-level administrators as a bridge between top and grassroots levels, emphasizing their key role in connecting strategy formulation and implementation activities. Mid-level administrators are tasked with implementing strategic intentions, achieving corporate development goals, and translating strategic planning into actionable measures.

Dou Haiyan. (2014, p.52) emphasizes that mid-level administrators should leverage the influential guidance of leaders to analyze strategic decisions, devise high-quality implementation plans, and effectively drive the accomplishment of corporate goals. mid-level administrators acts as the executor of the company's strategy, requiring a precise understanding of leadership's intentions to formulate accurate work goals, aligning the team towards a unified direction. Therefore, Mid-level administrators must comprehensively grasp the company's strategic development direction, oversee the entire work process, and possess the ability to accurately anticipate and address risks.

Xiao Binqing & Shen Caisheng. (2015, p.69) investigated the correlation between variations in mid-level administrators and company performance, discovering that team conflicts tend to arise in teams with diverse management styles. However, the impact of different conflict dimensions on team performance varies, with team performance standing out as a crucial factor influencing both team conflict and company performance.

In summary, mid-level administrators leadership refers to the leadership role and ability they play in the organization. Mid-level administrators are at the middle level of the organization, which not only need to convey and implement the organizational goals and strategies to the superior leaders, but also need to coordinate and communicate with subordinates and promote the progress of the work. Leadership of mid-level administrators plays an important role in the organization. They need vision and strategy skills, communication and coordination skills, team building and development skills, decision making and problem solving skills, and motivation and support skills.

Table 2.1 Literature on administrators leadership

Researcher The structural dimension of leadership	Structural leadership	Educational leadership	Information leadership	Moral leadership	Interpersonal	Value leadership	Political leadership	Curriculum leadership	Innovative leadership	Team leadership	Cultural leadership
Thomas J.Sergiovanni	√	√			√						√
Zheng Yanxiang	√	√			√		√				√
Jin Yanhong		√	√	√		√			√	√	
Sun Jingya	√	√		√	√	√					
Ouyang lianxiang	√	√			√		√				√
Ma Lan	√	√			√						√
Bai Haiyan									√		√
Xiao-hui Chen									√		√
Yuan Xiaoping /Huang Yuesheng						√					√
Sun Linlin	√	√			√		√				√
Wang Wenya		√								√	√
Ding Xiaolei							√	√			√
Sun Jinming	√	√			√		√				√
Total	7	9	1	2	7	3	5	1	3	2	11

According to Table 2.1, the researchers use standard considerations to consider the corresponding characteristics as the framework of this study. The selection frequency is 5 or more features, which are summarized into 5 characteristics, including: 1) Structural Leadership, 2) Education Leadership, 3) Interpersonal Leadership, 4) Cultural Leadership, 5) Political Leadership.

1. Structural Leadership

Structural leadership is critical to the success of the organization. Effective organizational structures can promote information flow and collaboration, improve

work efficiency, enhance employee satisfaction, and support the implementation of the strategic goals of the organization. By using the ability of structural leadership, leaders can shape an orderly, flexible and adaptable organizational environment, thereby enhancing the competitiveness and sustainable development capabilities of the organization.

Thomas J. Sergiovanni. (2004, p.119-125). posits that structural leadership is the primary influence administrators can wield, representing the leadership generated through the adept use of sound management techniques. This power encompasses the technical dimensions of leadership. Acting as management engineers, administrators should skillfully control the school's dynamics to ensure it operates in the most suitable and effective manner.

Zheng Yanxiang (2005, p.197-198). believed that structural leadership is that administrators can form a clear working structure and procedures, encourage school teachers to be responsible for the results of behavior, and provide reasonable technical support to implement school policies well.

Ma Lan (2020, p.8). argues that structural leadership is the amalgamation of administrators' abilities to plan school development during its operation and guide the school's progress. The structural leadership of administrators is further delineated into aspects such as school decision-making management, incentive and evaluation systems, and inspection of school development planning and goals.

Sharif et al. (2010, p.229). conducted research on the relationship between the leadership style of rural primary school administrators and teachers' organizational commitment. They discovered a significant positive correlation between motivating administrators and teachers' organizational commitment, suggesting measures to enhance teachers' organizational commitment.

Pashiardis et al. (2011, p.536). utilized a semi-structured interview method to formulate a leadership framework for successful administrators. They identified five crucial components for successful leadership: the ability to clearly articulate values and visions, networked leadership, people-centered leadership, creative management emphasizing learning, and competitive values.

Ren Ke (2020, p.97). proposes that the leadership of university administrators should be constructed from three key aspects. Firstly, as the university's leader, administrators must establish the organizational vision and guide, motivate, and integrate the organization's members to bring it into practice. Secondly, serving as the university's legal representative, administrators establish connections with social organizations on behalf of the university. Lastly, in the context of China's ongoing higher education modernization, university administrators' leadership must manifest in building a modern university system.

Sun Lingling. (2022, p.38). based on Zheng Yanxiang's theory, deeply explored the structural leadership of the principal of the ordinary high school in H City. The research results show that in the five dimensions of evaluation, the overall score of structural leadership is above the average level, which indicates that the principal has shown a high level of clear goal setting and effective follow-up of work progress in the process of school management. However, there are also some deficiencies, mainly reflected in the lack of control of management details, the difficulty to create new development opportunities for the school, and the relatively weak democracy of school management decision-making.

Kong Li (2016, p.14). believes that structural leadership means that school administrators build and maintain reasonable organizations, carefully formulate and implement clear rules and regulations, and demonstrate the ability to efficiently allocate internal funds, materials, teachers and other resources of the school. This leadership not only reflects the administrator's thoughtful consideration of the organizational structure, but also demonstrates their outstanding ability in optimizing the optimal use of school resources.

In summary, Structural leadership refers to the ability of school leaders (Mid-level administrators) to plan school development goals and development plans, formulate reasonable school internal management systems, provide appropriate technical support, and organize and coordinate school development goals. It involves the ability of administrators operation planning and goal setting in school, organizational structure design, decision-making management, incentive and

evaluation system, task assignment, resource allocation, performance evaluation and feedback.

2. Interpersonal Leadership

Thomas J. Sergiovanni. (2004, p.119). proposes that interpersonal leadership constitutes the second force available to administrators. It is a leadership power derived from tapping into the interpersonal potential within the school community—the human resources of the school. This force encompasses the leadership of human nature, and administrators' effectiveness is exemplified through incentive technology, interpersonal abilities, and the promotion of positive human relations. As engineering administrators, they provide teachers and others with opportunities for support, encouragement, and growth. It's challenging to envision a school fulfilling its function properly without such leadership, given that schools are human-centric organizations where the interpersonal needs of students and faculty hold significant importance. Ignoring this need could jeopardize the educational process.

Zheng Yanxiang (2005, p.197-198). asserts that leaders employing interpersonal leadership in schools support members, foster cooperation, encourage participation to enhance a sense of responsibility and satisfaction, and promote positive interpersonal relationships.

Schulte et al. (2010, p.56). identified the characteristics of 29 effective administrators, encompassing leadership, communication, empathy, understanding, knowledge, fairness, interpersonal skills, active listening, service orientation, organization, discipline, positive attitude, patience, respect for others, helpfulness, open-mindedness, proactiveness, professionalism, flexibility, image management, honesty, setting a good example, responsibility, relationship-building, participation, consistency, friendliness, and a focus on school and classroom experiences.

Restine (1997, p.72). suggests that excellent administrators should possess three skills—interpersonal, technical, and conceptual—and ten types of knowledge: individual, moral, political, local, theoretical, cultural, hidden, critical, research, and practical skills.

Elaine K. McEwan (2006, p.189). investigates the qualities of outstanding mid-level administrators through email surveys, identifying characteristics such as being

cultural builders, educators, visionaries, effective communicators, promoters, proactive contributors, and reformists.

Sanchez-Perkins (2002, p.89). found that administrators' construction structure and caring behavior have both external and internal promotional effects on improving teacher motivation. Care emerges as the optimal choice for enhancing both internal and external motivational factors.

Sun Lingling (2022, p.39). based on Zheng Yanxiang's theory, deeply discussed the interpersonal leadership of ordinary senior high school principals in H City. The results show that the overall score of interpersonal leadership in the five evaluation dimensions is low, which highlights the necessity and urgency for principals to establish harmonious interpersonal relationships with teachers in the process of managing the school. This shows that principals need to further strengthen communication with teachers and optimize interpersonal relationship, so as to promote the overall effectiveness of school management.

Kong Li (2016, p.14). believes that interpersonal leadership is reflected in the ability of administrators to properly maintain a harmonious relationship with the school staff and actively build the ability to interact well with the school staff. This leadership not only requires administrators to have deep communication skills, but also shows a high degree of coordination and resilience.

Liu Chao. (2018, p.5). proposed that interpersonal leadership, also known as human leadership, is centered on how school leaders actively support members, promote cooperation, stimulate enthusiasm for participation, so as to enhance their sense of responsibility and satisfaction, and advocate the construction of positive and healthy interpersonal relationships.

In summary, Interpersonal leadership refers to the leader (mid-level administrators) to understand and manage their emotions, and establish a positive relationship, mutual trust with others, to communicate smoothly with teachers and other staff, create diversified and inclusive work environment, to build trust and team cohesion, inspire team members work motivation, supervision and feedback, promote staff development and growth, establish good contact with external, for school education resources.

3. Educational Leadership

Thomas J. Sergiovanni (2004, p.119). identifies educational leadership as the third force available to administrators—an intellectual leadership generated by specialized knowledge in education. This form of leadership revolves around educational expertise, with administrators adopting the role of "chief teacher." They integrate expert knowledge into teaching guidance, education plan development, and supervision. As chief teachers, administrators provide consultation, evaluation, teacher training, and development opportunities. The manifestation of educational leadership varies, with administrators acting as strong teaching leaders or engaging as colleagues in studying teaching and learning with teachers.

Zheng Yanxiang (2005, p.197-198). underscores the role of educational leadership embodied by school leaders, particularly administrators who prioritize and encourage professional development and teaching improvement. They actively contribute professional opinions and propose enhancements on various educational issues.

Hargreaves et al. (2010, p611-629). from Boston University argue that sustainable leadership is an extensive and continuous capacity, emphasizing shared responsibilities.

Bush. (2014, p.554). an education administration expert from the University of Leicester, UK, contends that educational leadership extends beyond mid-level administrators or educational institutions; it also encompasses the leadership exhibited by teachers within the school.

Xu Guodong & Hu Zhongfeng (2013, p.11). Chinese scholars, assert that leadership in the education field is referred to as educational leadership.

Wang Minglu et al. (2016, p.6). posit that the essence of educational leadership lies in influence. It involves the ability to change the cognition and attitudes of educational leaders, influencing the educational objects and fostering the ability to adopt or abandon specific behaviors.

Chen Yao et al. (2022, p.136). argue that educational leadership by administrators is a force or influence generated by their various capabilities and qualities.

Yan Shouxuan et al. (2023, p.91). propose that educational leadership encompasses the sum of abilities and strengths developed by school educators based on their roles and inherent qualities. It inspires teachers or students to follow the process of working toward school development goals. The essence of educational leadership is the influence of education.

Liu Huan (2022, p.15). believes that educational leadership comprises both teaching leadership and curriculum leadership. Teaching leadership refers to the capacity of a school principal, under the guidance of scientific educational concepts and values, to lead teachers in carrying out a series of teaching activities and reforms, aimed at enhancing teachers' professional skills, promoting their professional development, and improving the quality of classroom instruction, ultimately facilitating the comprehensive development of students. Course leadership, on the other hand, refers to the ability of the curriculum leadership team, centered around the principal, to engage in curriculum design, implementation, evaluation, and cultural development.

Michael Fran (2005, p.42). focuses on enhancing school education leadership and suggests that school leaders must confront the changing internal and external environment. They should prioritize a moral mission centered around students. This mission should extend beyond excellent students and also address the needs of students with greater challenges. Only through efforts at the personal, school, community, and social levels can school leaders truly fulfill their educational moral mission.

Feng Daming (2012, p.22). asserts that the core responsibility of the school is teaching, and administrators, as educational leaders, should prioritize their roles as teaching leaders.

Sun Lingling (2022, p.41). discusses the concept of educational leadership, she thinks educational leadership is not only a administrator in promoting the school teaching goal planning and implementation in the process of the core driving force, but also their teachers teaching, optimize students' learning experience, integrate curriculum elements, lead the teaching reform, and promote the comprehensive ability of all the teachers and students grow together.

Kong Li (2016, p.14). believes that educational leadership means that school administrators have the excellent ability to lead and promote the professional growth of teachers while promoting school curriculum and teaching innovation.

Liu Chao (2018, p.15). think that Educational leadership is not only reflected in the deep professional commitment of school leaders to education and teacher development, but also in how they motivate the team to love students and education, and unswervingly pursue excellence in teaching and learning. This leadership demonstration involves not only optimizing the effective time of learning and teaching, but also involves the profound reflection and innovation of educational shortcomings. They are the innovators in curriculum design and pedagogy, constantly proposing exciting new ideas. Especially in the context of technology integration into learning and teaching, they actively lead the team members to prepare for technological change. At the cognitive level, they clearly convey the core values and importance of education, and continuously stimulate the professionalism of the team members. They encourage members to deeply understand and develop the values, beliefs, visions and goals of education to meet the challenges and opportunities to education brought about by globalization and the new era of high-tech.

In summary, Educational leadership refers to mid-level administrators who have a profound educational vision and values, lead the school's educational thoughts, directions and goals, and ensure that the school's educational goals adapt to the needs of the times. This leadership includes Educational ideological leadership and administrative leadership. Leadership in educational thought means that mid-level administrators can communicate educational vision to the school community and drive educational policy, teaching reform, and curriculum development. In terms of administrative leadership, mid-level administrators need to possess effective organizational skills, decision-making skills, and resource management skills to achieve the school's strategic plans and goals. Educational leadership also involves the role of administrators as instructional leaders, using their expertise to participate in instructional instruction, educational program development, and supervision. To improve the quality of teaching and promote the professional development of teachers.

4. Cultural Leadership

Cultural leadership is the leadership ability that can shape and lead a positive and healthy work culture in an organization or team. It emphasizes the influence of leaders on organizational values, beliefs, and behaviors, and uses this influence to motivate employees and drive innovation and collaboration to achieve shared goals. Through active cultural leadership, leaders can shape a dynamic, innovative, efficient, and satisfied work environment, and thus help organizations succeed.

Thomas J. Sergiovanni. (2004, p.119) posits that the fifth force available to administrators is the leadership power derived from constructing a distinctive school culture, known as cultural leadership. The role of the "prelate" in cultural leadership involves defining, enriching, and amalgamating enduring values, beliefs, and cultural elements that contribute to the school's unique identity over time. Similar to a senior priest, administrators engaged in cultural leadership are responsible for creating, nurturing, and disseminating an organizational narrative that establishes the institution's distinct character and recognizable culture. The aim of cultural leadership is to shift the school from being a collection of individuals to becoming a moral community.

Zheng Yanxiang (2005, p.197-198). concurs that cultural leadership involves school leaders, including administrators, being inspiring and charismatic. These leaders have the ability to establish missions, values, and norms that impact individuals or teams within the school culture.

Beyer (1991, p.149) delves into the distinction between cultural leadership that innovates by creating or changing organizational culture and cultural leadership that sustains organizational culture. The study draws on Weber's concept of charisma and identifies nine possible elements for metric evaluation, including personal qualities, perceived context, vision and mission, follower attributes, leader behavior, performance, executive behavior, use of cultural forms, and use of tradition.

Li Chunling (2011, p.3) identifies cultural leadership of administrators as an organic ability system composed of cultural recognition ability, cultural integration ability, cultural cultivation ability, and cultural transformation ability.

Zhang Dongjiao (2015, p.22) defines cultural leadership of administrators as the ability to create and manage school culture. This includes cultural declaration, rooting, inheritance, development, insight, and transformation.

Ouyang Lianxiang (2014, p.1) research highlights the positive predictive effect of administrators' cultural leadership on task performance and relationship performance.

Yuan Xiaoping et al. (2018, p.90) emphasize that "administrator's cultural leadership" involves the manager's cognition, integration, and refinement of internal and external culture, innovation of high-quality school culture, and continuous transformation of school cultural power into leadership. This affects the values, beliefs, and behaviors of teachers and students, enhancing their identification with school culture, sense of belonging, and joy.

Chen Xiaohui (2019, p.30) states that cultural leadership of administrators encompasses cultural factors influencing leadership and administrators' leadership ability and level for school culture construction. It includes the ability to set goals, develop plans, implement countermeasures, and innovate.

Bai Haiyan (2019, p.20) defines cultural leadership of administrators as the ability to guide and influence overall school development, including cultural cognition leadership, cultural choice leadership, cultural communication leadership, cultural innovation leadership, and cultural evaluation leadership.

Liu Chao (2018 p.63) adopts a five-dimensional model theory of leadership, dividing the dimension of cultural leadership into three indicators: affective domain, behavioral domain, and cognitive domain.

Turgut (2008, p.60) emphasizes the need for administrators to align social values with school requirements, demonstrate cultural values to teachers and students, and actively manage cultural values as a crucial factor in school management.

Süleyman Göksoy (2017, p.988) advocates cultural leadership training for school administrators, providing opportunities to establish administrative and organizational structures that enable administrators to fulfill their cultural leadership roles, emphasizing practical opportunities for administrators.

Zhu Wei (2013, p.32) suggests that administrators should play the roles of "awakener," "seeder," and "motivator" in school leadership, focusing on diagnosing culture, sharing leadership, communicating meaning, constructing professional communities, and fostering trust to enhance cultural leadership.

Yuan Xiaoping (2014, p.40) proposes that primary and secondary school administrators can enhance their cultural leadership through erudition, diligent thinking, intensive research, and earnest practice.

Ding Wenping (2014, p.39) emphasizes the implementation of effective strategies to humanize school culture for improving administrators' cultural leadership, promoting the internalization of spirit, and optimizing the system.

Zhou Hongling (2017, p.28) highlights the importance of designing campus culture, promoting value guidance, solidly implementing campus culture, and realizing the implementation of ideas to enhance the cultural power of administrators.

Chen Xiaohui (2019, p.30) asserts that improving administrators' cultural leadership requires them to enrich their knowledge, enhance innovation capabilities, grasp value orientation, and improve strategic thinking.

Gong Ke (2020, p.49) contends that improving the cultural leadership of administrators involves consolidating the value consensus of the school community culture and activating the internal drive efficiency of the school community culture.

Sun Linglin. (2022, p.40-41) based on Zheng Yanxiang's theory, deeply discussed the cultural leadership of the principal of the ordinary high school in H city. She believes that cultural leadership should be deeply rooted in the unique spirit of the school, and carefully cultivated and built through rich and colorful school activities, so as to form a comprehensive embodiment of spiritual culture, system culture, behavior culture and material culture widely recognized by teachers and students. This leadership not only reflects the core value of the school, but also is a powerful driving force to promote the sustainable development of the school. The data revealed that although the overall rating of cultural leadership is at an average level, there is significant room for improvement. Specifically, principals face two major challenges in cultural leadership: first, the cultural innovation ability is relatively weak,

and second, the promotion of spiritual and cultural construction is still insufficient. All of these problems need to be solved and improved accordingly.

Kong Li (2016, p.14) brilliantly defined cultural leadership as value leadership, that is, school administrators consciously shape and practice the core values of the school, so as to lead the development blueprint of the school, build a unique school culture, so as to show excellent management ability.

In summary, Cultural leadership refers to the ability of Mid-level administrators in higher education institutions to promote the cultural building and development of the organization by understanding, shaping and leading the organizational culture, as well as effective communication and cooperation with employees and other stakeholders. It specifically includes the ability to understand and transfer organizational values, shape organizational culture, motivate employees, provide appropriate training and development opportunities, help employees to grow, promote teamwork, and lead change and innovation.

5. Political Leadership

Mid-level administrators with high political leadership levels can reasonably resolve various contradictions and conflicts within the school, and will use their wisdom or with the help of good systems and mechanisms to handle, coordinate and balance the contradictions between teachers, between teachers and mid-level management cadres, and between schools and society, so that the school is in a state of steady improvement and good development.

Zheng Yanxiang (2005, p.197-198) posits that political leadership involves the ability to establish alliances supporting schools. It entails persuasively and influentially balancing and coordinating diverse issues arising in school management, striving for win-win solutions and cooperation.

Sun Lingling (2022, p.42) defines political leadership of administrators as the capacity to adeptly handle contradictions in daily school management based on factual evidence. To enhance political leadership, administrators should comprehend and summarize the laws of contradictions, master methods for dealing with various conflicts, coordinate internal and external contradictions, and create an environment conducive to learning.

Ouyang Lianxiang (2014, p.1) research highlights the positive predictive effect of administrators' political leadership on task performance and relationship performance.

Dong Jiabin (2020, p.23) establishes a leadership framework for middle school administrators in ethnic minority areas, emphasizing the role of political leadership in the working status and leading development of administrators in these schools. Administrators are urged to invest energy in their work, eliminate prejudice and conflicts among members, and assist in resolving difficulties.

Li Bing (2021, p.36) asserts that political leadership enables administrators to address internal conflicts, reduce friction, and foster a collaborative atmosphere, ensuring the smooth achievement of predetermined goals.

Ding Xiaolei (2019, p.39) emphasizes the pivotal role of administrators' political awareness, stance, and determination in influencing the political literacy development of teachers and students. Political leadership, in this context, is a crucial factor in judging the qualification of a manager and shaping the direction of school development.

Qin Yuting (2022, p.35) underscores the guiding role of administrators' political leadership in school development, highlighting its significance in judging administrators' qualifications. This leadership directly impacts the construction of the school management team and the selection of leadership authority sources, thereby influencing the direction of talent training in schools.

Gong Gaimei (2022, p.18) views political leadership as administrators' ability to effectively coordinate and manage conflicts of interest within and outside the school. With keen insight, administrators adeptly handle conflicts, using objective facts and reasonable judgment to resolve contradictions.

Sun Mengliu (2018, p.30) asserts that strong political leadership is imperative for administrators to resolve conflicts. Effectively finding solutions to conflicts between mid-level cadres and teachers is fundamental to successful school management.

Su Hengzai (2020, p.32) contends that administrators, as school leaders, can use their political leadership to unite teachers, students, and staff, effectively resolving conflicts in various ways during school management. Research findings indicate that

administrators' political leadership significantly impacts the retention of secondary school teachers.

Sun Lingling (2022, p.42) pointed out that political leadership lies in the ability to keenly rely on facts and skillfully and properly solve the various contradictions emerging in the daily management of the school.

In summary, Political leadership refers to the ability of administrators to properly deal with various conflicts of interest within and outside the school based on factual evidence. Possess political awareness, political IQ and political communication skills, and be able to coordinate, balance and resolve various interest conflicts, interpersonal tensions and internal contradictions in the school organization, so as to reduce internal friction, form synergy, and provide guidance and support for the development direction of the school. Political leadership also includes the ability to build political alliances, seek win-win and cooperation, and promote the smooth achievement of school goals by creating a positive atmosphere and mediating internal conflicts.

Concept of Private Undergraduate Universities in Guangdong

Definition of private undergraduate universities

Higher education is compared to basic education, and is a high -level form of systematic teaching and research knowledge. Higher education is divided into two types: academic education and non -academic education in the form of certification. At the stage of higher education, disciplines, majors, and knowledge have begun to differentiate, and education functions have been further socialized. In addition to cultivating talents, they also have the functions of scientific research, serving social and cultural heritage. private undergraduate universities are a type of universities and an important undertaking of high -stage national education. From the perspective of organizations and operations, private undergraduate universities are social organizations or individuals other than state institutions (the phenomenon of government participation in extremely individual universities) is organized by non -fiscal funds (in reality with physical leasing and borrowing).

On August 17, 1993, the Ministry of Education issued the "Interim Provisions on the Establishment of Private Higher Schools". For the first time, the concept of "private universities" was clarified. The "People's Republic of China National Office Education Promotion Law" (hereinafter referred to as the "Private Education Promotion Law") stipulates that "private education is a public welfare undertakings and is an integral part of socialist education." These clauses have determined the attributes of private education and established their basic position in education. "The state implements a policy of active encouragement, strong support, correct guidance, and managing in accordance with the law." This is the famous 16 -character policy of private education, and it is a country's guide to private education. "Private schools have the same legal status as public schools, and the national protection of private schools in private schools." The state stipulates that the setting of private schools shall be implemented in accordance with the levels and types of the application, and refer to the standards of public universities. In particular, the Mid-level administrators of private undergraduate universities should also be selected by reference to the Mid-level administrators of public universities. Article 2 of the Private Education Promotion Law states: "Social organizations or individuals other than national institutions use non - state fiscal funds to organize activities of schools and other educational institutions for the society, and apply this Law." According to the laws and regulations of the above countries, private undergraduate universities refer to social organizations or individuals other than state institutions. They mainly use non -state fiscal funds, and are approved by relevant state departments to implement ordinary universities that mainly implement academic education. This concept contains the following four aspects:

The first is that its organizer is a social organization or individual outside the state agency. In other words, it is not organized by the country. There are two main categories of the organizers, one is the individual funding; the other is social organizations with legal person qualifications, such as enterprises and social groups. Of course, it can also be held by individuals and social organizations with legal person qualifications. Therefore, it has the nature of private schooling and is a private undergraduate universities in a modern sense.

The second is that the main source of the funding for running a school is non-national fiscal funding. The source of running school funds is one of the main characteristics of definition of civil -aged universities and public universities. Although private undergraduate universities are private schools, they also cultivate useful talents for the society and have "public welfare attributes". Therefore, the development of private undergraduate universities also requires government financial subsidies. According to Article 36 of the newly revised "Private Education Promotion Law", there are four major pieces of funds for private schools: "The organizers invest in the assets of private schools, state -owned assets, and the accumulation of schools. Therefore, although it is a private school, it mainly uses non -state fiscal funds to run schools, but it does not exclude government financial funding support. From the perspective of global perspective, many countries also have different degrees of funding for the development of private undergraduate universities, and some subsidies are even very large. According to the newly revised "Private Education Promotion Law", the state implements the policy of classified management in accordance with non -profit and profitability of private schools. It will increase government financial support for non -profit private schools.

The third is to be established with the approval of relevant state departments. In accordance with the principle of "classification management" of private undergraduate universities and the "Implementation Rules for the Classification Registration of Private Schools", non -profit private school registration departments are the registration agencies of civil affairs departments or public institutions. Essence Article 11 of the newly revised "Private Education Promotion Law" stipulates: "The setting standards for private schools refer to the setting standards of similar public schools at the same level."

The fourth is mainly based on the implementation of the education. In 2006, the "Interim Provisions on the Establishment of General Undergraduate Schools" released by the Ministry of Education (2006, No. 18) pointed out that "general undergraduate schools mainly implement undergraduate and undergraduate education". Therefore, private undergraduate universities also include universities that implement educational education while implementing their degree education.

Since November 7, 2016, the state stipulates that new private undergraduate universities in various places are divided into two categories for registration management (profit -based private undergraduate universities and non -profit private undergraduate universities). However, at this stage, the registration agencies of two types of private undergraduate universities have clearly separated, and management differentiation has not yet achieved substantial progress. Especially in its internal organizational system, it is still a management structure with similar attributes. private undergraduate universities and public universities have significant differences in three aspects: main body, funding sources, and management system (see Table 2.2).

Table 2.2 The main differences between private undergraduate universities and public universities

Types of school	Host	Source of funds	Management system
Public university	Government	Fiscal appropriation	Under the leadership of the party committee
private undergraduate universities	Enterprises, social organizations, or individuals (some private high schools have governments and universities to participate in organizing the "Such as an independent school> to provide physical support for land and building houses)	Non -governmental financial funding	The administrators responsible system under the leadership of the board of directors

The private undergraduate universities in this research are private undergraduate universities transferred from independent colleges, excluding unreachable independent colleges and Chinese and foreign cooperative universities set up by public universities, nor include higher education and training institutions engaged in vocational and technical education and training.

Private undergraduate universities in Guangdong

According to the concept of the above -mentioned "private undergraduate universities", Guangdong Province's private undergraduate universities refers to social organizations or individuals other than state institutions in Guangdong Province. It mainly uses non -state fiscal funds and approved by relevant national departments. The main targets of this article are private undergraduate universities in Guangdong Province, excluding independent colleges and Chinese and foreign cooperative universities. At present, there are 12 successful private undergraduate universities in Guangdong Province, namely Guangzhou Institute of Technology, Guangzhou Xinhua university, Guangzhou South university, Guangzhou School of Applied Science and Technology, Guangzhou Software university, Guangzhou Huashang university, Zhuhai University of Science and Technology, Zhanjiang University of Science and Technology, Guangzhou City Institute of Technology, Guangzhou Huati university, Dongguan Urban university, Guangzhou Business School. These 12 universities are transferred from the independent college. Among them, 9 private undergraduates are in Guangzhou. Therefore, only one representative university in Guangzhou is selected as research objects. The other three universities are distributed in Zhuhai, Dongguan, and Zhanjiang. They are considered from regional distribution. A total of 4 private undergraduate universities are selected as research objects, namely Guangzhou Institute of science and Technology, Zhuhai Institute of Science and Technology, Dongguan Urban university, and Zhanjiang Institute of Science and Technology.

1. Guangzhou University of science and Technology

Guangzhou University of science and Technology is an undergraduate level of general universities under the independent level of the Education Department of Guangdong Province. The school is mainly based on engineering, engineering,

management, script, art, and art. It has been selected as the "Hundred School Projects" in China, the excellent talent training plan of the Guangdong Provincial university, the construction site of the characteristics of the characteristics of the Guangdong Provincial university, and the Guangdong Provincial Talent Training Model Innovation Experimental Zone and the Demonstration Foundation. Earth.

The school was formerly known as a private Tianhe Vocational university established with the approval of the Guangdong Provincial People's Government in December 2000. In May 2001, the school was renamed Tianhe university (Specialty), Guangdong Vocational and Technical Normal University. In April 2006, it was organized by Guangdong Technical Normal University. Passing a bachelor's degree evaluation in 2012. In December 2018, it was renamed Tianhe university of Guangdong Technical Normal University. In June 2020, it was renamed and renamed the Guangzhou University of science and Technology.

2. Dongguan City University

Dongguan City University is an undergraduate-level private undergraduate universities organized by Guangdong Hongfa Investment Group Co. Ltd. His predecessor was the Urban university of Dongguan Institute of Technology. In June 2004, he was approved by the Ministry of Education as an independent college. In May 2021, he was approved by the Ministry of Education and was renamed Dongguan City University.

3. Zhuhai University of Science and Technology

Zhuhai University of Science and Technology, located in Zhuhai, Guangdong Province, is a private full -time general undergraduate university organized by Zhuhai Huazheng Education Investment Co., Ltd. and approved by the Ministry of Education. He is selected as a master's degree in Guangdong Province and the first batch of general undergraduate transformation pilot universities in Guangdong Province. Demonstration bases, Guangdong University Student Innovation and Entrepreneurship Education Demonstration School and other honorary titles.

The school was formerly known as Zhuhai university of Jilin University. It was founded on May 18, 2004. In 2011, the school was approved as a bachelor's degree awarding unit. In 2013, the school and Jilin University signed a joint training of a master's degree in training. On February 8, 2021, with the consent of the Ministry of Education,

the school was officially transferred to Zhuhai University of Science and Technology. In May 2021, the Guangdong Provincial Degree Committee determined that the school was awarded the construction unit of the Guangdong Provincial Master's degree.

4. Zhanjiang University of Science and Technology

Zhanjiang University of Science and Technology, located in Zhanjiang City, Guangdong Province, is an undergraduate level with an independent level approved by the Ministry of Education. Zhanjiang University of Science and Technology was concluded from the former Guangdong Ocean University Inch Academy. The school was founded in 1999, was approved as an independent college in 2006, and was granted a bachelor's degree in 2011. In 2013, it passed the basic state assessment of the undergraduate teaching of the independent college of the Guangdong Provincial Department of Education.

5. University of Electronic Science and Technology of China, Zhongshan Institute

University of Electronic Science and Technology of China, Zhongshan Institute is a full-time undergraduate independent college. The two parties are Zhongshan Municipal People's Government and the national key "world-class University". The school has a history of 37 years. Since 2016, the university has been selected as the "first pilot universities in Guangdong Province", "the provincial jointly construction" universities and the " higher education in Guangdong Province.

In summary, Private undergraduate universities refer to higher education institution established and managed by private investment or non-governmental organizations. It mainly provides undergraduate degree courses, has independent legal personality and autonomy, and is committed to providing high-quality education.

Related Research

Sun Lingling (2022, p.1) first systematically sorted out the basic concepts of ordinary high school principal leadership, and defined the core connotation of leadership, leadership and principal leadership. Drawing on the theoretical perspectives of authoritative scholars such as Borman, Sergiovanni and Zheng Yanxiang, she identified and adopted the "five-way model" as the analytical framework of principal leadership, which covers structural leadership, interpersonal leadership, cultural leadership, educational leadership and political leadership. Subsequently, taking this model as the cornerstone, she flexibly used scientific methods such as questionnaire survey and interview to deeply analyze the current situation of principal leadership of ordinary high schools in H City. On the basis of the comprehensive investigation and analysis, Sun Lingling put forward a series of targeted strategies and suggestions on how to strengthen the leadership ability of the principal. The research results show that the educational leadership of H City is significantly better than that of other dimensions; especially in terms of clarifying educational goals, planning work deployment and encouraging professional growth, which has won wide praise from teachers of our school. However, the study also points out that the leadership of H city regular high school principals still needs to be further improved in terms of democratic management awareness, teachers' communication efficiency, cultural innovation ability and school-based curriculum development. In view of the severe challenges faced by regular high school education, Sun Lingling suggested that principals should constantly enrich their professional knowledge, deepen the awareness of democratic management, strengthen the implementation of the system, and actively create an open and harmonious communication atmosphere. At the same time, she called on principals to attach great importance to cultural innovation, master effective conflict handling skills, so as to comprehensively improve leadership and lead the school to a healthier and more sustainable development path.

Wu Zhifang (2022, p.1) took the engagement of grassroots administrative staff of A education and training institutions as the research object. First, he sorted out the relevant concepts and theories of engagement, the measurement methods, influencing factors and improvement strategies of engagement. Combined with the

current situation of grassroots administrative staff engagement in A education and training institutions, questionnaire survey and interview research were used to carry out the research. Through the questionnaire of 89 grassroots administrative staff and 15 grassroots administrative staff depth interview, find out the agency grassroots administrative staff dedication of low five main reasons: middle administrators lack of leadership, cross-departmental communication difficulties, staff career development planning is not perfect, compensation and welfare management system is not perfect and performance management system is not perfect. Finally, targeted strategies to improve the dedication of grass-roots administrative staff: improve the leadership of middle administrators, smooth cross-department communication, do a good job of career development planning of grass-roots administrative staff, improve the compensation and welfare management system and improve the performance management system of grass-roots administrative staff.

Gu Jing (2020, p.3) this paper based on the social theory of gender, leadership and career development theory, leadership, female leadership and female middle administrators leadership concept based on the university, using the literature research, interviews, questionnaire, empirical analysis, study the factors of female middle administrators leadership in colleges and universities. By constructing the leadership influencing factor model of female middle administrators in universities, it is divided into personal factors, family support, organizational factors and social factors, and leadership is mainly divided into leadership influence, leadership decision and leadership control. Make relevant research hypotheses according to the research model. The empirical analysis methods of reliability analysis, validity analysis, variance analysis and impact analysis were used to verify the influence relationship of leadership influencing factors on leadership. According to the study, among the leadership influencing factors of female middle administrators in universities, individual factors, organizational factors and family support have a significant positive impact on leadership. The social culture has a significant negative influence on the leadership influence. Among them, the specific dimensions were leadership characteristics, academic literacy, ethics, professional values, family support, leadership behavior, management environment and social culture, and appearance image, academic

atmosphere, development space and social relations were excluded from the model. Among personal factors, the most significant influence on leadership influence and leadership control is leadership characteristics, and the most significant influence on leadership determination is professional values. Family support had the most significant impact on leadership influence. Among the organizational factors, leadership behavior has the most significant influence on leadership and all dimensions. There is no difference in the performance of different ages and personality characteristics in leadership and dimensions, and some differences in the performance of leadership and dimensions. In this regard, according to the above conclusions, this paper proposes the strategies to improve the leadership of female middle administrators in universities. To promote the professional leadership development of female mid-level administrators in colleges and universities, strengthen the construction of organizational environment in colleges and universities, attach importance to the supporting role of family, coordinate the relationship between family and work, and create an equal social and cultural environment.

Hu Yequan (2012, p.3) through the combination of theory and practice research methods, establish scientific and effective administrators leadership model of higher vocational colleges, combined with specific colleges to do a specific evaluation case, trying to develop a, suitable for the conditions of higher vocational colleges management leadership evaluation tools and methods, for the cultivation and use of higher vocational colleges administrators provide effective theoretical support. This study in the analysis of traditional leadership model especially in the background of the latest research trend model, based on various research results, using the literature, method, survey, interview method, data analysis and model building method, finally using system analysis method and discussion and communication means to carry out the model building research, then in Changsha civil affairs vocational college foreign language institute as the background of empirical research. The research results are mainly reflected in the following aspects: (1) Building a systematic leadership evaluation system. By using the delphi method, questionnaire survey and statistical analysis, the middle administrators of higher vocational colleges leadership evaluation to build a systematic, scientific, index system, the characteristics of the index system

is to absorb the predecessors on leadership theory and empirical research results, on the basis, to join and the characteristics of higher vocational colleges, has certain systematic, comprehensive, and has the strong pertinence. (2) The evaluation and scoring criteria have been formulated. Explore the formulation of middle administrators in higher vocational colleges leadership evaluation criteria, the scoring criteria makes the assessors not as in the past, just choose simple "satisfaction," general "," bad " and other words, but on the basis of certain standard, objective is responsible for the rating, highlights the assessment of objectivity and quantification. (3) An attempt to introduce the fuzzy comprehensive evaluation method. This method is an effective method to improve the decision-making ability and management level of leaders. It evaluates and judges the correct cognition of human judgment ambiguity. This method is a more objective, scientific, accurate and reasonable evaluation method. (4) The proposed evaluation model of mid-level administrators in higher vocational colleges is actually analyzed and used in the process of analyzing the cases of Changsha Civil Affairs Vocational College, and the test results show that the evaluation has achieved good results.

Zang Xingyao (2021, p.4) based on the theory of quality iceberg model, the competency model of middle primary school administrators, including self-management, effective communication, professional skills, executive ability, role positioning, problem solving ability, learning and innovation, integrity, dedication, cooperation and coordination, overall concept, humanistic quality and other elements, is extracted. Combined with the competency elements, the survey method was used to investigate the competency status of the mid-level administrators in Zhengzhou H Primary School. The survey found that the gender composition of the middle administrators in H primary school is single; the middle management team is younger; the middle management team has little experience; the middle administrators have heavy work tasks. According to the research results based on competency elements, the frontline teachers are satisfied with the imbalance of the middle administrators; the middle administrators need to improve their professional quality, execution, learning innovation and self-management. Further analyze the reasons for the unbalanced competency of middle administrators in the school, mainly including lack

of financial support, lack of top-level design, imperfect evaluation system of middle administrators, lack of competency training, single promotion mode, limited promotion path of middle administrators, miscellaneous administrative departments, and unreasonable work arrangement, etc. Based on the above problems, this paper puts forward the elementary school middle administrators competence promotion strategy: system guarantee (perfect the basic management system, form the competition mechanism, establish rotational system, improve the middle administrators competence evaluation, system) build competency model, optimize the middle administrators competence training activities, guide middle administrators for personal career development planning, streamline school middle management institutions, etc.

Ren Lingling (2015, p.3) this study is based on the evaluation system of school information leadership at home and abroad, by combining the nature and characteristics of the mid-level leadership team, thus establishing the information leadership evaluation dimension of the mid-level leadership team in the school. After the establishment of the preliminary dimension index, this study specially sets up the mid-level leader questionnaire and the expert questionnaire to divide the weight of each dimension. According to the suggestions of experts, the corresponding expression was modified, and finally the information leadership of the middle level leadership team was obtained as the evaluation system.

Zhang Qin (2017, p.5) in this paper defines the school middle management team information leadership concept, build the school to adapt to the middle management team leadership theory model, and on this basis, through the literature collection, questionnaire method to build a set of school middle management team information leadership evaluation system. It also tries to analyze the information leadership development of the current middle management team in the school and give corresponding countermeasures. The information leadership evaluation system of the middle management team in the school is obtained through the questionnaire survey and data analysis. The questionnaire survey is divided into two parts. The first is the survey of the middle administrators themselves, and the second is the interview of the middle management team. Through the weighting of the two surveys, the evaluation system was finally established and the weight of each index dimension was

obtained. Finally, the paper analyzes and points out the shortcomings in the research process and the prospect of the subsequent research.

Zhu Yuanyuan (2014, p.3) on the basis of field research, to appreciate the collected data exploration under the perspective of analysis, first from the primary school management system, school culture, organizational structure, middle text system four main aspects of the development of primary school situation, grasp the middle training organization situation, and then from the formal system and system operation mechanism of the middle. Based on the analysis of the above two levels, the construction path of middle management system is obtained: (1) Appreciation leader as the goal of middle level system construction; (2) Establish a humanistic spirit as the core, The pursuit of fairness, justice, specificity, flexibility, appreciation, transformability and liquidity and other system value system; (3) In the construction of middle management system, attention should be paid to the maintenance and optimization of the promoting factors of mid-level personal growth (principals who know the way of employing and raising people, large-scale activities, self-growth awareness and ability, training, harmonious supporting environment and system operation mechanism (the interaction mechanism of principal responsible and democratic participation; Cooperation mechanism of division of labor, responsibility and cooperation and promotion; The development mechanism of evaluation feedback and incentive; The dynamic mechanism of training, promotion and exploration and innovation) is composed of the mid-level growth ecosystem; (4) According to the mid-level competency model of the school, Establish formal systems for mid-level appointment, assessment, training and other adapted to the development of schools, The middle level competency model is the personal quality and active development ability dimension linked to personal characteristics, which requires the middle level to have a sense of responsibility, active development consciousness, reflection learning ability and inquiry ability; The dimension of decision-making and planning ability linked to the organizational vision and goals, The middle level needs to have the corresponding vision consciousness, decision-making ability, educational vision; The dimension of execution linked to the implementation of decisions and vision, The middle level needs to have a certain organizational ability, communication ability,

coordination ability, innovation ability; Management and leadership dimensions linked to interpersonal interaction, The middle level needs to have certain management knowledge, service awareness, teamwork, appreciation and leadership. In addition, on the basis of the analysis of the primary school, the paper tentatively summarizes the specific application of the theory, that is, focusing on full participation, interaction and dialogue, systematic exploration and internal generation.

He yong (2021, p.3) clearly defined the middle school, middle administrators, executive force and middle school administrators executive four core concepts, analysis summarizes the middle administrators executive composition: reason, solution ability, communication ability, compression ability and innovation ability, and adopts the questionnaire survey, field interviews complementary way integration about the middle administrators executive status and problems of effective information. According to the three junior high schools in District D of Hunan Province, we found that the current situation of the executive force of the middle school administrators in the following four aspects: the middle level cannot accurately understand the intention or understanding, resulting in uneven understanding ability; the second is the disharmonious communication between the middle level and the subordinates, inefficient and difficult to achieve good communication; the third is the middle level under pressure and the quality is insufficient; the fourth is unable to carry out the work creatively, thus affecting the maximum execution efficiency. Based on the above status and performance, the paper analyzes the problems of middle school students.

Zeng Shan (2019, p.34) takes the perspective of middle administrators in libraries, elaborated the connotation of the executive power of middle administrators in university libraries, analyzed the multiple roles of middle administrators in the library, analyzed the problems in the executive force of middle administrators in libraries, and put forward the countermeasures to improve the executive power of middle administrators: successfully complete the role transformation of middle administrators; establish the leadership management concept that middle administrators must have; realize the goal of middle administrators from excellent to excellent.

Deng Hong et al. (2017, p180) through the organization of mid-level administrators leadership behavior and the relationship between the leadership effectiveness and its influence, can be found that from the perspective of three dimensions of leadership behavior, development orientation and employee oriented have positive prediction of employee satisfaction, and work oriented has negative prediction of employee satisfaction. The three dimensions of work orientation, development orientation and employee orientation have a significant impact on the leaders' work performance and innovation ability. Moreover, middle administrators with high development-oriented and employee-oriented levels are a relationship-oriented leadership behavior, which contributes to the improvement of leadership efficiency.

Zheng Ying (2011, p.7) through the interview method, literature analysis method and expert assessment method, Find competency indicators, Preparation of competency characteristic index questionnaire, And distributed questionnaires to universities in Jiangsu Province, The survey results using the software spss15.0 for factor analysis and other related data statistics, Finally, six dimensions of the competence of university mid-level administrators are obtained, Personal accomplishment (political quality, responsibility, honesty, self-discipline, leadership (organization and coordination, knowledge, decision, interpersonal communication, information acquisition), strain capacity (pressure ability, crisis handling ability, work efficiency), performance ability (language expression ability, text expression ability, scientific research level), control and innovation ability (strategic thinking, overall situation consciousness, innovation spirit), team management ability (personality charm, focus on subordinate development, achievement will), The competency model of mid-level administrators in universities is constructed. This study on the basis of building the mid-level administrators competency model, formulated the mid-level administrators selection and assessment of specific process, do the practical use of case analysis, the mid-level administrators competency quantitative analysis, and compared with the traditional cadre selection and evaluation way, highlight the new cadre selection and appraisal work more targeted, more scientific and reasonable, for our university cadre selection and appraisal work to provide certain reference.

Gu Xiangdong et al. (2015, p.33) believe that the competence of mid-level administrators in colleges and universities is directly related to the quality and competitiveness of colleges and universities. The research shows that the actual level of mid-level administrators in capital universities is relatively high, and their competence can be summarized into five dimensions, namely management ability, character, caring staff status, research ability and influence. In the process of constructing the competency quality model of mid-level administrators in colleges and universities, five dimensions are arranged according to the weight size, and the order is character, management ability, caring employee status, research ability and influence. Based on this, combined with the talent evaluation technology, the competence quality evaluation system and a unified evaluation standard and evaluation data management system for mid-level administrators in universities can be constructed, promoting the transformation of the talent evaluation work from "examination" to "test" and "evaluation", and laying a foundation for the scientific human resource management work.

Zhao Hongjuan (2018, p.3) according to the problem discovery and cause analysis, this paper mainly puts forward the countermeasures to improve the administrators leadership of primary and secondary schools from three aspects. First, improve the administrators management system. First of all, through the organic integration of the three selection systems of appointment system, election system and appointment system, a administrators selection and appointment system of primary and secondary schools with the appointment system as the main body and guidance, and the appointment system and election system should coexist appropriately. next, The evaluation of the administrators, The purpose of the evaluation is to promote administrators reflection and improve their own work, Improve professionalism, Not just taking the evaluation results as the basis for administrators rewards and punishments, appointment, appointment and removal; The evaluation content should not only evaluate schools and their administrators based on easily quantified indicators such as students' performance and enrollment rate, administrators Work performance and professional quality should be included in the evaluation content; The evaluation subject is mainly the higher educational administrative departments, Should also join

the other business departments of the Education Commission, Select community representatives and highly respected expert administrators, teaching staff and parents; The evaluation form combines dynamic evaluation with static evaluation to evaluate the administrators. Thirdly, establish the training guiding ideology dominated by the professional development of administrators, consolidate and improve the "three levels" administrators training system, the complementary integration of various training modes and the implementation guarantee of administrators training to optimize the administrators training system. Finally, the administrators incentive system should be reformed. Second, strengthen the administrators leadership awareness. First of all, administrators will face many problems in the process of running schools independently. Whether it can overcome the difficulties largely depends on administrator's timely, courageous and scientific decision-making ability. Therefore, administrators should cultivate the habit of integrating thinking, establish a scientific decision-making system, improve the principal decision-making process and improve the organizational form of participating in decision-making to improve the decision-making level. Secondly, the execution is the key to turning the decision into the action, and what really implements the execution is the operation. Therefore, in the process of operation, administrators should clarify the standard process, give timely guidance and feedback, strengthen monitoring and rewards and punishments, and improve the execution of the team. Thirdly, the unique school culture connotation and individual characteristic brand are the development direction of modern school development, and also the foundation of school survival. Traditional Chinese culture is the "root" and "soul" of our nation. Therefore, through the cultivation of morality-moral cultivation; the practice of propriety-the practice of behavior by etiquette and system; and the practice of music, activity, the construction of harmony and beautiful system

Shi Xinmei (2019, p.3) based on the bureaucratic theory and Mintzberg's view of organizational structure, this study first identified the "joint force" of principal leadership, mid-level cadres and teachers' following ability as the management power of the school. Based on the research interview and literature combing in the early stage of the study, the model hypothesis and research hypothesis are put forward. The hypothesis model includes three aspects: principal leadership, mid-level cadre

executive ability and teachers 'following ability; the research hypothesis is: (1) H1: principal leadership has a positive influence on their executive ability; (2) H2: principal leadership has a positive impact on teachers' executive ability; (3) H3: mid-level cadre executive power has a positive impact on teachers 'following ability; (4) H4: Principal leadership affects teachers' following ability through the executive ability of mid-level cadres. In this study, SPSS22.0 and AMOS24.0 software were used to process and analyze the questionnaire data, including structural surface test, CFA (confirmatory factor analysis), convergent validity and discriminatory validity. The survey data can well fit the hypothesis model, and provide quantitative data on the relationship between the principal's leadership, mid-level cadres' execution ability and teachers' following ability, which is more intuitive and clear. The specific conclusions are as follows: 1. Principal leadership, the stronger the teachers follow; 2. The stronger principal leadership and executive ability of mid-level cadres, the stronger the executive ability of mid-level cadres, the better; 4. The correlation between principal leadership, executive ability and teacher follow is sufficient to show that the "resultant force" of the three can be regarded as school management power. According to the research conclusion, from the perspective of school administrators, strategic suggestions are proposed to improve the personal charm, implement humanized management, improve the principal leadership, learn the management knowledge, enhance the innovation consciousness, enhance the execution ability of mid-level cadres, and create a democratic organizational atmosphere, change the leadership and execution ability, and enhance the teacher following ability. By improving the leadership of principals, the executive ability of mid-level cadres and the teachers' following ability, the school management power is finally improved.

Wang Miao. (2014, p.3). mainly takes sacoriovanni's five-force model as the theoretical basis of principal leadership division, and systematically explores the leadership of secondary vocational principals from five aspects: technical leadership, interpersonal leadership, educational leadership, symbolic leadership and cultural leadership. The researcher conducts in-depth analysis and discussion on principal leadership through field investigation, interview and observation, and believes that the principal has different advantages and deficiencies in the five dimensions of leadership,

specifically: in technical leadership, the school organization is reasonable, system implementation to be strengthened; in interpersonal leadership, pay attention to the integration of resources inside and outside the school, and teacher incentive to be improved; in educational leadership, curriculum leadership is efficient, teaching leadership to be improved; in vision leadership, clear vision goal, inspiring ability to be enhanced; in cultural leadership and comprehensive cultural construction to be improved. In view of the current situation of principals 'leadership, the researchers analyze the influencing factors of principals' leadership from the macro level and the individual level respectively. At the macro level, it is mainly discussed from relevant national policies and secondary vocational principals, while at the individual level, it mainly discusses from three aspects: educational concept, leadership style and personal accomplishment. On the basis of the theoretical analysis and discussion of the influencing factors of the leadership of secondary vocational principals, the reflection and suggestions on improving the leadership of secondary vocational principals are put forward from the macro level and the individual level respectively. First of all, the state should promote the autonomy of secondary vocational principals by improving the effectiveness of education policies, carry out various forms of training, enhance the effectiveness of the training, improve the evaluation system and mechanism of secondary vocational principals, and promote the independent development of principals to promote the leadership of secondary vocational principals. Secondly, the principal should improve his leadership by paying attention to independent learning, strengthening self-management, examining self-leadership practice, and promoting team cooperation and strengthening leadership team building. Through the effective combination of the construction of a good external development environment and the independent development of principals, the leadership of secondary vocational principals is promoted, and the development and progress of secondary vocational education in China are promoted.

Song Yingjie (2020, p.3) taking the principals of compulsory education schools (primary and junior high schools) in a county of L City as the research object, and based on the statement of professor Zheng Yanxiang's leadership force, the leadership status of primary and secondary schools in a county of L City was investigated and analyzed

by the comprehensive research methods of questionnaire survey and in-depth interview. The research shows that whether the first principal or the senior principal can maintain a high level in the overall leadership level and various leadership dimensions, indicating that the leadership level of the principal is constantly improving. However, there are still many problems: teachers of different ages, teaching age and professional titles have differences in the leadership of the first and senior principals; the leadership of the first and senior principals in different school categories; the structure leadership and innovation leadership are more prominent than the senior principal; the teaching leadership and cultural leadership of the senior principals. According to the interview, there are many reasons for the obvious leadership difference between the first principal and the senior principal, among which the fundamental reason lies in the internal and external system and the principal himself. According to the problems found in the investigation and the analysis of the reasons, the suggestions and countermeasures for improving the leadership skills of the principal and the senior principal are put forward: first, the principal should pay attention to the communication between inside and outside the school to form an effective communication system and enhance the communication leadership in practice; second, enhance the effectiveness of the principal training between the principal and the senior principals; third, improve the principal management system to promote the leadership of the principal and the senior principal.

Qiao Lin (2020, p.3) first of all, the basic theory of primary school principal leadership is deeply combed and studied, Defines the connotation of leadership and the leadership of primary school principals, Summarizing its characteristics, Then taking the principals of 26 primary schools in District Yinchuan A as an example, Based on professor Zheng Yanxiang's theory of Educational Leadership, Cultural Leadership, Structural Leadership, Human Leadership and Political Leadership ", Investigate the current situation of the five dimensions of leadership of principals of 26 primary schools in the district by means of questionnaire survey, in-depth interview and case study, Found that the leadership gap between the principals of the education group and the Hui primary schools in the area is great, The existing problems are listed from five dimensions respectively. Finally, analyze the reasons for the lack of leadership of

primary school principals based on the actual investigation, and put forward the strategy to improve the leadership level of primary school principals, so as to contribute to promote the reform and development of primary school education in the district.

Meng Yuefang (2019, p.6) this study is divided into five parts. First of all, the school change, education narrative, education narrative research meaning of the clarification and discrimination, the both school change and education narrative in the field of the present situation respectively, the research method of this study, at the same time introduces the research object of this study D school history, expounds the reasons of the selected D school. Secondly, by introducing the typical U-G-C-S development model of school D, the real state of the school in the collectivization of the school is presented. Third, with the help of the typical case of principal Z of school D, understand the important role of principal leadership in the school reform. Fourth, analyze the difficulties and pains encountered by D school in the process of reform, and gain a sense of identity in the majority of reform schools. Finally, this paper discusses the measures to cultivate the endogenous force of school reform, and analyzes the three between schools, schools and teachers to promote the realization of the goal of "adult and success".

Weng Jialong (2014, p.3) along with the development of education informatization, the development process of the past and the future is roughly divided into four stages: the application stage of computer education; the third is the information technology and curriculum integration stage; the fourth is the deepening information education stage. For the first three stages of the principal information leadership, the method of literature research is used to analyze the characteristics of the leadership situation and the corresponding characteristics of the information leadership of the principal. The analysis of the leadership situation is also analyzed from the aspects of technology development factors, national policy factors and curriculum development factors. The analysis of the led includes the analysis of teachers and students. The analysis of the characteristics of principal information leadership is mainly developed from the level of ability, accomplishment and power. After summarizing the characteristics of principals' information leadership in the

previous three stages, we think about its development. Put forward your own views from understanding, training, action, vision, evaluation, group motivation, etc. Finally, combined with the characteristics of the informatization development of the current society, the principal informatization leadership of the fourth stage is discussed. It is believed that in the next ten years, the principal information leadership will pay attention to the deepening information education, the establishment of the school information development vision and the information leadership of the school organization (team).

Xie Fangyuan (2014, p.5) used the case analysis method to study the principal's leadership from the perspective of school characteristic development, expounded the relationship between the school's characteristic development and the principal's leadership, analyzed the problems of the principal's leadership on the basis of the case, and discussed how to further improve the principal's leadership. Through the analysis of several typical schools with characteristic development, including the typical cases and general cases of characteristic development, we can understand the real situation of the principal leadership of these schools. Summarize the principal leadership in successful cases and general cases, and based on the real materials, understand the current situation and existing problems of the principal leadership under the perspective of school characteristic development. By studying and analyzing the promoting factors and the corresponding characteristics, explore the role of the promoting factors of principals 'leadership on the development of the school's characteristics, so as to pave the theoretical way for the promotion strategy of principals' leadership in the vision of school characteristic development. Finally, it puts forward the promotion strategy of the principal's leadership under the perspective of school characteristic development. Through the analysis of the current situation of principal leadership in the typical cases and general cases of school characteristic development, and through the integration of theory and practice, the improvement strategy of principal leadership is proposed from three aspects of individual principal leadership, principal group leadership and the operation environment of principal leadership.

Wang Wenya (2015, p.3) conducted a survey of the administrators and some teachers of two middle schools in Z city in combination with the interview method and the questionnaire survey method. Firstly, some teachers of the two schools were surveyed to get the evaluation of teachers; Secondly, face-to-face interviews with the principal administrators of the two schools to get the most authentic first-hand information. The survey results find that the leadership development level of middle school administrators in China is uneven, and some administrators represented by the administrators of S Middle School have excellent leadership performance, but at the same time, administrators have significant differences in individual quality development, school philosophy, school management methods and other aspects. On the one hand, this is related to the imperfect management system of the relevant administrators in China, and on the other hand, it is related to the unclear professional role positioning of some administrators and the inadequate understanding of the professional standards of administrators.

Xu Ru (2019, p.5) used mixed research method to investigate the leadership status of urban quality middle school managers, supplemented by quality. To randomly selected to T city three city high quality high school using administrators volume and teachers, to 32 administrators and 158 ordinary teachers, the results show that the city high quality middle school administratorsand teachers of the overall level of administrators leadership perception is higher, different gender of administrators and school size of administrators perception management leadership, different age, teaching age, professor subjects, the school administrators gender, school length, significant influence on teachers perception management leadership. According to the problems reflected in the questionnaire data, the interview outline was formulated respectively. The interview outline of the school leaders contains 8 questions, and the teacher interview outline contains 7 questions. Through interviews with two at the managers, two grade director and three ordinary teachers, further excavate the new era of the present situation of urban high quality middle school administrators leadership, found its main H problem can be divided into two external and internal reasons: external reasons mainly manifested in the management system is not sound, internal reasons mainly manifested in managers' personal comprehensive quality

remains to be improved. In view of these problems, this paper believes that we should start from two general directions to improve the leadership of managers. On the one hand, improve the management system, attaches great importance to the cultivation of managers: on the other hand, administratorsshould set up and update the concept of leadership, through a comprehensive, long-term study and practice, improve leadership on all dimensions, to generally improve management leadership, brave to meet the challenges and opportunities of the new era, constantly make new progress.

Su Hengzai (2020, p.4) this study in the principal leadership and teachers stay (or loss) literature, on the basis of the reference and the principal and the influence or relationship of foreign leadership, combined with domestic reality, transport, with literature analysis, questionnaire survey, depth interview, and other research methods, to N county several public middle school, teachers, from the principal leadership five dimensions, namely interpersonal leadership, political leadership, structure leadership, education leadership and cultural leadership, analyzes the influence on teachers' stay. On the basis of the questionnaire survey of teachers, several representative teachers were selected for in-depth interviews to analyze the interaction mechanism between principal leadership and teacher retention. It summarizes and summarizes the influence of different dimensions of principals 'leadership on teachers' retention, and puts forward suggestions on improving principals 'leadership, so as to increase teachers' retention from the grass-roots organizations. Based on the data of the questionnaire and the collated analysis of the interview data, This study concludes that the significant relationship between principal leadership and the retention of secondary school teachers, 11 Specifically speaking, The cultural leadership of principals has the greatest influence on the retention of middle school teachers, The educational leadership of principals has a great influence on the retention of high school teachers, The impact of principal structural leadership on the retention of middle school teachers, The interpersonal leadership of principals on the retention of middle school teachers is generally affected, The political leadership of principals has relatively little influence on the retention of secondary school teachers, According to the conclusions of the study, Finally, the following countermeasures and suggestions are put forward to improve the leadership of middle school principals: (1) optimize the principal training

system; (2) Update the principal evaluation system; (3) Reform of the principal appointment and selection system; (4) Strengthen the educational practice of principals; (5) Strengthen the leadership awareness of principals.

Zhang Ron (2019, p.3) using PISA2015 Beijing, Shanghai, Jiangsu, Guangdong four provinces (municipalities) data, with 246 schools, 8893 students as a sample, through multi-layer structure equation mediation and adjustment model analysis, to explore the influence of the principal leadership on students 'academic achievement effect, and the teachers' practice, class size and parents involved. Research found that the PISA2015 principal leadership has no direct impact on students 'scientific literacy and academic achievement, but the principal curriculum leadership can significantly predict students' academic achievement. The influence of principal leadership on students' scientific literacy needs to work through the intermediary of teacher practice, showing indirect characteristics. Class size can significantly adjust the influence of the principal's course leadership on students' academic achievement, which is manifested that the larger the class size, the weaker the influence of the principal leadership on students 'academic achievement. When the class size exceeds 51 students, the class size will no longer regulate the effect of the principal's course leadership. Family-based parent participation plays a positive intermediary role in the influence of principal's leadership on students' academic achievement, but school-based parent participation has not adjusted the effect of principal leadership.

Sun Mengliu (2018, p.3) reference and draw lessons from domestic and foreign experts and scholars on the theory of the principal leadership, further summarizes the concept of the principal leadership, and from the perspective of organizational level, the junior high school principal leadership is divided into technical leadership, human leadership, political leadership, teaching leadership, cultural leadership framework and analysis. Through literature method, questionnaire survey and interview research methods to Wuhai six junior high school principals and teachers as a survey and research object, combined with the current problems in the process of junior high school development, through the analysis of the principal leadership influence on the development of junior high school, the lack of leadership targeted improvement Suggestions are put forward.

Kedir Ebrahim Abdella (2022, p.5) Quantitative and qualitative methods (mixed methods) were used in this study. Participants included 6 school principals, 14 education directors, 21 school teachers, and 1 Head of the Woreda Education Office. The data were mainly from questionnaires with 41 participants (6 school principals, 14 education directors and 21 school teachers) and semi-structured interviews with principals of Woreda Education Office and principals. The sampling instruments used include data availability sampling of school principals, purposive sampling of educational supervisors, and simple random sampling of school teachers. In addition, quantitative data were obtained by using simple statistical means: frequency, percentage, mean and t-tests. On the other hand, qualitative data were collected through interviews and document analysis to supplement the questionnaire in narrative form. Research shows that primary school principals are subject to different restrictions in leading schools for different reasons, such as the lack of leadership knowledge and skills and the lack of motivation, which also reflects the various problems that principals have in conducting their leadership work. In summary, the results indicate poor leadership performance of primary school principals within the scope of this study due to lack of professional preparation. This indicates that the institutions concerned should pay attention to the professional quality of the school principals before appointing them. This study could facilitate the involvement of the Ministry of Education, District Education bureaus, Woreda education departments, and the school community and researchers in improving the school leadership of the principals.

Chen Mengting (2019, p.5) on the basis of sorting out the development and evolution of universities, we explore the key role of well-known presidents in the process of university transformation and development, and systematically analyze the components and manifestations of university presidents' leadership, as well as the conditions for the realization and role. Through the case analysis of the educational activities and results of —— Huazhong University of Science and Technology, University of Electronic Science and Technology, East China University of Science and Technology, MIT (MIT) and other famous universities, it is found that the realization of the leadership can respect talents, create a good academic environment, practice,

clear educational objectives, unique personality charisma, reform drive and leadership. Therefore, the main constituent factors of university presidents' leadership are extracted, including four aspects: foresight, decision-making ability, execution ability and charisma. It on the development of the principal leadership, free competition and sound selection system, consistent education philosophy, and independent enterprise. Based on the above research results, this paper puts forward some suggestions to enhance the leadership of Chinese university presidents and enhance the competitiveness of Chinese universities in the "double first-class" construction and transformation development from the national and individual levels, including the implementation of characteristic university construction project; adopting more scientific and fair university and discipline evaluation methods; creating a relaxed policy and legal environment, and improving the "four forces" of university presidents.

Above are Related research of "Guidelines for Improving Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong ".

Chapter 3
Research Methodology

This research focuses on improving mid-level administrators leadership of private undergraduate universities in Guangdong. To study the current situation of the mid-level administrators leadership, develop the guidelines for improving Mid-level administrators leadership and evaluate the suitability and feasibility of the guidelines for improving Mid-level administrators leadership of private undergraduate universities in Guangdong.

The researcher have the following procedures.

1. The population / Sample group

2. Research Instruments

3. Data Collection

4. Data analysis

Phase 1: To study the current situation of the Mid-level administrators leadership of private undergraduate universities in Guangdong.

The population / Sample Group

The Population

The population of this study was 460 mid-level administrators from 5 private undergraduate universities in Guangdong Province.

The Sample Group

According to Krejcie and Morgan's sampling table (1970), the sample group of this phase was 210 mid-level administrators from 5 private universities in Guangdong. By using stratified sampling and simple random sampling were also used by drawing from private undergraduate universities. There are 16 private undergraduate universities in Guangdong province, According to the regional distribution, 5 private undergraduate universities were selected. Because 11 out of the 16 private undergraduate universities are located in Guangzhou, 2 in Dongguan, 1 in Zhuhai, 1 in Zhanjiang, 1 in Zhongshan covering five cities of Guangdong province, so this study

mainly selected five private undergraduate universities as the survey object, respectively is Guangzhou University of Science and Technology, Dongguan City University, Zhuhai University of Science and Technology, Zhanjiang University of Science and Technology, University of Electronic Science and Technology of China, Zhongshan Institute. Data collection was conducted by sampling survey and online questionnaire distribution. The questionnaire mainly examines the leadership status of Mid-level administrators of private undergraduate universities in Guangdong province from the level of mid-level administrators. Samples were taken from 5 private undergraduate universities in Guangdong Province, and the gender, age and education background of the region were considered. A total of 210 questionnaires were sent out.

Table 3.1 Lists of university and sample size

No.	private undergraduate universities in Guangdong	Population	Sample group
1	Guangzhou University of Science and technology	90	41
2	Dongguan City University	80	36
3	Zhuhai University of Science and Technology	135	62
4	Zhanjiang University of Science and Technology	90	41
5	University of Electronic Science and Technology of China, Zhongshan Institute	65	30
	Total	**460**	**210**

According to table 3.1, it showed that five private undergraduate universities were selected in this research, the total population was 460, sample group total was 210.

Research Instruments

The Research Instruments in this study include questionnaires, interview forms, and adaptive evaluation forms. The specific content includes:

Questionnaire

The Instrument to collect the data for objective one. The purpose of this research questionnaire is to study the current situation of the Mid-level administrators leadership of private undergraduate universities in Guangdong. The level of economic, social, and educational development at this region is at the middle and upper levels. During the specific implementation, according to the administrators leadership understanding framework recognized by the Institute, we learned and revised the corresponding administrators leadership questionnaires to conduct a questionnaire survey on 210 university administrators in Guangdong Province. After statistical analysis, we basically understand the Mid-level administrators leadership of the provincial university in the sample. The questionnaire was designed based on leadership in five aspects: 1) Structural Leadership, 2) Interpersonal Leadership, 3) Education Leadership, 4) Cultural Leadership, 5) Political Leadership.

The questionnaire was divided into two parts:

Part 1: Investigation of the basic information of the respondent. This part includes the unit's unit, gender, age, education background, position and work year.

Part 2: Questionnaire survey of the current situation of the Mid-level administrators leadership of private undergraduate universities in Guangdong. There were 13 questions for structural leadership, 11 questions for interpersonal leadership, 12 questions for education leadership, 12 questions for cultural leadership, and 11 questions for political leadership, total 59 questions. The criteria for data interpretation based on five-point Likert's scale, as follows:

5 refers to the level of leadership of mid-level administrators at the highest level

4 refers to the level of leadership of mid-level administrators at high level

3 refers to the level of leadership of mid-level administrators at medium level

2 refers to the level of leadership of mid-level administrators at low level

1 refers to the level of leadership of mid-level administrators at lowest level

The data interpretation for average value is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

Constructing a questionnaire process

The construction process of questionnaire was as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to mid-level administrators leadership of Private undergraduate universities.

Step 2: Construct the questionnaire about the current situation of mid-level administrators leadership of Private undergraduate universities in Guangdong. Then the researcher sent the questionnaire outline of questionnaire to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by five experts. The index of objective congruence (IOC) was 0.8-1.0.

Step 4: Revise the questionnaire based on the experts' suggestions.

Step 5: The questionnaires were distributed to 30 mid-level administrators in private universities in Guangdong for try-out. The reliability of the questionnaire was obtained by Cronbach's Alpha Coefficient. The reliability was 0.988.

Step 6: The questionnaire was applied to 210 mid-level administrators in private undergraduate universities in Guangdong.

Data Collection

The data collection for objective 1: to study the current situation of the Mid-level administrators leadership of private undergraduate universities in Guangdong, as following procedure:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 210 mid-level administrators in private university in Guangdong.

Step 2: The researcher distributed the questionnaire to 210 mid-level administrators. A total of 210 questionnaires.

Data Analysis

The data analysis in this research, the researcher analyze the data by package program, as follows:

Step 1: The personal information of the respondents was analyzed by frequency and percentage, classified by gender and education background.

Step 2: The current situation of leadership of mid-level administrators in private universities in Guangdong in five following aspects: 1) Structural Leadership, 2) Interpersonal Leadership, 3) Educational Leadership, 4) Cultural Leadership, 5) Political Leadership was analyzed by Mean and standard deviation.

Phase 2: To formulate guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong.

Key informants

The interviewees

The interviewee in this research was 10 mid-level administrators in private universities in Guangdong. The qualifications of interviewee are as follows: 1) at least 5 years of work experience in mid-level administrator in private universities, 2) a deep understanding of the leadership, 3) graduated with master's degree or above.

Research Instruments

Structured Interview

The instrument to collect the data for objective two. According to the research analysis of relevant literature and the statistical results of the questionnaire data, the interview outline of Mid-level administrators leadership of private universities in Guangdong is prepared around the content of the five variables that constitute the leadership of Mid-level administrators. Structured interviews were conducted with university mid-level administrators. The structured interview designed based on the current situation of mid-level administrators leadership in private undergraduate universities and leadership in five following aspects: 1) Structural Leadership,

2) Interpersonal Leadership, 3) Education Leadership, 4) Cultural Leadership, 5) Political Leadership.

The structured interview provide into two parts:

Part 1: the personal information of interviewees, classified by interviewee, interviewer, education background, work experience, interview time, and interview date.

Part 2: the questions about suggestion for to develop the guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong. The questionnaire was designed base on five aspects: 1) Structural Leadership, 2) Interpersonal Leadership, 3) Education Leadership, 4) Cultural Leadership, 5) Political Leadership.

Constructing a structured interview process

The construction process of structured interview was as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to leadership of university administrators.

Step 2: Construct the structured interview about suggestions for developing the current situation of mid-level administrators leadership based on five aspects: 1) Structural Leadership, 2) Interpersonal Leadership, 3) Education Leadership, 4) Cultural Leadership, 5) Political Leadership. Then send the outline of the structured interview to the thesis advisors to review and revise the contents according to the suggestions.

Data Collection

The data collection for objective 2: to develop the guidelines for improving Mid-level administrators leadership of private undergraduate universities in Guangdong, as follows:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to interview the mid-level administrators from 5 private undergraduate universities in Guangdong.

Step 2: The researcher interviews the mid-level administrator one-by-one through online platform or by face-to-face depending on the interviewee convenience.

Data Analysis

The structured interview about guidelines for improving Mid-level administrators leadership of private undergraduate universities in Guangdong was analyzed by content analysis.

Phase 3: To evaluate the suitability and feasibility of the guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong.

Key informants

Expert group

The experts for evaluating the suitability and feasibility of guidelines was 9 experts from private universities in Guangdong. The qualifications of the experts are as follows:1) at least 5 years of work experience in high-level administrator in private universities, 2) have extensive experience in leadership, 3) have senior title or doctoral degree, 4) academic title is associate professor or above.

Research Instruments

Evaluation form

The Instrument to collect the data for Objective Three, to evaluate the guidelines for improving Mid-level administrators leadership of private undergraduate universities in Guangdong. The evaluation form designed based on guidelines for improving Mid-level administrators leadership of private undergraduate universities in five following aspects: 1) Structural Leadership, 2) Interpersonal Leadership, 3) Education Leadership, 4) Cultural Leadership, 5) Political Leadership.

The evaluation form provide into two parts:

Part 1: the personal information of interviewees, classified by work position, work experience, educational background, and academic title.

Part 2: The evaluation form about the guidelines for improving Mid-level administrators leadership of private undergraduate universities in Guangdong. The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 refers to the suitability and feasibility of the guidelines at the highest level

4 refers to the suitability and feasibility of the guidelines at a high level

3 refers to the suitability and feasibility of the guidelines at a medium level

2 refers to the suitability and feasibility of the guidelines at a low level

1 refers to the suitability and feasibility of the guidelines at the lowest level

The data interpretation for average value is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

Constructing a evaluation form process

The construction process of Evaluation form was as follows:

Step 1: Construct the evaluation form about guidelines for improving Mid-level administrators leadership of private undergraduate universities in Guangdong.

Step 2: The evaluation form was applied to 9 high-level administrators in private undergraduate universities in Guangdong.

Data Collection

The data collection for objective 3: to evaluate the guidelines for improving mid level administrators leadership of private undergraduate universities in Guangdong, as following procedure:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to invite the expert to evaluate the guidelines.

Step 2: The researcher distributed the evaluation form to high-level administrators. A total of 9 evaluation form.

Data Analysis

The data analysis in this research, the researcher analyzes the data by package program, as follows: The evaluation of the suitability and feasibility of the guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong is analyzed by Mean and standard deviation

Chapter 4

Data Analysis Results

The research in the guidelines for improving the leadership of mid-level administrators in private universities in Guangdong. The objectives of this research were 1) to study the current situation of the Mid-level administrators leadership of private undergraduate universities in Guangdong, 2) to develop the guidelines for improving Mid-level administrators leadership of private undergraduate universities in Guangdong, 3) To evaluate the suitability and feasibility of the guidelines for improving Mid-level administrators leadership of private undergraduate universities in Guangdong. The data analysis result can be presented as follows:

1. Symbol and Abbreviations

2. Presentation of data analysis

3. Results of data analysis

The details are as follows.

Symbol and Abbreviations

N   refers to population

n   refers to sample group

$\overline{x}$ refers to average value

S.D.   refers to standard deviation

Presentation of Data Analysis

Part 1: The analysis result about personal information of respondents, classified by gender and education background. Presented the data in the form of frequency and percentage.

Part 2: The analysis result about the current situation of mid-level administrators leadership of private undergraduate universities in Guangdong. Presented the data in the form of mean and standard deviation.

Part 3: The analysis result about the interview contents about the guidelines for improving mid-level administrators leadership of Private Undergraduate Universities in Guangdong.

Part 4: The analysis result about the evaluation of the suitability and feasibility of guidelines for Improving mid-level administrators leadership of private undergraduate universities in Guangdong. Presented the data in the form of average value and standard deviation.

Results of Data Analysis

The researcher analyzed the data in 3 parts as follows:

Part 1: The analysis result about personal information of respondents, classified by gender and education background. Presented the data in the form of frequency and percentage.

Table 4.1 Number of people and percentage of respondents

(n = 210)

	Personal information	Frequency	Percentage(%)
School	Guangzhou university of science and technology	41	19.52
	Dongguan city university	36	17.15
	Zhuhai university of science and technology	62	29.52
	Zhanjiang university of science and technology	41	19.52
	University of Electronic Science and Technology of China, Zhongshan Institute	30	14.29
	Total	**210**	**100**

Table 4.1 (Continue)

	Personal information	Frequency	Percentage(%)
Gender	male	104	49.52
	female	106	40.48
	Total	**210**	**100**
Age	25 years old or below	14	6.67
	26 to 35	61	29.05
	36 to 45	61	29.05
	46 to 55	38	18.09
	A master's degree;	111	52.86
	Doctoral degree	34	16.19
	Total	**210**	**100**
Position	Teaching assistant;	38	18.10
	The lecturer or Assistant Professor;	78	37.14
	Associate professor;	67	31.90
	Professor	27	12.86
	Total	**210**	**100**
Experience	within 5 year;	29	13.81
	5 to 10 years;	38	18.10
	11 to 15 years;	69	32.85
	16 to 20 years;	38	18.10
	More than 20 years	36	17.14
	Total	**210**	**100**

According to Table 4.1, the distribution of Interviewees' schools shows that the survey included 5 private undergraduate Universities in Guangdong. Male Interviewees for 104 people, accounting for 49.52%, and female Interviewees for106 people, accounting for 40.48%. Interviewees' age distribution is as follows: 14 people accounted for 6.67% are between 25 years old or below, 61 people accounted for 29.05% are between 26-35 years old, 61people accounted for 29.05% are between

36-45 years old, 38 people accounted for 18.09% are between 46-55 years old, and 36 people accounted for 17.14% are 56 years old or up. In terms of educational background, 65 people accounted for 30.95% of Interviewees hold a bachelor's degree, 111 people accounted for 52.86% hold a master's degree, and 34 people accounted for 16.19% hold a doctoral degree. The professional titles ofInterviewees are as follows: 38 people accounted for 18.10% are teaching assistants, 78 people accounted for 37.14% are lecturers, 67 people accounted for 31.90% are associate professors, and 27 people accounted for 12.86% are professors. In terms of years of experience as a mid-level administrator, 29 people accounted for 13.81% ofInterviewees have less than 5 years of experience, 38 people accounted for 18.10% have 5-10 years of experience, 69 people accounted for 32.85% have 11-15 years of experience, 38 people accounted for 18.10% have 16-20 years of experience, and 36 people accounted for 17.14% have more than 20 years of experience.

Part 2: The analysis result about the current situation of mid-level administrators leadership of private undergraduate universities in Guangdong. Presented the data in the form of mean and standard deviation.

This part aims to analyzed the current of mid-level administrators leadership of private undergraduate universities in Guangdong. According to the results of the questionnaire survey, this study investigated the current situation of mid-level administrators leadership of private undergraduate universities in Guangdong from five aspects: 1) Structural leadership, 2) Interpersonal leadership, 3) Educational leadership, 4) Cultural leadership, 5) Political leadership, and the average and standard deviation were obtained. The questionnaire used in this study was designed by the researchers for the study and the results are as follows:

Table 4.2 The mean and standard deviation of the current situation of the mid-level administrators leadership of private undergraduate universities in Guangdong in five aspects

(n=210)

The factor of Mid-level administrators leadership of private undergraduate universities in Guangdong	$\overline{x}$	S.D.	level	order
Structural Leadership	3.40	0.84	Medium	5
Interpersonal Leadership	3.51	0.81	High	2
Educational Leadership	3.50	0.83	High	3
Cultural Leadership	3.53	0.81	High	1
Political Leadership	3.50	0.83	High	4
Total	**3.49**	**0.82**	**Medium**	

According to Table 4.2, the data showed that the current situation of the mid-level administrators leadership of private undergraduate universities in Guangdong in five aspects was at medium level ($\overline{x}$ = 3.49). Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest mean was Cultural Leadership($\overline{x}$ = 3.53), followed by Interpersonal Leadership ($\overline{x}$ = 3.51), and Structural Leadership was the lowest mean ($\overline{x}$ = 3.40).

Table 4.3 The mean and standard deviation of the current situation of the mid-level
administrators leadership of private undergraduate universities in
Guangdong in Structural Leadership

(n=210)

	Structural Leadership	$\bar{x}$	S.D.	level	order
1	Mid-level administrators can plan the development goals of the organization	3.22	0.91	Medium	13
2	Mid-level administrators can plan the development plans of the organization	3.28	0.86	Medium	12
3	Mid-level administrators can formulate reasonable school internal management systems	3.31	0.86	Medium	11
4	Mid-level administrators can provide appropriate technical support	3.43	0.86	Medium	6
5	Mid-level administrators can organize and coordinate the school's development goals	3.43	0.82	Medium	5
6	Mid-level administrators actively participate in school operation planning and goal setting to ensure the smooth operation of the school	3.52	0.76	High	1
7	Mid-level administrators attach importance to organizational structure design	3.39	0.84	Medium	8
8	Mid-level administrators can carry out effective decision-making management	3.35	0.85	Medium	10
9	Mid-level administrators can formulate a complete incentive and evaluation system	3.42	0.86	Medium	7

Table 4.3 (Continue)

	Structural Leadership	$\overline{x}$	S.D.	level	order
10	Mid-level administrators can task assignment according to the needs of the organization and the capabilities of employees	3.50	0.81	High	2
11	Mid-level administrators can resource allocation	3.43	0.79	Medium	4
12	Mid-level administrators can establish an effective performance evaluation system	3.39	0.86	Medium	8
13	Mid-level administrators can provide timely feedback and support to employees	3.48	0.81	Medium	3
	Total	**3.40**	**0.84**	**Medium**	

According to Table 4.3, the data showed that structural leadership was at medium level ($\overline{x}$ = 3.40). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was mid-level administrators actively participate in school operation planning and goal setting to ensure the smooth operation of the school ($\overline{x}$ = 3.52), followed by mid-level administrators can task assignment according to the needs of the organization and the capabilities of employees ($\overline{x}$ = 3.50), and mid-level administrators can plan the development goals of the organization was the lowest mean ($\overline{x}$ = 3.22).

Table 4.4 The mean and standard deviation of the current situation of the mid-level administrators leadership of private undergraduate universities in Guangdong in Interpersonal Leadership

(n=210)

	Interpersonal Leadership	$\bar{x}$	S.D.	level	order
1	Mid-level administrators can understand and manage their emotions	3.46	0.85	Medium	9
2	Mid-level administrators can establish a positive relationship with others	3.47	0.81	Medium	7
3	Mid-level administrators can mutual trust with others	3.50	0.80	High	6
4	Mid-level administrators can communicate smoothly with teachers and other staff	3.61	0.78	High	1
5	Mid-level administrators can create diversified and inclusive work environment	3.52	0.78	High	5
6	Mid-level administrators can build trust and team cohesion	3.60	0.81	High	2
7	Mid-level administrators can inspire team members work motivation	3.54	0.83	High	4
8	Mid-level administrators can provide effective supervision and feedback, rewarding individuals and teams based on their work performance	3.47	0.83	Medium	8
9	Mid-level administrators can focus on promote staff development and growth	3.45	0.84	Medium	10

Table 4.4 (Continue)

	Interpersonal Leadership	$\overline{x}$	S.D.	level	order
10	Mid-level administrators can establish good contact with external	3.55	0.76	High	3
11	Mid-level administrators can strive for education resources for the school	3.44	0.84	Medium	11
	Total	**3.51**	**0.81**	**High**	

According to Table 4.4, the data showed that interpersonal leadership was at high level ($\overline{x}$ = 3.51). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was mid-level administrators can communicate smoothly with teachers and other staff ($\overline{x}$ = 3.61), followed by mid-level administrators can build trust and team cohesion ($\overline{x}$ = 3.60), and mid-level administrators can strive for education resources for the school was the lowest mean ($\overline{x}$ = 3.44).

Table 4.5 The mean and standard deviation of the current situation of the mid-level administrators leadership of private undergraduate universities in Guangdong in Educational leadership

(n=210)

	Educational Leadership	$\bar{x}$	S.D.	level	order
1	Mid-level administrators can have profound educational vision and values	3.41	0.82	Medium	11
2	Mid-level administrators can lead the school's educational thoughts, directions and goals	3.34	0.88	Medium	12
3	Mid-level administrators can ensure that the school's educational goals adapt to the needs of the times	3.51	0.81	High	7
4	Mid-level administrators can communicate educational vision to the school community	3.54	0.81	High	4
5	Mid-level administrators can drive educational policy implementation	3.54	0.84	High	5
6	Mid-level administrators can drive teaching reform	3.48	0.90	Medium	9
7	Mid-level administrators can drive curriculum development	3.53	0.82	High	6
8	Mid-level administrators need to have possess effective organizational skills	3.60	0.78	High	1
9	Mid-level administrators have effective decision-making skills	3.46	0.83	Medium	10

Table 4.5 (Continue)

	Educational Leadership	$\overline{x}$	S.D.	level	order
10	Mid-level administrators have effective resource management skills	3.49	0.84	Medium	8
11	Mid-level administrators can use their expertise to participate in instructional instruction, educational program development, and supervision	3.55	0.80	High	2
12	Mid-level administrators can improve the quality of teaching and promote the professional development of teachers	3.55	0.80	High	3
	Total	**3.50**	**0.83**	**High**	

According to Table 4.5, the data showed that educational leadership was at high level ($\overline{x}$= = 3.50). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was mid-level administrators need to have possess effective organizational skills ($\overline{x}$= 3.60), followed by mid-level administrators can use their expertise to participate in instructional instruction, educational program development, and supervision and mid-level administrators can improve the quality of teaching and promote the professional development of teachers ($\overline{x}$= 3.55), and mid-level administrators can lead the school's educational thoughts, directions and goals was the lowest mean ($\overline{x}$= 3.34).

Table 4.6 The mean and standard deviation of the current situation of the mid-level administrators leadership of private undergraduate universities in Guangdong in Cultural Leadership

(n=210)

	Cultural Leadership	$\bar{x}$	S.D.	level	order
1	Mid-level administrators can promote the cultural building	3.49	0.77	Medium	10
2	Mid-level administrators can promote development of the organization by understanding	3.56	0.84	High	5
3	Mid-level administrators can shaping the organizational culture	3.55	0.83	High	6
4	Mid-level administrators can lead the organizational culture	3.52	0.80	High	8
5	Mid-level administrators can effective communication and cooperation with employees and other stakeholders.	3.56	0.75	High	3
6	Mid-level administrators can understand and transfer organizational values	3.61	0.75	High	1
7	Mid-level administrators can actively participate in and shape organizational culture	3.58	0.77	High	2
8	Mid-level administrators can motivate employees so that they resonate with the mission and goals of the institution and realize their potential	3.48	0.87	Medium	11

Table 4.6 (Continue)

	Cultural Leadership	$\overline{x}$	S.D.	level	order
9	Mid-level administrators can help employees grow by providing appropriate training and development opportunities	3.52	0.83	High	8
10	Mid-level administrators can facilitate collaboration and promote teamwork across departments within the institution	3.56	0.81	High	4
11	Mid-level administrators can lead change	3.40	0.90	Medium	12
12	Mid-level administrators can lead innovation	3.53	0.80	High	7
	Total	**3.53**	**0.81**	**High**	

According to table 4.6, the data show that cultural leadership was at high level ($\overline{x}$ = 3.53). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was mid-level administrators can understand and transfer organizational values ($\overline{x}$ = 3.61), followed by mid-level administrators can actively participate in and shape organizational culture ($\overline{x}$ = 3.58), and mid-level administrators can lead change was the lowest mean ($\overline{x}$ = 3.40).

Table 4.7 The mean and standard deviation of the current situation of the mid-level administrators leadership of private undergraduate universities in Guangdong in Political Leadership

(n=210)

	Political Leadership	$\overline{x}$	S.D.	level	order
1	Mid-level administrators can deal with various conflicts of interest within and outside the school based on factual evidence	3.48	0.82	Medium	9
2	Mid-level administrators can possess political awareness	3.60	0.77	High	1
3	Mid-level administrators can possess political IQ	3.54	0.82	High	6
4	Mid-level administrators can possess political communication skills	3.56	0.79	High	5
5	Mid-level administrators can coordinate, balance and resolve various interest conflicts	3.46	0.85	Medium	10
6	Mid-level administrators can help organization to reduce internal friction	3.49	0.82	Medium	8
7	Mid-level administrators can help organization form synergy	3.57	0.82	High	4
8	Mid-level administrators can provide guidance and support for the development direction of the school	3.52	0.85	High	7
9	Mid-level administrators can build political alliances	3.12	0.98	Medium	11

Table 4.7 (Continue)

	Political Leadership	$\overline{x}$	S.D.	level	order
10	Mid-level administrators can seek win-win and cooperation	3.59	0.80	High	3
11	Mid-level administrators can promote the smooth achievement of school goals by creating a positive atmosphere and mediating internal conflicts	3.60	0.80	High	2
	Total	3.50	0.828	High	

According to table 4.7, the data show that political leadership was at high level ($\overline{x}$ = 3.50). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was mid-level administrators can promote the smooth achievement of school goals by creating a positive atmosphere and mediating internal conflicts and mid-level administrators can possess political awareness ($\overline{x}$ = 3.60), followed by mid-level administrators can seek win-win and cooperation ($\overline{x}$ = 3.59), and mid-level administrators can build political alliances was the lowest mean ($\overline{x}$ = 3.12).

Part 3: The analysis result about the interview contents about the guidelines for improving mid-level administrators leadership of Private Undergraduate Universities in Guangdong.

This study aims to provide guidelines for improving the leadership of mid-level administrators in private undergraduate universities in Guangdong. In order to achieve this goal, this study adopts the interview method to deeply discuss the current situation and improvement needs of mid-level administrators in private undergraduate universities in Guangdong, and put forward the corresponding improvement guidelines.

In this study, 10 mid-level administrators of Guangdong private undergraduate universities were interviewed to understand the leadership status of Guangdong private undergraduate mid-level administrators. Interviewees must meet the following

criteria:1) Mid-level administrators of private undergraduate universities in Guangdong Province; 2) must have a deep understanding of leadership; 3) must be willing to participate in recorded structured interviews; 4) must be willing to check their interview records for verification.

The list of interviewees is as follows:

Table 4.8 Basic information of Interviewees

Interviewees	Age	Gender	Education	Job Title	Work experience In university (years)
Interviewee 1	41	F	Master's degree	Director of student department	16
Interviewee 2	39	M	Doctor's degree	Vice-Dean of the College of Computer Science	15
Interviewee 3	52	M	Master's degree	Dean of law school	25
Interviewee 4	40	F	Master's degree	Director of Logistics Department	15
Interviewee 5	58	M	Master's degree	Director of the Academic Affairs Office	24
Interviewee 6	58	F	Master's degree	Director of enrollment Office	22
Interviewee 7	44	M	Master's degree	Dean of the School of Business Administration	14

Table 4.8 (Continue)

Interviewees	Age	Gender	Education	Job Title	Work experience In university (years)
Interviewee 8	42	F	Master's degree	Dean of the School of Art	10
Interviewee 9	60	M	Master's degree	Dean of the School of Humanities and Social Sciences	38
Interviewee10	38	F	Master's degree	Director of the Academic Affairs Office	14

The research team conducted 10 face-to-face interviews. Each interview was conducted one-on-one in a private location where others could not overhear the conversation, ensuring that the interviewees were not disturbed by other factors.

Interview results

1. According to the interview topic 1 "In your opinion ,How to improve the ability of mid-level administrators to plan the development goals of the organization and how about your suggestion in Structural Leadership for improving mid-level administrators leadership of private undergraduate universities in Guangdong ? " The guidelines for improving structural leadership following results are obtained.

1) Formulate clear school development goals, fully consider the actual situation of the school and the needs of teachers and students, and formulate feasible development goals;

2) Optimize the organizational structure, better integrate the resources, and improve the management efficiency;

3) Establish a scientific decision-making system to realize the long-term development of the school;

4) Establish a reasonable training, incentive and evaluation system to stimulate the enthusiasm and creativity of mid-level administrators.

2. According to the interview topic 2 "In your opinion ,How to improve the ability of mid-level administrators to strive for educational resources for school and how about your suggestion in Interpersonal Leadership for improving mid-level administrators leadership of private undergraduate universities in Guangdong ?" The guidelines for improving interpersonal leadership following results are obtained.

1) Establish a good interpersonal relationship, and enhance team cohesion through team-building activities and regular communication meetings;

2) Learn to listen to and respect others, listen to the opinions of others patiently, give positive feedback, and enhance the cohesion of the team;

3) Cultivate the ability to solve conflicts and deal with complex interpersonal relationships, solve problems fairly and objectively, and win the trust and respect of all parties;

4) Encourage team members to take responsibility and reach their potential, provide feedback and constructive criticism to help them improve and improve;

5) Keep learning and reflecting, summarize experience and lessons, and constantly improve their leadership style and communication skills; 6)Enhance the ability to innovate and adapt to change.

3. According to the interview topic 3"In your opinion, How to improve the ability of mid-level administrators to lead the school in educational thoughts, directions and goals and how about your suggestion in Educational Leadership for improving mid-level administrators leadership of private undergraduate universities in Guangdong ? "The guidelines for improving educational leadership following results are obtained.

1) Update educational concepts and improve professional skills.

2) Optimize the management and allocation to provide resource guarantee.

3) Keep learning and reflecting, and summarize the experience and lessons learned.

4) Establish a clear educational vision and goals.

4. According to the interview topic 4 "In your opinion, How to improve the ability of mid-level administrators to lead change and how about your suggestion in Cultural Leadership for improving mid-level administrators leadership of private undergraduate universities in Guangdong ? "The guidelines for improving cultural leadership following results are obtained.

1) Improve cultural awareness and play a leading role.

2) Find the correct cultural positioning and improve the construction planning.

3) Strengthen cultural concepts and highlight characteristics and guidance.

4) Understand the school's core values and integrate them into your daily management.

5. According to the interview topic 5 "In your opinion, How to improve the ability of mid-level administrators to establish political alliances, and how about your suggestion in Political Leadership for improving mid-level administrators leadership of private undergraduate universities in Guangdong ? "he guidelines for improving political leadership following results are obtained.

1) Strengthen the study of political theory and improve political awareness.

2) Strengthen political practice and improve the ability to solve practical problems.

3) Understand the law of contradictions and master the handling skill.

4) Pay attention to school conflicts and strengthen communication.

5) Attach importance to the contradictions outside the school, and strive for win-win cooperation.

6) Have the ability to innovate and learn, constantly explore new development models and paths, and inject new impetus into the development of the school.

7) Strengthen democratic awareness, strengthen democratic management, improve the system and system, and attach importance to process supervision.

Table 4.9 Guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong.

Content	Guidelines
Improving Structural Leadership	1. Formulate clear school development goals, fully consider the actual situation of the school and the needs of teachers and students, and formulate feasible development goals. 2. Optimize the organizational structure, better integrate the resources, and improve the management efficiency. 3. Establish a scientific decision-making system to realize the long-term development of the school. 4. Establish a reasonable training , incentive and evaluation system to stimulate the enthusiasm and creativity of mid-level administrators.

Table 4.9 (Continue)

Content	Guidelines
Improving Interpersonal Leadership	1. Establish a good interpersonal relationship, and enhance team cohesion through team-building activities and regular communication meetings.
	2. Learn to listen to and respect others, listen to
	the opinions of others patiently, give positive feedback, and enhance the cohesion of the team.
	3. Cultivate the ability to solve conflicts and deal with complex interpersonal relationships, solve problems fairly and objectively, and win the trust and respect of all parties.
	4. Encourage team members to take responsibility and reach their potential, provide feedback and constructive criticism to help them improve and improve.
	5. Keep learning and reflecting, summarize experience and lessons, and constantly improve their leadership style and communication skills.
	6.Enhance the ability to innovate and adapt to change.

Table 4.9 (Continue)

Content	Guidelines
Improving Educational Leadership	1. Update educational concepts and improve professional skills. 2. Optimize the management and allocation to provide resource guarantee. 3. Keep learning and reflecting, and summarize the experience and lessons learned. 4. Establish a clear educational vision and goals.
Improving Cultural Leadership	1. Improve cultural awareness and play a leading role. 2. Find the correct cultural positioning and improve the construction planning. 3. Strengthen cultural concepts and highlight characteristics and guidance. 4. Understand the school's core values and integrate them into your daily management.

Table 4.9 (Continue)

Content	Guidelines
Improving Political Leadership	1. Strengthen the study of political theory and improve political awareness. 2. Strengthen political practice and improve the ability to solve practical problems. 3. Understand the law of contradictions and master the handling skills. 4. Pay attention to school conflicts and strengthen communication. 5. Attach importance to the contradictions outside the school, and strive for win-win cooperation. 6. Have the ability to innovate and learn, constantly explore new development models and paths, and inject new impetus into the development of the school. 7. Strengthen democratic awareness, strengthen democratic management, improve the system and system, and attach importance to process supervision.

Figure 4.1 Guidelines for Improving Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong
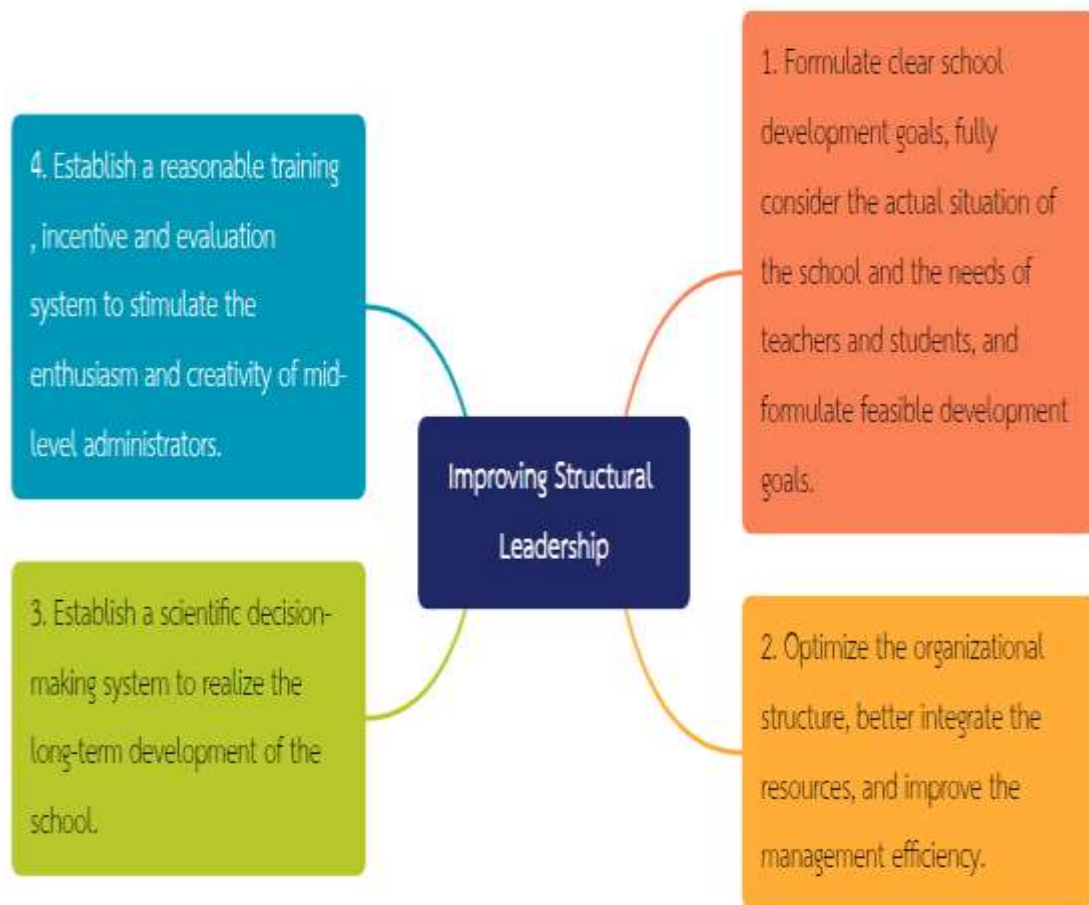
Figure 4.2 Guidelines for Improving Structural Leadership
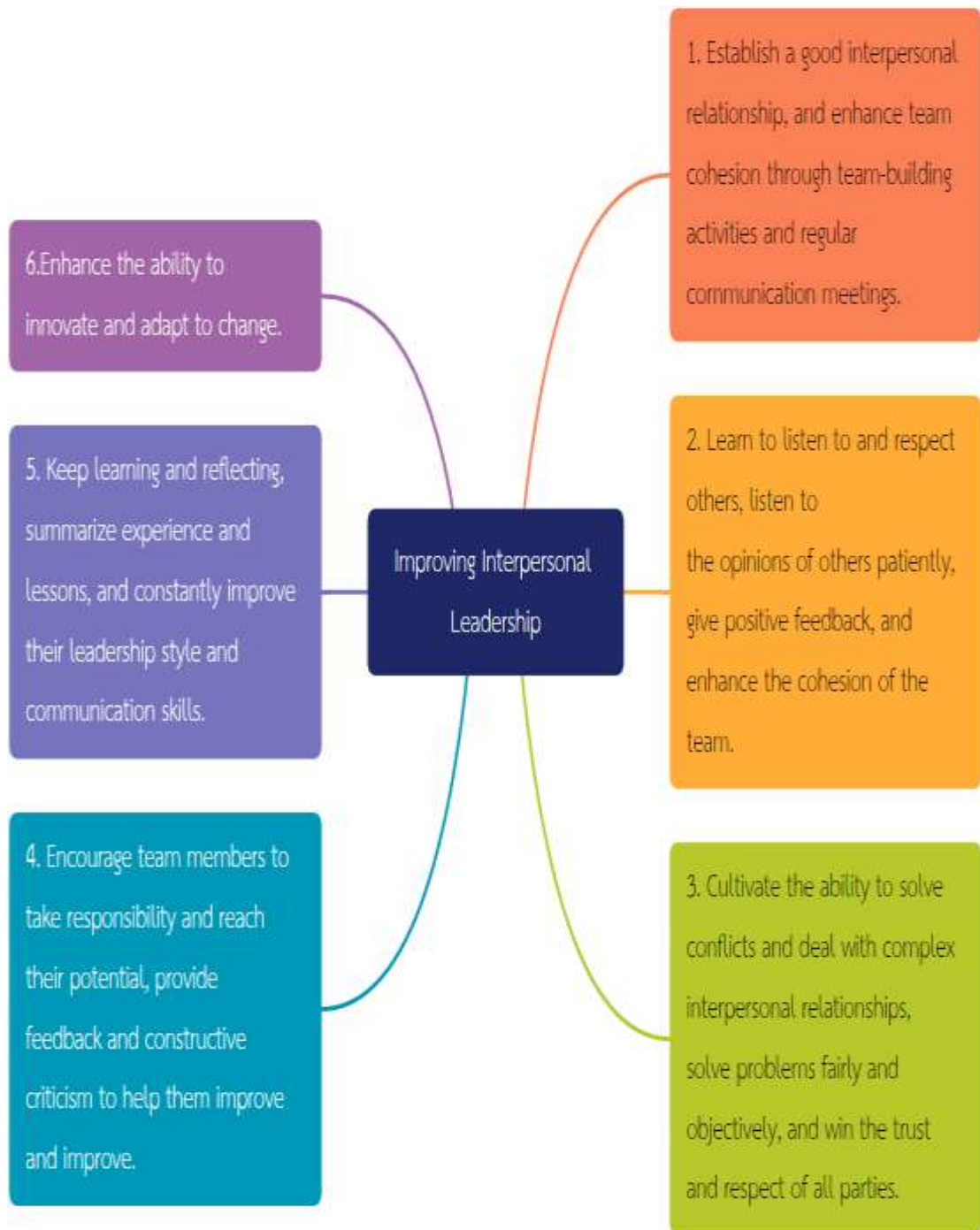
Figure 4.3 Guidelines for Improving Interpersonal Leadership

Figure 4.4 Guidelines for Improving Educational Leadership
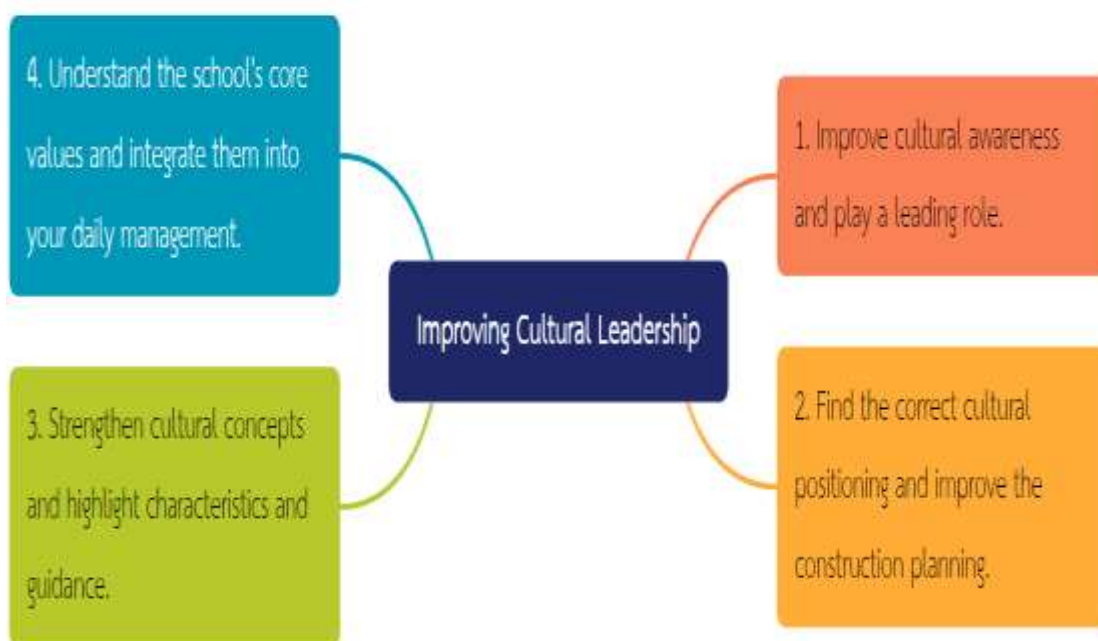
Figure 4.5 Guidelines for Improving Cultural Leadership
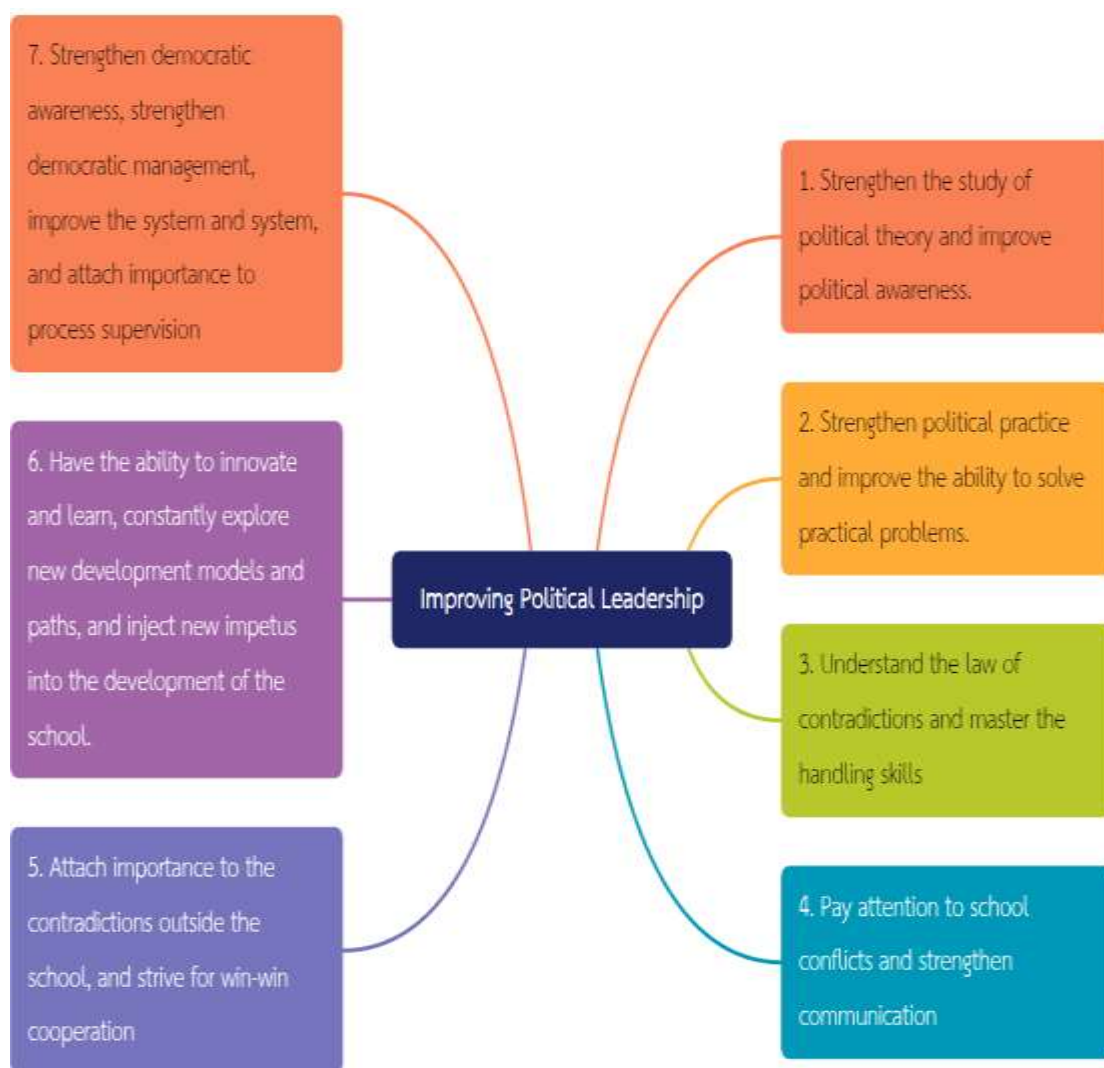
Figure 4.6 Guidelines for Improving Political Leadership

Part 4: The analysis result about the evaluation of the suitability and feasibility of guidelines for Improving mid-level administrators leadership of private undergraduate universities in Guangdong. Presented the data in the form of average value and standard deviation.

This part aims to evaluate the applicability and feasibility of guidelines for Improving mid-level administrators leadership of private undergraduate universities in Guangdong. To this end, 9 experts from 9 private undergraduate universities in Guangdong were invited to conduct an evaluation. They took the form of a 5-level rating scale, namely, the highest, high, average, low, and lowest. Respondents could only choose from one level. The calculation results are shown in the following table:

Table 4.10 Mean and standard deviation of expert evaluation of guidelines for Improving mid-level administrators leadership of private undergraduate universities in Guangdong

Guidelines	Suitability			Feasibility		
	$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
1 Improving Structural Leadership	4.67	0.49	Highest	4.64	0.50	Highest
2 Improving Interpersonal Leadership	4.61	0.51	Highest	4.65	0.49	Highest
3 Improving Educational Leadership	4.67	0.54	Highest	4.67	0.49	Highest
4 Improving Cultural Leadership	4.44	0.54	High	4.64	0.50	Highest
5 Improving Political Leadership	4.68	0.47	Highest	4.59	0.50	Highest
Total	**4.61**	**0.51**	**Highest**	**4.64**	**0.50**	**Highest**

According to Table 4.10, the data show that the suitability of the guidelines were at the highest level ($\overline{X}$ = 4.61), indicating the high suitability of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest suitability was improving political Leadership ($\overline{X}$ =4.68), followed by improving structural leadership ($\overline{X}$ = 4.67), and the lowest suitability was improving cultural leadership ($\overline{X}$ = 4.44).

The data show that the feasibility of the guidelines were at the highest level ($\overline{X}$= 4.64), indicating the high feasibility of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest feasibility was improving educational leadership ($\overline{X}$ = 4.67), followed by improving interpersonal leadership ($\overline{X}$ = 4.65), and the lowest feasibility was improving political leadership ($\overline{X}$ = 4.59).

Table 4.11 Mean and standard deviation of expert evaluation of guidelines for improving structural leadership of mid-level administrators of private undergraduate universities in Guangdong

Guidelines for Improving Structural Leadership	Suitability			Feasibility		
	$\overline{x}$	S.D.	Level	$\overline{x}$	S.D.	Level
1 Formulate clear school development goals, fully consider the actual situation of the school and the needs of teachers and students, and formulate feasible development goals.	4.67	0.50	Highest	4.67	0.50	Highest
2 Optimize the organizational structure, better integrate the resources, and improve the management efficiency.	4.78	0.44	Highest	4.78	0.44	Highest
3 Establish a scientific decision-making system to realize the long-term development of the school.	4.67	0.50	Highest	4.56	0.53	Highest
4 Establish a reasonable incentive and evaluation system to stimulate the enthusiasm and creativity of mid-level administrators.	4.56	0.53	Highest	4.56	0.53	Highest
Total	4.67	0.49	Highest	4.64	0.50	Highest

According to Table 4.11, the data show that the suitability of the guidelines for improving structural leadership were at the highest level ($\overline{X}$ = 4.67), indicating the high suitability of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest suitability was optimize the organizational structure, better integrate the resources, and improve the management efficiency ($\overline{X}$ = 4.78), followed by formulate clear school development goals, fully consider the actual situation of the school and the needs of teachers and students, and formulate feasible development goals and establish a scientific decision-making system to realize the long-term development of the school ($\overline{X}$ = 4.67), and the lowest suitability was establish a reasonable incentive and evaluation system to stimulate the enthusiasm and creativity of mid-level administrators ($\overline{X}$ = 4.56).

The data show that the overall expert evaluation of the feasibility of the guidelines for improving structural leadership were at the highest level ($\overline{X}$ = 4.64), indicating the high feasibility of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest feasibility was optimize the organizational structure, better integrate the resources, and improve the management efficiency ($\overline{X}$ = 4.78), followed by formulate clear school development goals, fully consider the actual situation of the school and the needs of teachers and students, and formulate feasible development goals ($\overline{X}$ = 4.56), and the lowest feasibility was establish a scientific decision-making system to realize the long-term development of the school and establish a reasonable incentive and evaluation system to stimulate the enthusiasm and creativity of mid-level administrators ($\overline{X}$ = 4.56).

Table 4.12 Mean and standard deviation of expert evaluation of guidelines for improving interpersonal leadership of mid-level administrators of private undergraduate universities in Guangdong

(n = 9)

Guidelines for Improving Interpersonal Leadership	Suitability			Feasibility		
	$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
1 Establish a good interpersonal relationship, and enhance team cohesion through team-building activities and regular communication meetings.	4.44	0.53	High	4.56	0.53	Highest
2 Learn to listen to and respect others, listen to the opinions of others patiently, give positive feedback, and enhance the cohesion of the team.	4.89	0.33	Highest	4.67	0.50	Highest
3 Cultivate the ability to solve conflicts and deal with complex interpersonal relationships, solve problems fairly and objectively, and win the trust and respect of all parties.	4.67	0.50	Highest	4.67	0.50	Highest
4 Encourage team members to take responsibility and reach their potential, provide feedback and constructive criticism to help them improve and improve.	4.56	0.53	Highest	4.78	0.44	Highest

Table 4.12 (Continue)

	Guidelines for Improving mid-level administrators leadership	Suitability			Feasibility		
		$\overline{x}$	S.D.	Level	$\overline{x}$	S.D.	Level
5	Keep learning and reflecting, summarize experience and lessons, and constantly improve their leadership style and communication skills.	4.33	0.71	High	4.78	0.44	Highest
6	Enhance the ability to innovate and adapt to change.	4.78	0.44	Highest	4.44	0.53	High
	Total	**4.61**	**0.51**	**Highest**	**4.65**	**0.49**	**Highest**

According to Table 4.12, the data show that the suitability of the guidelines for improving interpersonal leadership were at the highest level ($\overline{x}$ = 4.61), indicating the high suitability of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest suitability was learn to listen to and respect others, listen to the opinions of others patiently, give positive feedback, and enhance the cohesion of the team ($\overline{x}$ = 4.89), followed by enhance the ability to innovate and adapt to change ($\overline{x}$ = 4.78), and the lowest suitability was keep learning and reflecting, summarize experience and lessons, and constantly improve their leadership style and communication skills ($\overline{x}$ = 4.33).

The data show that the feasibility of the guidelines for improving interpersonal leadership were at the highest level ($\overline{x}$ = 4.65), indicating the high feasibility of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest feasibility was encourage team members to take responsibility and reach their potential, provide feedback and constructive criticism to help them improve and improve and keep learning and

reflecting, summarize experience and lessons, and constantly improve their leadership style and communication skills ($\overline{x}$ = 4.78), followed by learn to listen to and respect others, listen to the opinions of others patiently, give positive feedback, and enhance the cohesion of the team and cultivate the ability to solve conflicts and deal with complex interpersonal relationships, solve problems fairly and objectively, and win the trust and respect of all parties ($\overline{x}$ = 4.67), and the lowest feasibility was enhance the ability to innovate and adapt to change ($\overline{x}$ = 4.44).

Table 4.13 Mean and standard deviation of expert evaluation of guidelines for improving educational leadership of mid-level administrators of private undergraduate universities in Guangdong

(n = 9)

	Guidelines for Improving Educational Leadership	Suitability			Feasibility		
		$\overline{x}$	S.D.	Level	$\overline{x}$	S.D.	Level
1	Update educational concepts and improve professional skills.	4.67	0.50	Highest	4.67	0.50	Highest
2	Optimize the management and allocation to provide resource guarantee.	4.67	0.71	Highest	4.67	0.50	Highest
3	Keep learning and reflecting, and summarize the experience and lessons learned.	4.78	0.44	Highest	4.78	0.44	Highest
4	Establish a clear educational vision and goals.	4.56	0.53	Highest	4.56	0.53	Highest
	Total	**4.67**	**0.54**	**Highest**	**4.67**	**0.49**	**Highest**

According to Table 4.13, the data show that the suitability of the guidelines for improving educational leadership were at the highest level ($\overline{X}$ = 4.67), indicating the high suitability of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest suitability was keep learning and reflecting, and summarize the experience and lessons learned ($\overline{X}$ = 4.78), followed by update educational concepts and improve professional skills ($\overline{X}$ = 4.67), and the lowest suitability was establish a clear educational vision and goals ($\overline{X}$ = 4.56).

The data show that the feasibility of the guidelines for improving educational leadership were at the highest level ($\overline{X}$ = 4.67), indicating the high feasibility of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest feasibility was keep learning and reflecting, and summarize the experience and lessons learned ($\overline{X}$ = 4.78), followed by update educational concepts and improve professional skills and optimize the management and allocation to provide resource guarantee ($\overline{X}$ = 4.67), and the lowest feasibility was establish a clear educational vision and goals ($\overline{X}$ = 4.56).

Table 4.14 Mean and standard deviation of expert evaluation of guidelines for improving cultural leadership of mid-level administrators of private undergraduate universities in Guangdong

(n = 9)

Guidelines for Improving Cultural Leadership	Suitability			Feasibility		
	$\overline{x}$	S.D.	Level	$\overline{x}$	S.D.	Level
1 Improve cultural awareness and play a leading role.	4.11	0.60	High	4.56	0.53	Highest
2 Find the correct cultural positioning and improve the construction planning.	4.44	0.53	High	4.56	0.53	Highest
3 Strengthen cultural concepts and highlight characteristics and guidance.	4.67	0.50	Highest	4.78	0.44	Highest
4 Understand the school's core values and integrate them into your daily management.	4.56	0.53	Highest	4.67	0.50	Highest
Total	4.44	0.54	High	4.64	0.50	Highest

According to Table 4.14, the data show that the suitability of the guidelines for improving cultural leadership were at the high level and highest level ($\overline{x}$ = 4.44), indicating the high suitability of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest suitability was strengthen cultural concepts and highlight characteristics and guidance ($\overline{x}$ = 4.67), followed by understand the school's core values and integrate them into your daily management ($\overline{x}$ = 4.56), and the lowest suitability was improve cultural awareness and play a leading role ($\overline{x}$ = 4.11).

The data show that the feasibility of the guidelines for improving cultural leadership were at the high level and highest level ($\overline{x}$ = 4.64), indicating the high feasibility of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest feasibility was strengthen cultural concepts and highlight characteristics and guidance ($\overline{x}$ = 4.78), followed by understand the school's core values and integrate them into your daily management ($\overline{x}$ = 4.67), and the lowest feasibility was improve cultural awareness and play a leading role and find the correct cultural positioning and improve the construction planning ($\overline{x}$ = 4.56).

Table 4.15 Mean and standard deviation of expert evaluation of guidelines for improving political leadership of mid-level administrators of private undergraduate universities in Guangdong

Guidelines for Improving Political Leadership	Suitability			Feasibility		
	$\overline{x}$	S.D.	Level	$\overline{x}$	S.D.	Level
1 Strengthen the study of political theory and improve political awareness.	4.67	0.50	Highest	4.56	0.53	Highest
2 Strengthen political practice and improve the ability to solve practical problems.	4.78	0.44	Highest	4.56	0.53	Highest
3 Understand the law of contradictions and master the handling skills.	4.78	0.44	Highest	4.67	0.50	Highest
4 Pay attention to school conflicts and strengthen communication.	4.78	0.44	Highest	4.56	0.53	Highest
5 Attach importance to the contradictions outside the school, and strive for win-win cooperation.	4.44	0.53	High	4.33	0.50	High

Table 4.15 (Continue)

Guidelines for Improving Political Leadership	Suitability			Feasibility		
	$\overline{x}$	S.D.	Level	$\overline{x}$	S.D.	Level
6 Have the ability to innovate and learn, constantly explore new development models and paths, and inject new impetus into the development of the school.	4.56	0.53	Highest	4.67	0.50	Highest
7 Strengthen democratic awareness, strengthen democratic management, improve the system and system, and attach importance to process supervision.	4.78	0.44	Highest	4.78	0.44	Highest
Total	4.68	0.47	Highest	4.59	0.50	Highest

According to Table 4.15, the data show that the suitability of the guidelines for Improving political leadership were at the highest level ($\overline{x}$ = 4.68), indicating the high suitability and feasibility of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest suitability was strengthen political practice and improve the ability to solve practical problems, understand the law of contradictions and master the handling skills, pay attention to school conflicts and strengthen communication and strengthen democratic awareness, strengthen democratic management, improve the system and system, and attach importance to process supervision ($\overline{x}$ = 4.78), followed by strengthen the study of political theory and improve political awareness ($\overline{x}$ = 4.67), and the lowest suitability was attach importance to the contradictions outside the school, and strive for win-win cooperation ($\overline{x}$ = 4.44).

The data show that the feasibility of the guidelines for Improving political leadership were at the highest level ($\overline{X}$= 4.59), indicating the high feasibility of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest feasibility was strengthen democratic awareness, strengthen democratic management, improve the system and system, and attach importance to process supervision ($\overline{X}$= 4.78), followed by understand the law of contradictions and master the handling skills and have the ability to innovate and learn, constantly explore new development models and paths, and inject new impetus into the development of the school ($\overline{X}$= 4.67), and the lowest feasibility was attach importance to the contradictions outside the school, and strive for win-win cooperation *($\overline{X}$= 4.33).*

Chapter 5

Conclusion Discussion and Recommendations

The research in the guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong. The objectives of this study included: 1) To study the current situation of the mid-level administrators leadership of private undergraduate universities in Guangdong. 2) To develop the guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong. 3) To evaluate the suitability and feasibility of the guidelines for improving Mid-level administrators leadership of private undergraduate universities in Guangdong. There were including 5 following aspects: 1) Structural leadership, 2) Interpersonal Leadership, 3) Education Leadership, 4) Cultural Leadership, 5) Political Leadership. The sample group in this research were mid-level administrators in private undergraduate universities in Guangdong. The Interview group was 10 mid-level administrators. The research instruments were documents analysis, questionnaire, and structured interview. The statistic to analyze the data were percentage, mean, and standard deviation. The conclusion, discussion and recommendations of this research are as follows:

Conclusion

The research in the guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong. The researcher summarizes the conclusion into 3 parts, details as follows:

Part 1: The current situation of mid-level administrators leadership of private undergraduate universities in Guangdong.

Part 2: The guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong.

Part 3: the suitability and feasibility of guidelines for improving the mid-level administrators of private undergraduate universities in Guangdong.

Part 1: The current situation of mid-level administrators leadership of private undergraduate universities in Guangdong.

The current situation of leadership of mid-level administrators in 5 aspects was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was cultural leadership, followed by interpersonal leadership, and structural leadership was the lowest level.

Structural leadership was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was mid-level administrators actively participate in school operation planning and goal setting to ensure the smooth operation of the school, followed by mid-level administrators can task assignment according to the needs of the organization and the capabilities of employees, and mid-level administrators can plan the development goals of the organization was the lowest mean.

Interpersonal leadership was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was mid-level administrators can communicate smoothly with teachers and other staff, followed by mid-level administrators can build trust and team cohesion, and mid-level administrators can strive for education resources for the school was the lowest mean.

Educational leadership was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was mid-level administrators need to have possess effective organizational skills, followed by mid-level administrators can use their expertise to participate in instructional instruction, educational program development, and supervision and Mid-level administrators can improve the quality of teaching and promote the professional development of teachers, and mid-level administrators can lead the school's educational thoughts, directions and goals was the lowest mean.

Cultural leadership was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was mid-level administrators can understand and transfer organizational values, followed

by mid-level administrators can actively participate in and shape organizational culture, and mid-level administrators can lead change was the lowest mean.

Political leadership was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was mid-level administrators can promote the smooth achievement of school goals by creating a positive atmosphere and mediating internal conflicts and mid-level administrators can possess political awareness, followed by mid-level administrators can seek win-win and cooperation, and mid-level administrators can build political alliances was the lowest mean.

Part 2: The guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong.

The guidelines for improving mid-level administrators leadership in five aspects, which contain 25 guidelines. There are 4 guidelines for improving Structural leadership, 6 guidelines for improving Interpersonal leadership, 4 guidelines for improving Educational leadership, 4 guidelines for improving Cultural leadership , and 7 guidelines for improving Political leadership.

Improving structural leadership consisted of 4 guidelines: 1) Formulate clear school development goals, fully consider the actual situation of the school and the needs of teachers and students, and formulate feasible development goals; 2) Optimize the organizational structure, better integrate the resources, and improve the management efficiency; 3) Establish a scientific decision-making system to realize the long-term development of the school; 4) Establish a reasonable incentive and evaluation system to stimulate the enthusiasm and creativity of mid-level administrators.

Improving interpersonal leadership consisted of 6 guidelines: 1) Establish a good interpersonal relationship, and enhance team cohesion through team-building activities and regular communication meetings; 2) Learn to listen to and respect others, listen to the opinions of others patiently, give positive feedback, and enhance the cohesion of the team; 3) Cultivate the ability to solve conflicts and deal with complex interpersonal relationships, solve problems fairly and objectively, and win the trust and respect of all parties; 4) Encourage team members to take responsibility and reach

their potential, provide feedback and constructive criticism to help them improve and improve; 5) Keep learning and reflecting, summarize experience and lessons, and constantly improve their leadership style and communication skills; 6) Enhance the ability to innovate and adapt to change.

Improving educational leadership consisted of 4 guidelines:1) Update educational concepts and improve professional skills; 2) Optimize the management and allocation to provide resource guarantee; 3) Keep learning and reflecting, and summarize the experience and lessons learned; 4) Establish a clear educational vision and goals.

Improving cultural leadership consisted of 4 guidelines: 1) Improve cultural awareness and play a leading role; 2) Find the correct cultural positioning and improve the construction planning; 3) Strengthen cultural concepts and highlight characteristics and guidance; 4) Understand the school's core values and integrate them into your daily management.

Improving political leadership consisted of 7 guidelines: 1) Strengthen the study of political theory and improve political awareness; 2) Strengthen political practice and improve the ability to solve practical problems; 3) Understand the law of contradictions and master the handling skills; 4) Pay attention to school conflicts and strengthen communication; 5) Attach importance to the contradictions outside the school, and strive for win-win cooperation; 6) Have the ability to innovate and learn, constantly explore new development models and paths, and inject new impetus into the development of the school; 7) Strengthen democratic awareness, strengthen democratic management, improve the system and system, and attach importance to process supervision.

Part 3: the suitability and feasibility of guidelines for improving mid-level administrators of private undergraduate universities in Guangdong.

The suitability of the guidelines were at the highest level, indicating the high suitability of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest suitability was improving political leadership, followed by improving structural leadership, and the lowest suitability was improving Cultural Leadership. The feasibility of the guideline is at the

highest level, indicating the high feasibility of the guideline. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest feasibility was improving educational leadership, followed by improving Interpersonal Leadership, and the lowest feasibility was improving political leadership.

        The suitability of the guidelines for improving structural leadership were at the highest level, indicating the high suitability of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest suitability was optimize the organizational structure, better integrate the resources, and improve the management efficiency, followed by formulate clear school development goals, fully consider the actual situation of the school and the needs of teachers and students, and formulate feasible development goals and Establish a scientific decision-making system to realize the long-term development of the school, and the lowest suitability was establish a reasonable incentive and evaluation system to stimulate the enthusiasm and creativity of mid-level administrators. The feasibility of the guidelines for Improving structural leadership were at the highest level, indicating the high feasibility of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest feasibility was optimize the organizational structure, better integrate the resources, and improve the management efficiency, followed by formulate clear school development goals, fully consider the actual situation of the school and the needs of teachers and students, and formulate feasible development goals , and the lowest feasibility was establish a scientific decision-making system to realize the long-term development of the school and establish a reasonable incentive and evaluation system to stimulate the enthusiasm and creativity of mid-level administrators.

        The suitability of the guidelines for improving interpersonal leadership were at the highest level, indicating the high suitability of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest suitability was learn to listen to and respect others, listen to the opinions of others patiently, give positive feedback, and enhance the cohesion of the team, followed by enhance the ability to innovate and adapt to change, and the

lowest suitability was Keep learning and reflecting, summarize experience and lessons, and constantly improve their leadership style and communication skills. The feasibility of the guidelines for improving interpersonal leadership were at the highest level, indicating the high feasibility of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest feasibility was encourage team members to take responsibility and reach their potential, provide feedback and constructive criticism to help them improve and improve and Keep learning and reflecting, summarize experience and lessons, and constantly improve their leadership style and communication skills, followed by learn to listen to and respect others, listen to the opinions of others patiently, give positive feedback, and enhance the cohesion of the team and cultivate the ability to solve conflicts and deal with complex interpersonal relationships, solve problems fairly and objectively, and win the trust and respect of all parties, and the lowest feasibility was Enhance the ability to innovate and adapt to change.

The suitability of the guidelines for improving educational leadership were at the highest level, indicating the high suitability of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest suitability was keep learning and reflecting, and summarize the experience and lessons learned, followed by update educational concepts and improve professional skills, and the lowest suitability was establish a clear educational vision and goals. The feasibility of the guidelines for improving educational leadership were at the highest level, indicating the high feasibility of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest feasibility was keep learning and reflecting, and summarize the experience and lessons learned, followed by update educational concepts and improve professional skills and optimize the management and allocation to provide resource guarantee, and the lowest feasibility was establish a clear educational vision and goals.

The suitability of the guidelines for improving cultural leadership were at the high level and highest level, indicating the high suitability of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest

level were as following: the highest suitability was strengthen cultural concepts and highlight characteristics and guidance, followed by understand the school's core values and integrate them into your daily management, and the lowest suitability was improve cultural awareness and play a leading role. The feasibility of the guidelines for improving cultural leadership were at the high level and highest level, indicating the high feasibility of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest feasibility was strengthen cultural concepts and highlight characteristics and guidance, followed by understand the school's core values and integrate them into your daily management, and the lowest feasibility was improve cultural awareness and play a leading role, and Find the correct cultural positioning and improve the construction planning .

The suitability of the guidelines for Improving political leadership were at the highest level, indicating the high suitability and feasibility of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest suitability was strengthen political practice and improve the ability to solve practical problems, understand the law of contradictions and master the handling skills, pay attention to school conflicts and strengthen communication and strengthen democratic awareness, strengthen democratic management, improve the system and system, and attach importance to process supervision, followed by strengthen the study of political theory and improve political awareness, and the lowest suitability was attach importance to the contradictions outside the school, and strive for win-win cooperation. The feasibility of the guidelines for Improving political leadership were at the highest level, indicating the high feasibility of the guidelines. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest feasibility was strengthen democratic awareness, strengthen democratic management, improve the system and system, and attach importance to process supervision, followed by understand the law of contradictions and master the handling skills and have the ability to innovate and learn, constantly explore new development models and paths, and inject new impetus into the development of the school, and the lowest feasibility was attach importance to the contradictions outside the school, and strive for win-win cooperation.

Discussion

The research in the guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong. The researcher summarizes the discussion into 3 parts, details as follows:

Part 1: The current situation of mid-level administrators leadership of private undergraduate universities in Guangdong.

Part 2: The guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong.

Part 3: the suitability and feasibility of guidelines for improving the mid-level administrators of private undergraduate universities in Guangdong.

Part 1: The current situation of mid-level administrators leadership of private undergraduate universities in Guangdong.

The current situation of mid-level administrators leadership in five aspects was at medium level. This is because compared with public universities, private undergraduate universities may have certain gaps in resource acquisition, policy support and social recognition, which to some extent affects the possibility of mid-level administrators to obtain opportunities and resources for leadership improvement. Secondly, mid-level administrators' professional background and management knowledge and practical experience are also important factors affecting their leadership level. Some mid-level administrators may lack systematic management training, or fail to fully exercise and improve their leadership skills in practice, leading to deficiencies in team leadership, strategy formulation, problem solving and other aspects. In addition, organizational culture, leadership style, and team atmosphere can also have an impact on the leadership of mid-level administrators. If the organizational culture is not open and inclusive, or the leadership style is too centralized, it may limit the space for mid-level administrators to exert leadership. At the same time, the communication and cooperation mechanism and incentive mechanism within the team will also affect the leadership effect of mid-level administrators. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was cultural leadership, followed by interpersonal leadership, and structural leadership was the lowest level. The related to the research of Zheng

Yanxiang (2005, p.197-198). emphasized the need to define leadership from an organizational perspective, and proposed a theoretical model that includes the five dimensions of structural leadership, interpersonal leadership, political leadership, cultural leadership and educational leadership. He believes that through an in-depth study of these five dimensions, there can be a better understanding of the connotation of principal leadership. This leadership theory also applies to mid-level administrators in universities.

Structural leadership was at medium level. This is because there is still room for improvement in the mid-level administrators' ability to plan the development goals and development plans of the school, develop a reasonable school internal management system, provide appropriate technical support, and organize and coordinate the school development goals. This is consistent with the results of some studies. Related to Sun Lingling (2022, p32). research show that administrators have a little inexperience in formulating relevant policies and regulations, resulting in unsatisfactory implementation results. At the same time, they failed to break the existing situation and find a new way out and introduce new resources for the development of the school. Ma Lan (2020, p16-19). research show that Whether the staff participate in the major decisions of the school is an important manifestation; the perfect incentive and evaluation system helps motivate teachers and better participate in the management; leading the staff to develop together, formulate reasonable rules and development plans and ensure the normal operation of rules and regulations is an important embodiment of structural leadership. Ren Ke (2020, p.97). studies leadership in terms of university governance, which is consistent with the political leadership content of this study. He thinks building university managers leadership, in addition to the internal organization vision, and motivate, integrate the power of the organization members to practice, also need to take the rule of law means to deal with the balance of administrative power and academic power, especially under the background of modern governance of governance core actors and object through the construction of cultural space specification and lead. This is consistent with the current status of this study.

Interpersonal leadership was at high level. This is because the mid-level administrators of Guangdong private undergraduate universities pay attention to building trust and team cohesion, motivate team members, strengthen communication, and promote the development and growth of employees. Despite some achievements in interpersonal leadership, there is still room for improvement. This is consistent with the results of some studies. Related to Sun Lingling (2022, p33). research show that Interpersonal leadership skills need to be strengthened most, with low scores in caring for the real needs of staff and meeting the needs of faculty. Ma Lan (2020, P25). research shows that interpersonal leadership is above the middle level, and effective interpersonal leadership can effectively improve the development of the organization, and accelerate the implementation of advanced educational management concepts such as school education and democratic management.

Educational leadership was at high level. This is because the mid-level administrators of Guangdong private undergraduate universities can have effective organizational ability, decision-making ability and resource management ability, and realize the strategic plans and goals of the school, use their professional knowledge to participate in teaching guidance, the development and supervision of educational projects, improve the quality of teaching, and promote the professional development of teachers. This is consistent with the results of some studies. Related to Sun Lingling. (2022, p.35). research show that the high score of educational leadership indicates that administrators attach great importance to education work. The highest score can be seen that the administrators usually support the staff to keep learning and improve their professional level. Malan. (2020, p.21-25) examines the current situation of educational leadership from the aspects of students' emphasis on classroom, participation in teaching and research activities, and attention to teacher development. Research shows that although educational leadership has a good side, the overall leadership needs to be improved, and there are problems of lack of teaching leadership awareness, simplification of teaching quality evaluation, and contempt for the development of school-based curriculum. Liu Chao (2018, p.24). research showed that educational leadership scored the highest, indicating that managers attach great importance to teaching affairs in schools. He believes that educational leadership is an

important part of administrators 'leadership, and excellent educational leadership can stimulate teachers' inner strength and is a new driving force for school development.

      Cultural leadership was at high level. This is because the mid-level administrators of Guangdong private undergraduate universities have worked hard to understand and convey organizational values, shape organizational culture, motivate employees, provide appropriate training and development opportunities, help employees grow, promote teamwork, and lead change and innovation, but there is still some room for improvement. This is consistent with the results of some studies. Related to Sun Lingling (2022, p34). research show that leading the formation of school education values, it can be seen that the administrators attach great importance to the construction of school education and culture in their daily work. However, the score of "having rich imagination and innovation ability" is relatively low, which indicates that the administrators lack some innovation ability in cultural construction. This is consistent with the results of the present study. Deng Denghua (2021, p.56-62) shows that the cultural leadership of administrators is above the average level, which is because the concept of cultural leadership is biased, the role of cultural leadership is absent, the quality of cultural leadership is insufficient, and the cultural leadership is restricted by the outside. The current situation of this study is in line with the present study.

      Political leadership was at high level. This is because the mid-level administrators of Guangdong private undergraduate universities have ability to properly deal with various conflicts of interest inside and outside the school based on factual evidence. Possess political awareness, political intelligence and political communication skills, but they need to be further improved. This is consistent with the results of some studies. Related to Sun Lingling (2022, p.36). research show that Political leadership show that The administrators have the highest score based on the factual basis, and it can be seen that the administrators can be realistic and make rational judgment according to the factual basis. However, the score of "keen sense of conflicts of different interests" is low, which indicates that the sensitivity of conflicts of different stakeholders is not enough and the handling method is not flexible. Sun Mengliu. (2018, p.30). from the micro political point of view, contradiction is

concentrated between teachers, teachers and administrators, schools and the surrounding areas, these contradictions seemingly humble, but in many cases these small contradictions will have a huge impact on the normal school work, and even affect the development of the school. Only when the managers have the ability to resolve these contradictions, can they achieve the goal of harmonious coexistence and common development both inside and outside the school.

Part 2: The guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong.

The guidelines for improving mid-level administrators leadership in five aspects was at highest level, which contain 25 guidelines. There are 4 guidelines for improving Structural leadership, 6 guidelines for improving Interpersonal leadership, 4 guidelines for improving Educational leadership, 4 guidelines for improving Cultural leadership , and 7 guidelines for improving Political leadership.

Improving structural leadership consisted of 4 guidelines: 1) Formulate clear school development goals, fully consider the actual situation of the school and the needs of teachers and students, and formulate feasible development goals; 2) Optimize the organizational structure, better integrate the resources, and improve the management efficiency; 3) Establish a scientific decision-making system to realize the long-term development of the school; 4) Establish a reasonable training incentive and evaluation system to stimulate the enthusiasm and creativity of mid-level administrators. These guidelines were summarized based on the respondents' recommendations, This is consistent with the results of some studies. Liu Huan. (2022, p.42-53). proposed that optimizing the organizational structure can speed up the pace of school progress. Sun Lingling. (2022, p.39). proposed that the effective decision-making system is the premise to ensure that the school management can achieve the goal. Ma Lan. (2020, p.17) proposed that perfect incentive and evaluation system helps to mobilize the enthusiasm of teachers and better participate in school education and teaching and school management. Ouyang Lianxiang. (2020, p.33). proposed that we should strengthen the management of school affairs and take teaching as the core to ensure the efficient operation of the school. Administrators should carefully plan, clarify the work progress and time limit, and ensure that the staff have clear goals and

responsibilities. Attention should be paid to details, especially in talent training, and there cannot be any negligence. In addition, we should transcend the existing conditions, adapt measures to local conditions, run characteristic schools, and explore new opportunities for development. Therefore, developing structural leadership is the key to improve the leadership level of mid-level administrators in private undergraduate universities in Guangdong Province. By improving the ability of planning and goal setting, optimizing the organizational structure, cultivating the decision-making ability and management level, and establishing a sound incentive and evaluation system, the leadership ability of mid-level administrators can be effectively enhanced and the sustainable development of the organization can be promoted.

Improving interpersonal leadership consisted of 6 guidelines:1) Establish a good interpersonal relationship, and enhance team cohesion through team-building activities and regular communication meetings; 2) Learn to listen to and respect others, listen to the opinions of others patiently, give positive feedback, and enhance the cohesion of the team; 3) Cultivate the ability to solve conflicts and deal with complex interpersonal relationships, solve problems fairly and objectively, and win the trust and respect of all parties; 4) Encourage team members to take responsibility and reach their potential, provide feedback and constructive criticism to help them improve and improve; 5) Keep learning and reflecting, summarize experience and lessons, and constantly improve their leadership style and communication skills; 6) Enhance the ability to innovate and adapt to change . These guidelines were summarized based on the respondents' recommendations. This is consistent with the results of some studies. Sun Lingling. (2022, p.50). propose that Administrators should build good interpersonal relationships, listen to and respect others, and enhance the cohesion of the team. Administrators who are good at listening, communicating and adopting reasonable opinions will create a team full of vitality, vitality and combat effectiveness. Ma Lan. (2020, p.75). propose that Understanding the needs of teachers and paying attention to the development of teachers is one of the necessary abilities of principals, and also an important embodiment of the interpersonal leadership of university administrators. Liu Chao. (2018, p75-77). propose that deeply understand and respect the professional value of teachers, actively reflect their core position in teaching, and strengthen the

communication with teachers to build an efficient cooperation team. Through the implementation of open communication and human caring management strategy, we will effectively obtain the positive response of young teachers, stimulate their enthusiasm for work, and jointly create more excellent teaching value. Ouyang Lianxiang. (2014, p.33). propose that administrators with high interpersonal leadership are able to build mutual trust through sincere cooperation, and can respect, care for and support the majority of faculty and staff, so that they can feel the attention and care of leaders. Therefore, the development of interpersonal leadership is crucial to improve the leadership ability of mid-level administrators leaders in private undergraduate universities in Guangdong Province. Through effective communication, a focus on team member growth, conflict resolution and consensus building, and continuous learning and reflection, mid-level administrators can better lead the team towards common goals.

Improving educational leadership consisted of 4 guidelines: 1) Update educational concepts and improve professional skills; 2) Optimize the management and allocation to provide resource guarantee; 3) Keep learning and reflecting, and summarize the experience and lessons learned; 4) Establish a clear educational vision and goals. These guidelines were summarized based on the respondents' recommendations. This is consistent with the results of some studies. The results show that the educational leadership of mid-level administrators in private undergraduate universities in Guangdong is in the medium level. This shows that the mid-level administrators of private undergraduate universities in Guangdong need to be further improved in this respect. Sun Lingling. (2022, p.53-54) propose that educational leadership is mainly reflected in mid-level administrators with profound educational vision and values, and can lead the organization's educational ideas, directions and goals. Education leadership, for teachers for more high quality teaching resources, accept more professional teaching training, promote teachers' professional knowledge level and teaching ability, and promote the deepening of interdisciplinary teachers teaching reform, make their scientific research and professional level timely recognition of the school. Liu Huan. (2022, p.49-53) propose that only with strong professional skills in education and teaching can we lead and make teaching demonstration for

teachers, establish authority among teachers, put forward suggestions for teachers' professional development, urge teachers to improve the quality of classroom and improve the effect of classroom teaching. Ouyang Lianxiang.(2020, p.34) propose that teaching is the core mission of the school, and all the activities are closely conducted around teaching. As a valuable resource of the school, the improvement of their professional quality is crucial to the teaching quality. Therefore, when administrators build teaching leadership, they must go deep into every detail of practical teaching work. Teachers should be actively guided, continue to emphasize the professional nature of teaching work, and encourage and support them to improve their professional ability in education and teaching through continuous research and training. At the same time, it is necessary to pay close attention to the latest developments and information of education and teaching at home and abroad, collect all kinds of advanced educational achievements, and timely communicate and share with teachers, so that they can absorb and apply the new ideas and new methods of education and teaching. In addition, teachers should also actively strive for and provide them with all kinds of required teaching resources, to ensure that they can give full play to their teaching skills and achieve excellent teaching results. Mid-level administrators are not only administrative leaders, but also education leaders. Therefore, mid-level administrators need to keep learning and practice, master the latest educational concepts and management methods, and pay attention to improving their leadership and professional quality. At the same time, we also need to pay attention to the communication and innovative practice with teachers and students. Only in this way, can we better serve the school and the teachers and students, and promote the development of the university.

Improving cultural leadership consisted of 4 guidelines:1) Improve cultural awareness and play a leading role; 2) Find the correct cultural positioning and improve the construction planning; 3) Strengthen cultural concepts and highlight characteristics and guidance; 4) Understand the school's core values and integrate them into your daily management. These guidelines were summarized based on the respondents' recommendations. This is consistent with the results of some studies. Li Xungui. (2013, p.25). propose that to improve the cultural leadership ability, first of all, we should

have a scientific educational ideal. Secondly, we should be good at transforming the educational ideal into the common pursuit of the teaching staff in practice. Thirdly, to build a people-oriented management system and guidelines. Finally, attention should be paid to combining the inheritance and development of the fine traditional culture of the school with the innovation and reconstruction of the new school culture. Ouyang Lianxiang.(2020, p.34). propose that as a leader, we should stimulate a strong sense of mission and responsibility of the staff, be good at encouraging the morale of teachers and staff and stimulating the staff to have the best working state, so as to form a clear educational mission, belief and concept for the school. Süleyman Göksoy.(2016, p.988-995). propose that School administrators provide cultural leadership training and opportunities to establish administrative and organizational structures that enable school administrators to play their cultural leadership role and should be given opportunities to practice in this regard. Gong ke. (2020, p.49-52). propose that to improve the cultural leadership of leaders, we need to gather the value consensus of school community culture and activate the internal drive efficiency of school community culture. Therefore, the mid-level administrators of private undergraduate universities in Guangdong Province need to strengthen the practice and promotion of cultural leadership. Through a deep understanding of organizational culture, shaping characteristic culture, motivating employees, promoting teamwork and leadership change, mid-level administrators can constantly improve their cultural leadership skills and make greater contributions to the development of the school.

Improving political leadership consisted of 7 guidelines:1) Strengthen the study of political theory and improve political awareness; 2) Strengthen political practice and improve the ability to solve practical problems; 3) Understand the law of contradictions and master the handling skills; 4) Pay attention to school conflicts and strengthen communication; 5) Attach importance to the contradictions outside the school, and strive for win-win cooperation; 6) Have the ability to innovate and learn, constantly explore new development models and paths, and inject new impetus into the development of the school; 7) Strengthen democratic awareness, strengthen democratic management, improve the system and system, and attach importance to process supervision. These guidelines were summarized based on the respondents'

recommendations. This is consistent with the results of some studies. Zhu Jianli. (2013, p.43) propose that administrators must have the due quality, that is, high political theory literacy, strong leadership and executive ability, always maintain work passion, modesty and loyalty, good at summarizing and able to carry out work creatively. Sun Lingling (2022, p.55-56) propose that the management of a school is inseparable from its own internal environment and external social environment. Administrators should not only deal with the conflicts within the school, but also properly handle the relationship between the school and the outside world. Administrators should understand the laws of contradictions, master the skills of dealing with different contradictions, pay attention to the contradictions between inside and outside the school, strengthen communication and communication, and strive for win-win cooperation. Ouyang Lianxiang. (2014, p.34) propose that administrators should be able to foresee and skillfully deal with the conflicts of different interests in the school, and ease the tension, so as to obtain the support of different interests in the school. Administrators should be a shrewd organizer of coordination and negotiation, constantly improving their political leadership. Therefore, political leadership is one of the important competencies necessary for mid-level administrators. In order to improve the political leadership level of Mid-level administrators in private undergraduate universities in Guangdong Province, we need to strengthen the training and exercise of political theory study, practical training and communication ability training from many aspects. At the same time, strengthening the construction of organizational culture, establishing a sound training system and incentive mechanism are also essential guidelines. Only in this way can we cultivate a group of mid-level administrative leaders with excellent political leadership ability, and provide a strong guarantee for the development of private undergraduate universities in Guangdong Province.

Part 3: the suitability and feasibility of guidelines for improving the mid-level administrators of private undergraduate universities in Guangdong.

The suitability and feasibility of guidelines for improving mid-level administrators leadership in fiver aspects were at highest level with the values between

4.00 and 5.00, which means the guidelines for improving mid-level administrators leadership are suitability and feasibility.

The suitability and feasibility of improving structural leadership was highest level, indicating the high suitability and feasibility of the guideline. This is because in the design and implementation of the guidelines, it fully takes into account the actual needs of different organizations and different situations, thus ensuring its wide applicability and high degree of operability. Mid-level administrators can set clear and practical development goals, fully consider the current situation of the school and the needs of teachers and students, to ensure the feasibility of the goals. At the same time, the mid-level administrators pay attention to optimizing the organizational structure and integrating resources more effectively to improve the management efficiency. Mid-level administrators can establish a scientific decision-making system to realize the long-term development of the school. In addition, the private undergraduate universities in Guangdong province have established a reasonable training, incentive and evaluation system, which has stimulated the enthusiasm and creativity of Mid-level administrators. Related to Sun Lingling' concept (2022, p.49) of guidelines for improving Structural leadership, It is proposed that in the daily management work, we should insist on improving democratic consciousness, strengthening democratic management, perfecting the system system and attaching importance to process supervision. Ouyang Lianxiang (2014, p.33) put forward guidelines for improving political leadership, clarifying school rules and regulations, and strengthening structural leadership. Research shows that structural leadership is positively correlated with performance. Administrators should improve the management efficiency, clarify the work schedule and time limit, ensure that the staff have clear goals and responsibilities, and ensure the orderly development of the school work. At the same time, pay attention to the details of education, according to the school conditions innovation characteristic education, open up development opportunities. The guide of this research has high suitability and feasibility.

The suitability and feasibility of improving interpersonal leadership was highest level, indicating the high suitability and feasibility of the guidelines. This is because of the guidelines were summarized from the current surveys and interviews

and analyzed using the mean and standard deviation, which showed the highest level of suitability and feasibility. Mid-level administrators are able to build good interpersonal relationships and enhance team cohesion through team-building activities and regular communication meetings. Be able to listen to and respect others, listen to others patiently, and give positive feedback. Universities focus on cultivating the ability of Mid-level administrators to solve conflicts and deal with complex interpersonal relationships, to solve problems fairly and objectively, and to win the trust and respect of all parties. Mid-level administrators encourage team members to take responsibility and reach their potential, providing feedback and constructive criticism to help them improve and improve. Constantly learn and reflect, sum up the experience and lessons, and constantly improve the leadership style and communication skills. Enhance our ability to innovate and adapt to change.

Related to Sun Lingling' concept (2022, p.51-52) of guidelines for improving interpersonal leadership, It is proposed to dredge communication channels, gather collective wisdom, change management thinking, and stimulate the vitality of the team. Ouyang Lianxiang. (2014, p.33). emphasis on the needs of staff and the importance of interpersonal leadership. Administrators with excellent interpersonal leadership can show their respect and support for their faculty and staff through sincere cooperation and mutual trust, so that they can feel the recognition of their own value. Administrators should pay attention to the needs of faculty and staff, actively assist and meet them, solve problems with enthusiasm, and ensure that they experience achievement and value. At the same time, we should listen to and accept the opinions of the faculty and staff, create a democratic atmosphere of concentration, promote the harmonious relationship between the upper and lower levels, build a democratic and harmonious soft campus, and lay a foundation for sustainable development. The guidelines of this research has high suitability and feasibility.

The suitability and feasibility of improving educational leadership was highest level, indicating the high suitability and feasibility of the guideline. This is because of the guidelines were summarized from the current surveys and interviews and analyzed using the mean and standard deviation, which showed the highest level of suitability and feasibility. Mid-level administrators can constantly update

educational concepts, improve professional skills, optimize management and allocation, provide resource guarantee, constantly learn and reflect, and summarize experience and lessons. Generally, they will have a clear educational vision and goals. Related to Sun Lingling' concept (2022, p.53-54). of guidelines for improving Educational leadership, It is proposed to update the educational concept, improve the professional skills, optimize the management allocation, provide resource guarantee, attach importance to the school-based curriculum, and carry forward the characteristics of the school. Ouyang Lianxiang. (2014, p.34). proposed the guidelines for improving educational leadership, which emphasizes the enhancement of teaching professional ability. Teaching is the core of the school, and teachers' quality affects the teaching quality. Administrators should go deep into teaching practice, guide teachers to improve their professionalism, and stimulate their enthusiasm for research and study. At the same time, pay attention to education trends, share advanced achievements, and encourage teachers to absorb and apply them. Actively strive for teaching resources for teachers, to achieve high-quality teaching effect. Jointly enhance educational leadership and promote the sustainable development of the school. The guidelines of this research has high suitability and feasibility.

The suitability and feasibility of improving cultural leadership was highest level, indicating the highest suitability and feasibility of the guidelines. This is because of the cultural leadership guidelines are characterized by deep understanding and respect for diversity, practice and operability, continuous update and iteration, a wide range of application, and intensive training and support. These features allow these guidelines to provide valuable guidance in a variety of cultural settings to help leaders better address multicultural challenges. Mid-level administrators can constantly improve their cultural awareness and play a leading role. They can find the right cultural orientation and improve the implementation plan. Have a strong cultural concept, can highlight the characteristics. Furthermore, mid-level administrators understand the school's core values and incorporate them into their daily management. Related to Bai Haiyan. (2019, p.64-66). of guidelines for improving cultural leadership, it is proposed to Provide a set of guidelines to comprehensively improve cultural leadership, and deepen the level of cultural cognition; take value as the guide,

strengthen the ability of cultural selection; exert the unique advantages, effectively convey the charm of school culture; promote the innovation and development of school culture, and at the same time, carry out cultural evaluation scientifically through systematic layout to ensure the continuous improvement of cultural leadership. Sun Lingling. (2022, p.51-52). proposed a set of detailed cultural leadership promotion guide, aiming to deepen cultural awareness, so as to play a leading role; accurately locate cultural connotation, improve cultural construction planning; strengthen cultural concept, highlight the core position of characteristic leading. Ouyang Lianxiang. (2014, p.34). emphasizes inspiring vision and strengthening mission to enhance cultural leadership. A charming administrator need to have positive energy and the impact of cultural leadership on performance. Administrators should stimulate the sense of mission and responsibility of the staff, encourage morale, stimulate the best working status, and form a clear educational mission and concept. At the same time, strive for off-campus cooperation resources to enhance the strength and influence of the school. Administrators also need to have creativity and imagination, draw a grand blueprint, and create a positive and vibrant campus culture. Kong Li. (2016, p.55). put forward guidelines to improve cultural leadership. She believes that attention must be paid to provide effective training, awaken managers 'awareness of value guidance, and implement the principal's value leadership action. The guidelines of this research has high suitability and feasibility.

The suitability and feasibility of improving political leadership was highest level, indicating the high suitability and feasibility of the guideline. This is because of the Political leadership guidelines have the comprehensive advantages of key factors such as timeliness and foresight, comprehensiveness and systematization, practicality and operability, flexibility and adaptability, science and rigor, and feedback and continuous improvement. Mid-level administrators pay attention to strengthening the research of political theory and have a high political consciousness. Through political practice, to have the ability to solve practical problems. They understand the laws of contradiction and master the handling skills. Pay attention to school conflicts and strengthen communication. Pay importance to the contradictions outside the school, strive for win-win cooperation. With the ability to innovate and learn, we

constantly explore new development models and paths, and inject new impetus into the development of the school. Mid-level administrators also attach importance to strengthening democratic consciousness, strengthening democratic management, improving the system and system, and attaching importance to process supervision. Related to Sun Lingling' concept (2022, p.55-56). of guidelines for improving political leadership,It is proposed to understand the law of contradictions, master the handling skills, pay attention to the contradictions in the school, strengthen communication, pay attention to the contradictions outside the school, and strive for win-win cooperation. Sun Mengliu. (2018, p.33). to resolve internal contradictions make the school management more open, resolve the school development, high political leadership level of school internal contradictions and conflicts and reasonable, and will use their wisdom or with the help of good system and mechanism to handle, coordinate and balance between teachers, teachers and management cadres, the contradiction between school and society, make the school in a state of steady increase, good development. Ouyang Lianxiang. (2014, p.34). proposed that managers need to keenly foresee and efficiently deal with various internal interest conflicts in order to strengthen their political leadership. Must win the broad support and firm support of the staff to ensure the smooth progress of the work. Therefore, managers should have foresight, and skillfully resolve the conflicts between different interest groups in the school, so as to ease the tension, and then gain the trust and support of all stakeholders in the school. He should be a great coordinator and negotiator to continue to improve his political leadership to lead the school towards a higher goal. The guidelines of this research has high suitability and feasibility.

Recommendations

Implication

The research results showed that the recommendations about guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong are as follows:

1. In terms of structural leadership, the survey results showed that the lowest scores are for "Mid-level administrators being able to plan the organization's development goals". Mid-level administrators should make clear school development goals, fully considering the actual situation of the organization and the needs of teachers and students. Provide training and development plans for mid-level administrators to help them improve their planning and management skills and meet their needs for career development. Improve the comprehensive quality of mid-level administrators. Develop reasonable school internal management system. Clarify the responsibilities and power of mid-level administrators, establish a scientific management system and process, to ensure the efficient development of all work.

2. In terms of interpersonal leadership, the survey results showed that the lowest score was "mid-level administrators can strive for education resources for the school". Mid-level Administrators should enhance communication, improve project planning and implementation, strengthen teamwork and resource integration, strengthen learning and self-improvement, and establish feedback and evaluation mechanism, so as to significantly improve the ability to win educational resources for the school and help the sustainable development of the school.

3. In terms of educational leadership, the survey results showed that the lowest score was "mid-level administrators can lead the school's educational thoughts, directions and goals". Mid-level administrators should strengthen training and learning to improve the educational vision and values of mid-level administrators. Encourage mid-level administrators to participate in education reform and practice and accumulate practical experience. Establish effective incentive mechanism to stimulate the enthusiasm and creativity of mid-level administrators. Constantly update the educational concept and management methods to meet the needs of The Times. Pay attention to teamwork and teacher team building.

4. In terms of cultural leadership, the survey results showed that the lowest score was "mid-level administrators can lead change". Mid-level administrators should strengthen the training of innovation concept and enhance the innovation consciousness of mid-level administrators. Provide the opportunities for innovation practice and exercise the innovation ability of mid-level administrators. Establish innovation incentive mechanism to stimulate the innovation potential of mid-level administrators. Build an innovation platform to provide rich innovation resources and information support for mid-level administrators. Encourage mid-level administrators to cooperate across different departments and stimulate the collaborative innovation ability within the organization. Encourage mid-level administrators to actively participate in the construction and dissemination of organizational culture, and enhance the cohesion and influence of organizational culture. Set an example, and influence and motivate the staff through their own behaviors.

5. In terms of political leadership, the survey results showed that the lowest score was "mid-level administrators can build political alliances". Mid-level administrators should strengthen the study of political theory and improve the political consciousness and cooperation consciousness of mid-level administrators. Strengthen practical training and enhance the coordination and cooperation ability of mid-level administrators. Strengthen the training of communication ability and improve the efficiency of communication and cooperation between mid-level administrators and all parties. Establish a sound political alliance mechanism to promote and promote the cooperation and development of all parties. Pay attention to political sensitivity and follow the national policy orientation to provide strong political guarantee for the development of the university.

Future Researches

       1. Expand the scope of research: In addition to Mid-level administrators, future research can also include senior managers and other management-level managers into the research scope, so as to form a more comprehensive leadership research system.

       2. Introduce new research methods: In addition to the traditional questionnaire survey and statistical analysis methods, future research can try to introduce qualitative research methods such as case study, field observation and in-depth interview, so as to have a deeper understanding of the leadership improvement process and influencing factors of Mid-level administrators.

       3. Combination of policy and practice: Combine the research results with the actual operation of private universities in Guangdong Province to provide specific suggestions and strategies for the leadership development of schools. At the same time, these results can also be fed back to the relevant policy makers to provide decision support for the development of private higher education.

       4. Cross-cultural leadership research: Considering the multicultural background of Guangdong Province, studying how Mid-level administrators can exert their leadership in a multicultural environment is of great significance to improve their coping ability in a complex environment.

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Appendix

Appendix A

List of Specialists and Letters of Specialists Invitation

for IOC Verification

List of Specialists and Letters of Specialists Invitation for IOC Verification

Serial number	Name (Title)	The Sample Group
1	Associate Professor Dr.Sun Chunchang	Nanning Normal University
2	Professor Dr.Chen Jianlu	Guizhou Normal University
3	Professor Dr.Yu Wenwu	Guiyang University
4	Professor Dr.Ye Beibei	Guangxi Normal University
5	Professor Dr.Yang Supingi	Nanning Normal University

Appendix B

Official Letter

Ref.No. MHESI 0643.14/ ๖๙

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

1๙ January 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Ma Huanling, Guangxi Normal University

      Miss Wu Xiaoying is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong"

      The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

      With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
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Ref.No. MHESI 0643.14/ 70

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

1ๆ January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Li Guanghai, Guangxi Normal University

Miss Wu Xiaoying is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong"

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Ref.No. MHESI 0643.14/ 71

Bansomdejchaopraya Rajabhat University
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Thonburi Bangkok 10600

19 January 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Zhang Xiaofeng, Shanghai Normal University

      Miss Wu Xiaoying is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong"

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Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

๑๙ January 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Zhou Haiming, Shangdong University of science and technology

      Miss Wu Xiaoying is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong"

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Bansomdejchaopraya Rajabhat University
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Thonburi Bangkok 10600

19 January 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Wei Jiachao, Nanning Normal University

      Miss Wu Xiaoying is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong"

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Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

ꓭꓭ January 2024

RE: Request for Data Collection

Dear   Zhuhai University of Science and Technology

      Miss Wu Xiaoying is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong"

      The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

      With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

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Ref.No. MHESI 0643.14/ ??

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Request for Data Collection

Dear   Zhanjiang University of Science and Technology

   Miss Wu Xiaoying is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong"

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Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

1ๆ January 2024

RE: Request for Data Collection

Dear   University of Electronic Science and Technology of China, Zhongshan Institute

    Miss Wu Xiaoying is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong"

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Ref.No. MHESI 0643.14/ ๒๑

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

๑๙ January 2024

RE: Invitation to Evaluate the guideline

Dear   Professor Dr. Li Peixiang, Guangzhou University of Science and Technology

      Miss Wu Xiaoying is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong"

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Dean of Graduate School

Bansomdejchaopraya Rajabhat University
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Ref.No. MHESI 0643.14/ 62

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Invitation to Evaluate the guideline

Dear   Professor Dr. Zhang Zheng, Dongguan City University

Miss Wu Xiaoying is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong"

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Ref.No. MHESI 0643.14/ ˡ³

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

1ᑊ January 2024

RE: Invitation to Evaluate the guideline

Dear   Associate Professor Dr. He Shuai, Dongguan City University

      Miss Wu Xiaoying is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong"

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Bansomdejchaopraya Rajabhat University
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Thonburi Bangkok 10600

19 January 2024

RE: Invitation to Evaluate the guideline

Dear   Professor Dr. Luo Ruxue, Zhanjiang University of Science and Technology

   Miss Wu Xiaoying is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong"

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Bansomdejchaopraya Rajabhat University
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19 January 2024

RE: Invitation to Evaluate the guideline

Dear   Professor Dr. Liu Ming, Zhuhai University of Science and Technology

        Miss Wu Xiaoying is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong"

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19 January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr. Zhang Qingli, Zhuhai University of Science and Technology

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Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

1๓ January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr. Qin Yanhua, University of Electronic Science and Technology of China, Zhongshan Institute

Miss Wu Xiaoying is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong"

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Ref.No. MHESI 0643.14/ ๖๙

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

๑๑ January 2024

RE: Invitation to Evaluate the guideline

Dear   Professor Dr. Xu Jianhua, University of Electronic Science and Technology of China,
Zhongshan Institute

   Miss Wu Xiaoying is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong"

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Dean of Graduate School

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Appendix C

Research Instrument

1. Survey Questionnaire

Survey Questionnaire on Guidelines for Improving Mid-level Administrators

Leadership of Private Undergraduate Universities in Guangdong

Instructions:

In order to understand the current situation of leadership of Mid-level administrators in private undergraduate universities in Guangdong and put forward development guidelines conducive to cultivating leadership of Mid-level administrators, a questionnaire survey was conducted on Mid-level administrators in private universities in Guangdong. Each question and answer in this questionnaire is not right or wrong, and the answers you provide will only be used for the overall statistical analysis. They will never be handled separately or publicly available, and the information will be kept strictly confidential and will not be disclosed to anyone. You do not need to provide your personal name when filling out the questionnaire. Please feel free to answer these questions.

Part 1: Respondent Status (Personal Information)

1. School:

☐ Guangzhou Institute of science and Technology

☐ Dongguan City University

☐ Zhuhai University of Science and Technology

☐ Zhanjiang University of Science and Technology

☐ University of Electronic Science and Technology of China, Zhongshan Institute

2. Gender:

☐ male;

☐ female

3. Age:

☐ 25 years old or below;

☐ 26 to 35;

☐ 36 to 45;

☐ 46 to 55;

☐ 56 years old or up

4. Education:

☐Bachelor degree;

☐A master's degree;

☐Doctoral degree

5. Position:

☐Teaching assistant;

☐The lecturer or Assistant Professor;

☐Associate professor;

☐Professor

6. Experience:

☐within 5 year;

☐5 to 10 years;

☐11 to 15 years;

☐16 to 20 years;

☐More than 20 years

Part 2: Questionnaire

No.	Mid-level Administrators Leadership	5	4	3	2	1
	Structural Leadership					
1	Mid-level administrators can plan the development goals of the organization					
2	Mid-level administrators can plan the development plans of the organization					
3	Mid-level administrators can formulate reasonable school internal management systems					
4	Mid-level administrators can provide appropriate technical support					

No.	Mid-level Administrators Leadership	5	4	3	2	1
5	Mid-level administrators can organize and coordinate the school's development goals					
6	Mid-level administrators actively participate in school operation planning and goal setting to ensure the smooth operation of the school					
7	Mid-level administrators attach importance to organizational structure design					
8	Mid-level administrators can carry out effective decision-making management					
9	Mid-level administrators can formulate a complete incentive and evaluation system					
10	Mid-level administrators can task assignment according to the needs of the organization and the capabilities of employees					
11	Mid-level administrators can resource allocation					
12	Mid-level administrators can establish an effective performance evaluation system					
13	Mid-level administrators can provide timely feedback and support to employees					
	Interpersonal Leadership					
1	Mid-level administrators can understand and manage their emotions					
2	Mid-level administrators can establish a positive relationship with others					
3	Mid-level administrators can mutual trust with others					
4	Mid-level administrators can communicate smoothly with teachers and other staff					

No.	Mid-level Administrators Leadership	5	4	3	2	1
5	Mid-level administrators can create diversified and inclusive work environment					
6	Mid-level administrators can build trust and team cohesion					
7	Mid-level administrators can inspire team members work motivation					
8	Mid-level administrators can provide effective supervision and feedback, rewarding individuals and teams based on their work performance					
9	Mid-level administrators can focus on promote staff development and growth					
10	Mid-level administrators can establish good contact with external					
11	Mid-level administrators can strive for education resources for the school					
	Educational Leadership					
1	Mid-level administrators can have profound educational vision and values					
2	Mid-level administrators can lead the school's educational thoughts, directions and goals					
3	Mid-level administrators can ensure that the school's educational goals adapt to the needs of the times					
4	Mid-level administrators can communicate educational vision to the school community					
5	Mid-level administrators can drive educational policy implementation					
6	Mid-level administrators can drive teaching reform					

No.	Mid-level Administrators Leadership	5	4	3	2	1
7	Mid-level administrators can drive curriculum development					
8	Mid-level administrators need to have possess effective organizational skills					
9	Mid-level administrators have effective decision-making skills					
10	Mid-level administrators have effective resource management skills					
11	Mid-level administrators can use their expertise to participate in instructional instruction, educational program development, and supervision					
12	Mid-level administrators can improve the quality of teaching and promote the professional development of teachers					
	Cultural Leadership					
1	Mid-level administrators can promote the cultural building					
2	Mid-level administrators can promote development of the organization by understanding					
3	Mid-level administrators can shaping the organizational culture					
4	Mid-level administrators can lead the organizational culture					
5	Mid-level administrators can effective communication and cooperation with employees and other stakeholders.					
6	Mid-level administrators can understand and transfer organizational values					

No.	Mid-level Administrators Leadership	5	4	3	2	1
7	Mid-level administrators can actively participate in and shape organizational culture					
8	Mid-level administrators can motivate employees so that they resonate with the mission and goals of the institution and realize their potential					
9	Mid-level administrators can help employees grow by providing appropriate training and development opportunities					
10	Mid-level administrators can facilitate collaboration and promote teamwork across departments within the institution					
11	Mid-level administrators can lead change					
12	Mid-level administrators can lead innovation					
	Political Leadership					
1	Mid-level administrators can deal with various conflicts of interest within and outside the school based on factual evidence					
2	Mid-level administrators can possess political awareness					
3	Mid-level administrators can possess political IQ					
4	Mid-level administrators can possess political communication skills					
5	Mid-level administrators can coordinate, balance and resolve various interest conflicts					
6	Mid-level administrators can help organization to reduce internal friction					
7	Mid-level administrators can help organization form synergy					

No.	Mid-level Administrators Leadership	5	4	3	2	1
8	Mid-level administrators can provide guidance and support for the development direction of the school					
9	Mid-level administrators can build political alliances					
10	Mid-level administrators can seek win-win and cooperation					
11	Mid-level administrators can promote the smooth achievement of school goals by creating a positive atmosphere and mediating internal conflicts					

2. Interview Outline

Interview outline of Guidelines for Improving Mid-Level Administrators

leadership of Private Undergraduate Universities in Guangdong

Instructions:

The interviewees in this study are 10 mid-level administrators in private undergraduate universities in Guangdong, who were obliged to ensure that they had the following conditions: (a) At least 5 years as a mid-level administrators in private undergraduate universities in Guangdong; (b) must have a deep understanding of leadership; (c) must be willing to participate in recorded structured interviews; (d) must be willing to review the transcripts of their interviews for validation.

Part 1: Respondent Status (Personal Information)

1. Name (Interviewee):

2. Position:

3. School:

4. Date of Interview:

5. Length of interview:

Part 2 Interview outline

Content	Question
Structural Leadership	1. In your opinion ,How to improve the ability of mid-level administrators to plan the development goals of the organization and how about your suggestion in Structural Leadership for improving mid-level administrators leadership of private undergraduate universities in Guangdong ?
Interpersonal Leadership	2. In your opinion ,How to improve the ability of mid-level administrators to

Content	Question
	strive for educational resources for school and how about your suggestion in Interpersonal Leadership for improving mid-level administrators leadership of private undergraduate universities in Guangdong ?
Educational Leadership	3. In your opinion, How to improve the ability of mid-level administrators to lead the school in educational thoughts, directions and goals and how about your suggestion in Educational Leadership for improving mid-level administrators leadership of private undergraduate universities in Guangdong ?
Cultural Leadership	4. In your opinion,How to improve the ability of mid-level administrators to lead change and how about your suggestion in Cultural Leadership for improving mid-level administrators leadership of private undergraduate universities in Guangdong ?
Political Leadership	5. In your opinion, How to improve the ability of mid-level administrators to establish political alliances, and how about your suggestion in Political Leadership for improving mid-level administrators leadership of private undergraduate universities in Guangdong ?

1. In your opinion ,How to improve the ability of mid-level administrators to plan the development goals of the organization and how about your suggestion in Structural Leadership for improving mid-level administrators leadership of private undergraduate universities in Guangdong ?

Interviewee 1

There are multiple options for mid-level administrators to improve structural leadership.

1) Mid-level administrators need to establish clear goals and plans so that each team member is clearly aware of their tasks and responsibilities.

2) Mid-level administrators should establish an effective set of incentive and evaluation system to stimulate their work enthusiasm and enthusiasm.

3) Mid-level administrators should pay attention to team building and enhance team cohesion and centripetal force.

Interviewee 2

1) Clarify the development direction of the school, and make a reasonable development plan according to the actual situation.

2) Mid-level administrators need to optimize the organizational structure and improve the management efficiency.

3) Mid-level administrators also need to constantly learn new technologies, new knowledge and new methods to improve their professional quality and management level.

Interviewee 3

1) Mid-level administrators should have the ability of overall development planning and goal setting of the organization, and make feasible plans and goals according to the organizational situation and development needs.

2) University-level leaders should provide sufficient support and guidance to mid-level administrators to help them better complete the planning and goal setting.

3) Mid-level administrators should pay attention to the design and optimization of the organizational structure.

4) mid-level administrators should have the ability of scientific decision-making and management, so as to make correct decisions and management according to the actual situation.

5) Establish a perfect incentive and evaluation system to stimulate the enthusiasm and innovative spirit of mid-level administrators.

Interviewee 4

1) Intensive training and learning for Mid-level administrators to improve professionalism and skills.

2) Optimizing org structure and processes for better work efficiency and a positive work atmosphere.

3) Refining the incentive and evaluation systems to encourage admins' creativity and innovation.

4) Encourage Mid-level administrators to embrace new ideas and break free of traditional constraints.

5) Emphasize teambuilding, leveraging each person's strengths, and fostering unity in facing challenges.

6) Continuous self-reflection, learning from experience, and ongoing leadership development.

Interviewee 5

1) To establish the development goals of the school, the mid-level administrators should formulate practical development goals on the basis of fully considering the actual situation of the school and the needs of students.

2) Optimizing the organizational structure is essential to achieving structural leadership.

3) The establishment of a scientific decision-making system is also an important part of structural leadership.

4) By setting up a reasonable incentive and evaluation mechanism, the enthusiasm and innovative spirit of mid-level administrators can be stimulated.

5) The rationality of task and resource allocation is also the key link of structural leadership. Reasonable allocation of tasks ensures a smooth workflow, while optimizing resource allocation improves work efficiency.

6) The establishment of performance evaluation and feedback mechanism is conducive to continuous improvement.

Interviewee 6

1) It is crucial to clarify the organizational structure and the responsibilities of mid-level administrators, and this structure should facilitate responsibility implementation and effective decision-making.

2) Providing the resources and support needed for mid-level administrators to perform their duties is also critical, including providing them with training and development opportunities to improve their leadership.

3) A culture of advocating collaboration and team spirit is crucial. mid-level administrators are encouraged to work with other departments and branches to achieve common goals.

4) Regular evaluation of Mid-level administrators performance and providing feedback is essential.

Interviewee 7

1) Staff participation in school management: The organization should open up diversified communication channels, so that the staff can freely express their opinions and suggestions. Develop and implement relevant systems to ensure that faculty and staff are democratically involved in school or departmental affairs. Respect the wishes of the staff and encourage them to actively participate in school management. To listen to opinions and suggestions extensively, gather the wisdom of all teachers and students, and form a common will.

2) Construction of democratic management: The construction of democratic management is a continuous process, which needs constant adjustment and improvement. Establish the corresponding supervision institutions to supervise the school management. We should not only have a decision-making system, but also pay attention to the supervision in the implementation process. mid-level administrators should make clear the development direction of the school to ensure the smooth implementation of the plan. In the process of decision-making, we should not only take rigid measures, but also pay attention to flexible measures.

3) Clear responsibilities, rewards and punishments: Everyone should clarify their responsibilities and avoid prevarication and overlapping responsibilities. The reward and punishment system should be fair, objective, reasonable and appropriate to ensure that both incentives and punishment can play a role. Pay attention to the progress of the specific work, monitor the implementation environment, and ensure the smooth progress of the work.

Interviewee 8

1) Mid-level administrators should make plans, solve problems, and complete tasks. Through teamwork, mid-level administrators can give full play to the strengths and potential of each member to maximize the overall benefits.

2) Mid-level administrators need to constantly learn and improve their abilities. Through learning and training, they can improve their planning and management skills and make a greater contribution to the development of the school.

3) Mid-level administrators must love their job. They should keep learning, reflect on themselves, improve their management thinking, and lead the development of the organization.

4) Mid-level administrators can also learn a lot of useful knowledge by reading journals and expert works in the field of education.

Interviewee 9

1) A reasonable internal management system should be established, including clarifying the responsibilities and management processes of each department.

2) Appropriate technical support should be provided to assist mid-level administrators in better planning and management.

3) Pay attention to organizational coordination and resource allocation. Mid-level administrators must have the ability to organize and coordinate the development goals of the organization, rationally allocate resources, and ensure the effective cooperation among various departments.

Interviewee 10

1) Mid-level administrators should pay attention to practice and reflection, constantly sum up the experience, and adjust the development plan according to the actual situation.

2) Mid-level administrators need to deeply reflect on their own work, find out the shortcomings, and further improve their planning ability.

3) Formulate professional standards for Mid-level administrators, and clarify their positioning and responsibilities in the organization.

4) Strengthen the training, evaluation and incentive system of Mid-level administrators.

2. In your opinion ,How to improve the ability of mid-level administrators to strive for educational resources for school and how about your suggestion in Interpersonal Leadership for improving mid-level administrators leadership of private undergraduate universities in Guangdong ?

Interviewee 1

1) Improving communication skills and promoting understanding and collaboration among team members can help solve problems at work.

2) Cultivating empathy, thinking from the perspective of others, and understanding their needs and feelings can help to build close relationships.

3) Mid-level administrators should also pay attention to self-reflection and improvement, regularly review their own leadership practice, summarize experience and lessons, and constantly adjust and improve their leadership style.

4) Actively participate in training and learning activities to improve their professional quality and interpersonal leadership.

5) The construction of Mid-level administrators team in colleges and universities is essential. Regular team building activities and communication meetings can enhance interaction, cooperation, cohesion, and execution.

Interviewee 2

1) Building trust: Through effective communication, regular team meetings, understand members' views and difficulties, and promote trust building.

2) Focus on career growth: mid-level administrators need to provide training and promotion opportunities for team members to stimulate work enthusiasm and innovation.

3) Conflict resolution and consensus building: In case of differences, mid-level administrators should play a mediation role and reach consensus through communication and coordination.

4) Self-reflection and continuous learning: mid-level administrators need to examine the management model and effect, timely adjust strategies, and pay attention to the new trends and development trends of education.

Interviewee 3

1) Team building: Leaders should be proficient in team building, stimulate member potential and coordinate team relationships, and build an efficient, united and dynamic team.

2) Problem solving: mid-level administrators should have keen insight and analytical ability, quickly find, analyze and solve problems, and maintain innovative thinking.

3) Self-management: mid-level administrators should master the methods of time planning, work efficiency and emotional regulation to give full play to their potential.

4) Learning and growth: mid-level administrators need to continuously learn new knowledge, new skills and new ideas, and improve their knowledge structure and ability system.

5) Practice and contribution: Colleges and universities should increase the training and education of mid-level administrators, and mid-level administrators should also actively learn and practice to contribute to the development of the school.

Interviewee 4

1) Provide interpersonal leadership training and education for mid-level administrators to master relevant skills and methods.

2) Encourage them to actively participate in team activities and social situations to improve their social skills and interpersonal skills.

3) Create a supportive organizational culture that provides an environment for mid-level administrators to develop their leadership potential.

Interviewee 5

1) Communication and relationship building: mid-level administrators need to have excellent communication skills, including listening, expression and coordination, to deeply understand the needs of employees and build a good working relationship.

2) Conflict resolution and trust building: When dealing with interpersonal conflicts, mid-level administrators should uphold the principle of fairness and effectively solve disputes, so as to establish the trust and cooperation among employees.

3) Innovation and adaptation to change: mid-level administrators should have the spirit of innovation and the ability to adapt to changes to lead the sustainable development of the department.

4) Team building: By organizing various team activities, mid-level administrators can improve team cohesion and work efficiency, and thus enhance interpersonal leadership.

Interviewee 6

1) Establish good communication mechanisms, such as regular meetings and suggestion boxes, to improve communication efficiency and reduce misunderstandings and conflicts.

2) Develop effective interpersonal processing skills, such as listening, expression and coordination skills, which can be improved through training, reading and psychological counseling.

3) Enhance team cohesion, organize team activities, encourage communication, and improve collaboration ability.

4) Establish trust relationships with subordinates, pay attention to work status and provide support.

5) Improve personal charm, such as honesty and trustworthiness, aggressive and good at learning, and improve through reflection and feedback.

Interviewee 7

1) Strengthen interpersonal communication skills: mid-level administrators should be good at listening, expressing and coordinating, pay attention to

communicating with team members, respect others, and avoid creating ambiguity or hurt feelings.

2) Cultivate emotional wisdom: Learn to control emotions and avoid negative effects on work. Focus on the needs and feelings of the team members, and better grasp the interpersonal relationships.

3) Inspire team cohesion: Establish common goals, create a positive atmosphere, provide support and encouragement, and improve team performance.

4) Master the methods of resolving conflicts: resolve conflicts and maintain the stability and harmony of the team. Conflict resolution methods include active listening, effective communication, consultation and negotiation, third-party mediation, etc.

5) Improve self-cognition and reflection ability: mid-level administrators should understand their own behavior and performance, understand the advantages and disadvantages, and constantly reflect on and improve their working methods and methods. Pay attention to their own development, improve their professional quality and management ability

.**Interviewee 8**

1) Calm, rational and good communication skills are the essential qualities for good administrators.

2) To improve the ability of mid-level administrators, schools need to pay attention to cultivating their overall quality, and strengthen training and practical training.

3) Interpersonal leadership emphasizes the ability to communicate, understand and build relationships, which is essential to improve management efficiency and enhance team cohesion.

4) Excellent leaders should be good at listening to and understanding the needs and confusion of team members, and expressing their ideas clearly.

5) Leaders with high emotional intelligence can have more insight into the emotional needs of others to better build and maintain interpersonal relationships.

6) Resolving conflicts and building conflicts with trust is critical to management in a university environment.

Interviewee 9

1) Cultivate empathy: Understand the needs of the faculty and students, and think from their perspective to promote better communication and coordination.

2) Build trust: match words with deeds, deal with things fairly to win the trust of others.

3) Learn to listen: Listen to the opinions and suggestions of the staff and students, understand their needs and difficulties, to better guide their work and study.

4) Clear role positioning:Mid-level administrators should clarify their responsibilities and obligations, and clarify the roles of staff and students, so as to avoid overstepping authority or buck-passing.

5) Establish an effective communication mechanism: communicate with the staff and students regularly, and solve problems in time.

6) Continuous learning and improvement:Mid-level administrators need to continuously learn new knowledge and improve their comprehensive quality to better guide the staff and students.

7) Focus on team building: improve the cohesion and cooperation spirit of the team, so as to improve the work efficiency and quality of the whole team.

Interviewee 10

1) Listening ability: Mid-level administrators must listen carefully to team members' opinions and suggestions, understand their needs and difficulties, and build trust.

2) Expressional ability: Clear communication of intentions and instructions is essential for team members' understanding and execution. Mid-level administrators also need to adapt their language to different personalities and backgrounds.

3) Emotional management ability: Mid-level administrators must control their emotions, avoid bringing personal emotions to work, and handle conflicts calmly and positively.

4) Team building: Mid-level administrators should organize team activities to strengthen communication and cooperation, improve team cooperation ability. At the same time, they need to cultivate the potential of team members, provide learning and growth opportunities, and help them improve their abilities.

3. In your opinion, How to improve the ability of mid-level administrators to lead the school in educational thoughts, directions and goals and how about your suggestion in Educational Leadership for improving mid-level administrators leadership of private undergraduate universities in Guangdong ?

Interviewee 1

1) Mid-level administrators need to have various abilities in educational management, educational innovation, educational communication and other aspects.

2) Mid-level administrators continue to learn and practice, and master the latest educational concepts and management methods.

3) Mid-level administrators should pay attention to improving their professional quality and have a solid theoretical foundation and professional knowledge.

4) Mid-level administrators need to pay attention to the communication with students, understand students' needs and feedback, and timely adjust their management strategies and service methods.

5) Mid-level administrators need to pay attention to innovation and practice, constantly explore new management models and educational concepts, and actively try new teaching methods and means.

Interviewee 2

1) Education philosophy and leadership: mid-level administrators convey a clear vision to the school and promote education policy, teaching reform and curriculum development.

2) Executive leadership: The ability to effectively organize, make decisions, and manage resources is the foundation to achieving the school's strategic plans and goals.

3) Teaching leadership: mid-level administrators also need to use professional knowledge to participate in teaching guidance, project development and supervision.

4) Training and practice: To further enhance educational leadership, training and practice should be strengthened.

Interviewee 3

1) Mid-level administrators need to have a clear educational vision and values. They need to have a deep understanding of the school's educational philosophy and goals and translate them into specific work plans and actions.

2) Mid-level administrators need to have effective decision-making ability. Facing the complex and changeable external environment and internal challenges, they need to make the correct decisions quickly to promote the development of the organization.

Interviewee 4

1) Accurately grasp the educational trend: mid-level administrators should have a keen insight into the educational trend and formulate educational goals and strategies to meet the requirements of The Times.

2) Inherit and carry forward the school values: clarify the core values of the school and integrate them into the daily management, so as to gather the strength of teachers and students and form the characteristics and brand of the school.

3) Combine innovation and practice: hold various activities and courses to cultivate students' innovative thinking and practical ability.

4) Resource integration ability: rationally allocate teachers, teaching equipment, funds and other resources, cooperate with external institutions to introduce high-quality teachers and funds, and improve the overall competitiveness of the school.

5) Team cooperation: Attach importance to team building, establish an effective communication mechanism, stimulate the potential of team members, and form a good working atmosphere.

Interviewee 5

1) To improve educational leadership, mid-level administrators need to have a profound educational vision and values, constantly learn and study the frontier trends in the field of education, and clarify the school's educational philosophy and goals.

2) It is key to give play to the leading role of educational ideas, and mid-level administrators should actively convey their educational ideas to the school community and promote education policy, teaching reform and curriculum development.

3) Mid-level administrators can optimize the management process, rationally allocate resources, and make the school affairs operation more efficient.

4) Mid-level administrators should also pay attention to teaching quality and teacher professional development, and improve the overall teaching quality by participating in teaching guidance, educational project development and supervision.

Interviewee 6

1) Strengthening training and learning is the basis of improving the educational leadership of Mid-level administrators.

2) Mid-level administrators are encouraged to participate in educational reform and practical activities, and accumulate experience through personal experience so as to better cope with challenges in practical work.

3) Establishing an effective incentive mechanism is also the key. Through a reasonable reward and evaluation mechanism, stimulate the enthusiasm and creativity of Mid-level administrators, and provide continuous motivation for improving their leadership.

Interviewee 7

1) Mid-level administrators should continue to update their educational concepts, pay attention to the trend of educational reform, master new policies and teaching methods, and improve their educational literacy.

2) Strengthen the communication with teachers and students, listen to the needs, solve difficulties, and establish a good relationship.

3) Cultivate the organization and coordination ability, arrange the work reasonably, solve the conflicts, and maintain the team harmony.

4) Focus on innovation and resilience, dare to try new methods and break through tradition, and quickly respond to emergencies.

Interviewee 8

1) Mid-level administrators need to have a clear educational vision and values to ensure that the school's educational goals are consistent with the needs of the times.

2) Mid-level administrators need to be able to communicate their educational vision to the school community and actively promote the implementation of education policy, teaching reform and curriculum development.

3) Mid-level administrators should also pay attention to the administrative management ability, effective organization, decision-making and resource management ability is an important guarantee to achieve the school strategic plan and goals.

4) Mid-level administrators also need to use professional knowledge to participate in teaching guidance, the development and supervision of educational projects, so as to improve the quality of teaching, promote the professional development of teachers, and then enhance the overall competitiveness of the school.

Interviewee 9

1) Strengthen training and communication, to provide more learning opportunities for Mid-level administrators.

2) Encourage mid-level administrators to participate in education reform practice and accumulate practical experience.

3) Establish a scientific evaluation system, and objectively evaluate the manager's leadership.

Interviewee 10

1) Clear educational goals: As a leader, you first need to clarify the educational goals of the school to ensure that all staff are working towards the same goal.

2) Continuous learning: Education is a field of continuous development. Leaders should regularly learn new educational ideas and methods to keep pace with The Times.

3) Evaluation and feedback: regularly evaluate the education effect, give timely feedback and suggestions to the staff, and help them improve.

4) Create a positive atmosphere: Create a dynamic, supportive and cooperative educational environment where everyone can enjoy the educational work.

5) Leading innovation: Encourage faculty members to try new education methods and strategies, so that the school's education work is always forward-looking.

6) Responsibility: As a leader, we should have the courage to take responsibility, show our professional quality and moral standards, and become the spiritual pillar of the organization.

4. In your opinion, How to improve the ability of mid-level administrators to lead change and how about your suggestion in Cultural Leadership for improving mid-level administrators leadership of private undergraduate universities in Guangdong?

Interviewee 1

1) Understand and spread organizational culture: mid-level administrators should deeply understand organizational culture and spread these values in their daily management.

2) Shaping a unique organizational culture: mid-level administrators should build a culture in line with the characteristics of the organization according to the strategic goals and needs of the organization.

3) Inspire employee growth: mid-level administrators should pay attention to employee development and provide training and promotion opportunities.

4) Promote teamwork and leadership change: mid-level administrators should promote communication and cooperation between departments, and should have the ability to lead change and innovation in the face of change.

Interviewee 2

1)The training and education of Mid-level administrators should be strengthened, and experts and scholars should be invited by holding regular training courses to improve their cultural literacy and management level.

2)Encourage Mid-level administrators to participate in various academic exchange activities to expand their horizons and understand the latest educational concepts and management methods.

3)Focus on the accumulation of practical experience of Mid-level administrators. At the same time, they are encouraged to actively explore innovative management models and methods.

4)Establish a sound incentive mechanism. Through formulating reasonable evaluation standards, scientifically evaluate the performance of Mid-level administrators, and give corresponding rewards and incentives.

5)Attach importance to the cultivation of Mid-level administrators team consciousness and cooperation spirit. A good leader should have a team spirit and be able to lead the team forward together.

Interviewee 3

1) Improving cultural sensitivity: The foundation of cultivating cultural leadership lies in deeply understanding various cultural phenomena and changes, so as to better lead the development of institutional culture.

2) Improve communication skills: Effective communication is the key to cultural leadership. Mid-level administrators need to communicate with various groups, convey cultural ideas, and understand the needs and views of others.

3) Innovative management strategies: In the complex and changeable educational environment, Mid-level administrators should explore new cultural management methods, build unique cultural brands, and enhance the competitiveness of schools.

4) Establish friendly interpersonal relationships: Mid-level administrators need to establish an atmosphere of mutual trust and cooperation with their staff and students, understand their needs and views, and promote the cultural values of the school.

Interviewee 4

1)Attach importance to training and learning, and help Mid-level administrators to master advanced management concepts and methods.

2)To create a culture with school characteristics, such as the school motto, school song and other symbols, to create a good learning atmosphere and hold characteristic cultural activities, is conducive to enhancing the cohesion of teachers and students, and creating a good cultural atmosphere.

Interviewee 5

1) Deepen the understanding of school culture: Mid-level administrators should deeply understand the school's history, mission and values, and build a personalized cultural leadership philosophy.

2) Strengthen innovative thinking: In the context of the rapid development of the educational environment, Mid-level administrators should have the courage to try new management concepts and methods to promote the development of schools.

3) Focus on team building and talent training: care about the development and growth of subordinates, provide training and support, and attach importance to teamwork and coordination.

4) Create a positive leadership image: set an example, become an active practitioner and disseminator of the school culture, and guide the team members to understand and identify with the school culture.

5) Continuous reflection and improvement: regularly reflect on management practices, summarize experience and lessons, encourage team members to make suggestions and opinions, and continuously improve cultural leadership.

Interviewee 6

1) Stimulate the enthusiasm of employees: The middle level needs to understand the needs and motivation of employees, and stimulate the spirit of innovation with rewards and recognition.

2) Teamwork: The middle level should encourage collaboration, break down barriers, promote information flow, and improve efficiency.

3) Leading change and innovation: The middle level should pay attention to the industry changes, promote innovation activities, and lead schools to adapt to changes.

4) Strengthen training and education: Schools should strengthen mid-level leadership training and encourage participation in improving skills.

Interviewee 7

1) Cultivate values and beliefs: mid-level leaders in universities should have correct values and beliefs, such as love for education, concern for teachers and students, and respect for academia. These should be their work guide.

2) Improve cultural literacy: mid-level leaders should have an in-depth understanding of the campus culture, academic atmosphere, and the needs of teachers and students, so as to provide them with better support and help.

3) Establish a good communication mechanism: mid-level leaders should maintain good communication with teachers and students, timely understand their needs and opinions, and promote mutual trust and cooperation.

4) Participation in cultural construction: mid-level leaders should actively participate in the construction of campus culture, and discuss and promote the inheritance and development of campus culture together with teachers and students.

5) Strengthen education and training: Colleges and universities should provide education and training to improve the leadership ability and management level of mid-level leaders, and enhance their work effect and influence.

Interviewee 8

1) Understand the connotation of cultural leadership: Mid-level administrators need to deeply understand the core values of the school and integrate them into daily management.

2) Shaping organizational values: Mid-level administrators should clarify the development goals of the school, influence and motivate employees through their own behaviors and decision-making, and promote the construction and development of the school culture.

3) Provide training and development opportunities: Mid-level administrators need to continue learning and grow to improve their cultural leadership skills.

Interviewee 9

1) Deepen the understanding of the organizational culture, clarify the organizational mission and vision, and run through the daily management.

2) Focus on the growth of employees, provide appropriate training and development opportunities, and help them constantly improve their skills and quality.

3) Mid-level administrators should have the courage to innovate and change. Be good at finding the problems and deficiencies in the organization, actively seek solutions, and promote the sustainable development of the organization.

4) Mid-level administrators should also pay attention to the changes in the external environment, timely adjust the development strategy of the organization, to ensure that the organization always maintains a leading position.

Interviewee 10

1) Strengthen the understanding and understanding of the organizational culture, clarify the connotation and essence of the organizational culture, and lay the foundation for shaping and leading the organizational culture.

2) Attach importance to communication and cooperation with employees, listen to their needs and opinions, actively respond to their concerns and needs, and enhance their sense of belonging and loyalty.

3) Strengthen their own training and development, constantly improve professional quality and management ability, in order to better lead the development of the team and organization.

5. In your opinion, How to improve the ability of mid-level administrators to establish political alliances, and how about your suggestion in Political Leadership for improving mid-level administrators leadership of private undergraduate universities in Guangdong?

Interviewee 1

1) The role of Mid-level administrators needs to be defined, they are the executor and the coordinator.

2) Strengthening communication skills is the key point of building a political alliance. Mid-level administrators should improve their communication skills, establish information feedback mechanisms, and explore the real situation behind the conflict.

3) Mid-level administrators should have high political literacy, negotiation skills and strategic thinking ability to balance the interests of all parties and solve the conflicts of interests.

Interviewee 2

1) Strengthen theoretical learning: mid-level administrators in colleges and universities should deepen theoretical study, improve political literacy and ideological understanding, participate in political training and read relevant books and articles.

2) Enhance political awareness: maintain political sensitivity, firm political stance, keep consistent with the principles and policies of the Party and the state, and pay attention to the current political trends.

3) Improve the management ability: Improve the organization, coordination, decision-making and communication skills, promote the development of school work, and improve the management efficiency.

4) Stimulate innovative consciousness: explore new management ideas and methods, promote the innovation and development of the school, and cultivate students' innovative consciousness and ability.

5) Strengthen team building: strengthen teamwork, organize team activities, promote communication, and improve team cohesion.

Interviewee 3

1) Devote myself to school management, and improve my leadership ability and management level by solving practical problems.

2) Summarize the experience and lessons, and optimize the management methods and means.

3) Improve communication and coordination skills, pay attention to communication with all parties, and ensure smooth information and smooth work.

4) Learn to listen, properly deal with contradictions and problems, and create a harmonious working atmosphere.

5) Cultivate innovative thinking, dare to try new management concepts and methods, and promote the reform and development of school work.

6) Strengthen self-cultivation, pay attention to personal conduct cultivation, and set up a good image. Keep a clear head, take a firm political stance, be honest for the people, and work hard.

Interviewee 4

1) Mid-level administrators need to use wisdom and skills to resolve conflicts of interest through negotiation, mediation and arbitration.

2) Mid-level administrators need to focus on building trust relationships, and political alliances should be based on mutual trust.

3) Mid-level administrators need to actively communicate with all stakeholders to enhance trust.

4) Mid-level administrators should have the ability of crisis management, respond quickly and take effective measures to solve the problems in front of emergencies and crises.

5) Middle university administrators need to keep learning to improve their abilities.

6) In order to enhance the political leadership ability, colleges and universities should strengthen the training and education of mid-level leaders.

7) Colleges and universities should encourage mid-level leaders to actively participate in the decision-making and management of schools, and improve their political awareness and political IQ.

8) Colleges and universities should also establish a sound evaluation mechanism to evaluate and assess the political leadership ability of mid-level leaders.

Interviewee 5

1) To cultivate political leadership, Mid-level administrators needs to pay attention to practical case analysis, in-depth research and reflection, understand the connotation of political leadership, and apply it to practical work.

2) Improving political intelligence includes a keen insight into the political situation, a deep understanding of policies and regulations, and a precise judgment of complex interests.

3) Enhance political communication skills, and communicate effectively with all stakeholders, understand their needs and concerns, and seek common solutions.

4) Have the ability to build political alliances and seek win-win cooperation, including excellent negotiation skills, team cooperation ability, create a positive atmosphere and mediate internal conflicts, so as to promote the smooth development of the school cause.

Interviewees 6

1) Continuous learning and self-improvement: mid-level leaders should constantly deepen their study of political theory and improve their political awareness and judgment.

2) Actively participate in decision-making: it should not be limited to execution. mid-level leaders should take the initiative to participate in the decision-making process of the school and give suggestions for the development of the school.

3) Establish political alliances: establish close partnerships with other departments, colleges or external partners to jointly promote the development of the university.

4) Strengthen self-supervision and reflection: regularly summarize and reflect on my own work, and constantly improve and enhance my political leadership.

Interviewee 7

1) In-depth understanding of the needs of all parties: administrative leaders should fully grasp the needs of teaching staff, students and relevant stakeholders to ensure accurate and efficient service.

2) Properly handle conflicts: have excellent communication and coordination skills, resolve conflicts of interests and internal conflicts, and optimize resource allocation.

3) Innovative management: keep pace with The Times, constantly update the management concepts and methods, promote the sustainable development of the school, and adapt to the social change.

Interviewee 8

1) Enhance political awareness: pay attention to national policies, laws and regulations, and education reform trends, in order to better grasp the direction of school development.

2) Enhance political wisdom: Improve the ability to analyze and solve problems through continuous learning and practice.

3) Effective communication: listen to the opinions of all parties, fully understand the interests and demands, seek consensus, and balance the interests of all parties.

4) Build political alliances: Build partnerships with other organizations or individuals to jointly meet challenges, share resources, and promote common development.

5) Team building: Cultivate employees' political quality and cooperation spirit, and improve team cohesion and execution ability.

6) Quality improvement: Constantly reflect, sum up the experience, adjust and optimize the leadership style to adapt to the changing educational environment.

Interviewee 9

1) Follow laws and regulations and school rules and regulations to ensure the legitimacy and fairness of handling problems.

2) Strengthen theoretical study, thoroughly study the Party's line, principles, policies and educational laws and regulations, and improve their political literacy and theoretical level.

3) Pay attention to practice, understand the actual situation of the school, and improve the ability of organization, coordination, communication and solving problems.

4) Actively participate in training and exchange activities, understand advanced management concepts and methods, and learn from successful experience.

5) Establish and improve the evaluation mechanism, regularly evaluate the political leadership, encourage the advanced, spur the backward, and improve the overall level.

Interviewee 10

1) Mid-level administrators should have the ability to establish political alliances to balance the interests of all parties and resolve conflicts.

2) Mid-level administrators should deeply understand the needs of all parties, fully communicate with them, and seek joint solutions.

3) Mid-level administrators need to have a high degree of sensitivity and insight to detect and resolve conflicts of interest in time.

4) Mid-level administrators should deal with various conflicts inside and outside the school according to facts, accurately evaluate information and make wise decisions.

5) Mid-level administrators should strengthen policy training, practical training and establish an evaluation mechanism to enhance their political leadership skills.

3. Assessment Checklist

Assessment checklist of Guidelines for Improving Mid-Level Administrators leadership of Private Undergraduate Universities in Guangdong

Thank you very much for taking time out of your busy schedule to participate in the evaluation of this study. Please evaluate the suitability and feasibility of the development guidelines for improving mid-level administrators leadership of private undergraduate universities in Guangdong. The numbers 5, 4, 3, 2 and 1 correspond to highest, high, average, low and lowest.

Assessment Checklist	Suitability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
Guidelines										
1. Structural Leadership										
Formulate clear school development goals, fully consider the actual situation of the school and the needs of teachers and students, and formulate feasible development goals										
Optimize the organizational structure, better integrate the resources, and improve the management efficiency										
Establish a scientific decision-making system to realize the long-term development of the school										
Establish a reasonable training incentive and evaluation system to stimulate the enthusiasm and creativity of mid-level administrators										

Assessment Checklist	Suitability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
2. Interpersonal Leadership										
Establish a good interpersonal relationship, and enhance team cohesion through team-building activities and regular communication meetings										
Learn to listen to and respect others, listen to the opinions of others patiently, give positive feedback, and enhance the cohesion of the team										
Cultivate the ability to solve conflicts and deal with complex interpersonal relationships, solve problems fairly and objectively, and win the trust and respect of all parties										
Encourage team members to take responsibility and reach their potential, provide feedback and constructive criticism to help them improve and improve										
Keep learning and reflecting, summarize experience and lessons, and constantly improve their leadership style and communication skills										
Enhance the ability to innovate and adapt to change.										

Assessment Checklist	Suitability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
3. Educational Leadership										
Update educational concepts and improve professional skills										
Optimize the management and allocation to provide resource guarantee										
Keep learning and reflecting, and summarize the experience and lessons learned										
Establish a clear educational vision and goals										
4. Cultural Leadership										
Improve cultural awareness and play a leading role										
Find the correct cultural positioning and improve the construction planning										
Strengthen cultural concepts and highlight characteristics and guidance										
Understand the school's core values and integrate them into your daily management										
5. Political Leadership										
Strengthen the study of political theory and improve political awareness										

Assessment Checklist	Suitability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
Strengthen political practice and improve the ability to solve practical problems										
Understand the law of contradictions and master the handling skills										
Pay attention to school conflicts and strengthen communication										
Attach importance to the contradictions outside the school, and strive for win-win cooperation										
Have the ability to innovate and learn, constantly explore new development models and paths, and inject new impetus into the development of the school										
Strengthen democratic awareness, strengthen democratic management, improve the system and system, and attach importance to process supervision										

Appendix D

The Results of the Quality Analysis of Research

Instruments

Guidelines for Improving Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong

No.	Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong	Expert					IOC	Validity
		1	2	3	4	5		
	Structural leadership							
1	Mid-level administrators can plan the development goals of the organization	1	1	1	0	1	0.80	Valid
2	Mid-level administrators can plan the development plans of the organization	1	1	1	0	1	0.80	Valid
3	Mid-level administrators can formulate reasonable school internal management systems	0	1	1	1	1	0.80	Valid
4	Mid-level administrators can provide appropriate technical support	1	1	1	1	1	1.00	Valid
5	Mid-level administrators have the ability to organize and coordinate the school's development goals	1	1	1	1	1	1.00	Valid
6	Mid-level administrators actively participate in school operation planning and goal setting to ensure the smooth operation of the school.	1	1	1	1	1	1.00	Valid
7	Mid-level administrators attach importance to organizational structure design	1	1	1	1	1	1.00	Valid

No.	Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong	Expert					IOC	Validity
		1	2	3	4	5		
8	Mid-level administrators can carry out effective decision-making management	1	1	1	1	1	1.00	Valid
9	Mid-level administrators can formulate a complete incentive and evaluation system	1	1	1	1	1	1.00	Valid
10	Mid-level administrators have the ability of task assignment according to the needs of the organization and the capabilities of employees	1	1	1	1	1	1.00	Valid
11	Mid-level administrators have the ability of resource allocation	1	1	1	1	1	1.00	Valid
12	Mid-level administrators can establish an effective performance evaluation system	1	1	1	1	1	1.00	Valid
13	Mid-level administrators can provide timely feedback and support to employees.	1	1	1	1	1	1.00	Valid
	Interpersonal Leadership							
1	Mid-level administrators understand and manage their emotions	0	1	1	1	1	0.80	Valid
2	Mid-level administrators are able to establish a positive relationship with others	1	1	1	1	1	1.00	Valid
3	Mid-level administrators are able to mutual trust with others	1	1	1	1	1	1.00	Valid

No.	Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong	Expert					IOC	Validity
		1	2	3	4	5		
4	Mid-level administrators can communicate smoothly with teachers and other staff	1	1	1	1	1	1.00	Valid
5	Mid-level administrators are able to create diversified and inclusive work environment	1	1	1	1	1	1.00	Valid
6	Mid-level administrators are able to build trust and team cohesion	1	1	1	1	1	1.00	Valid
7	Mid-level administrators can inspire team members work motivation	1	1	1	1	1	1.00	Valid
8	Mid-level administrators can provide effective supervision and feedback, rewarding individuals and teams based on their work performance	1	1	1	1	1	1.00	Valid
9	Mid-level administrators focus on promote staff development and growth	1	0	1	1	1	0.80	Valid
10	Mid-level administrators have the ability of establish good contact with external	1	1	1	1	1	1.00	Valid
11	Mid-level administrators have the ability to strive for education resources for the school	1	0	1	1	1	0.80	Valid

No.	Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong	Expert					IOC	Validity
		1	2	3	4	5		
Educational leadership								
1	Mid-level administrators have a profound educational vision and values	0	1	1	1	1	0.80	Valid
2	Mid-level administrators can lead the school's educational thoughts, directions and goals	1	1	1	1	0	0,80	Valid
3	Mid-level administrators ensure that the school's educational goals adapt to the needs of the times	1	1	1	1	1	1.00	Valid
4	Mid-level administrators are able to communicate educational vision to the school community	1	1	1	1	1	1.00	Valid
5	Mid-level administrators can drive educational policy implementation	1	1	1	1	1	1.00	Valid
6	Mid-level administrators can drive teaching reform	1	1	1	1	1	1.00	Valid
7	Mid-level administrators can drive curriculum development	1	1	1	1	1	1.00	Valid
8	Mid-level administrators need to have possess effective organizational skills	1	1	1	1	1	1.00	Valid
9	The mid-level administrators has effective decision-making skills	0	1	1	1	1	0.80	Valid
10	Mid-level administrators have effective resource management skills	1	1	1	1	1	1.00	Valid

No.	Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong	Expert					IOC	Validity
		1	2	3	4	5		
11	Mid-level administrators can use their expertise to participate in instructional instruction, educational program development, and supervision	1	1	1	1	1	1.00	Valid
12	Mid-level administrators can improve the quality of teaching and promote the professional development of teachers	1	1	1	1	1	1.00	Valid
	Cultural leadership							
1	Mid-level administrators have the ability to promote the cultural building	1	0	1	1	1	0.80	Valid
2	Mid-level administrators have the ability to promote development of the organization by understanding	1	1	1	1	1	1.00	Valid
3	Mid-level administrators have the ability to shaping the organizational culture	1	1	1	1	1	1.00	Valid
4	Mid-level administrators have the ability to leading the organizational culture	1	1	1	1	1	1.00	Valid
5	Mid-level administrators have the ability to effective communication and cooperation with employees and other stakeholders.	1	1	1	1	1	1.00	Valid

No.	Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong	Expert					IOC	Validity
		1	2	3	4	5		
6	Mid-level administrators have the ability to understand and transfer organizational values	1	1	1	1	1	1.00	Valid
7	Mid-level administrators are able to actively participate in and shape organizational culture	1	1	1	1	1	1.00	Valid
8	Mid-level administrators are able to motivate employees so that they resonate with the mission and goals of the institution and realize their potential	1	1	0	1	1	0.80	Valid
9	Mid-level administrators helps employees grow by providing appropriate training and development opportunities	1	1	1	1	1	1.00	Valid
10	Mid-level administrators should be able to facilitate collaboration and promote teamwork across departments within the institution	1	1	1	1	1	1.00	Valid
11	Mid-level administrators should have the ability to lead change	1	1	0	1	1	0.80	Valid
12	Mid-level administrators should have the ability to lead innovation	1	1	1	1	1	1.00	Valid
	Political leadership							

No.	Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong	Expert					IOC	Validity
		1	2	3	4	5		
1	Mid-level administrators can deal with various conflicts of interest within and outside the school based on factual evidence.	1	1	1	1	1	1.00	Valid
2	Mid-level administrators possess political awareness	1	1	1	1	1	1.00	Valid
3	Mid-level administrators possess political IQ	1	1	1	1	1	1.00	Valid
4	Mid-level administrators possess political communication skills	1	1	1	1	1	1.00	Valid
5	Mid-level administrators can be able to coordinate, balance and resolve various interest conflicts	1	1	0	1	1	0.80	Valid
6	Mid-level administrators can help organization to reduce internal friction	1	1	1	1	1	1.00	Valid
7	Mid-level administrators can help organization form synergy	1	1	1	1	1	1.00	Valid
8	Mid-level administrators can provide guidance and support for the development direction of the school	1	1	1	1	1	1.00	Valid
9	Mid-level administrators have the ability to build political alliances	1	1	1	1	1	1.00	Valid
10	Mid-level administrators have the ability to seek win-win and cooperation	1	1	1	1	1	1.00	Valid

No.	Mid-level Administrators Leadership of Private Undergraduate Universities in Guangdong	Expert					IOC	Validity
		1	2	3	4	5		
11	Mid-level administrators promote the smooth achievement of school goals by creating a positive atmosphere and mediating internal conflicts	1	1	1	0	1	0.80	Valid

Reliability Analysis

Simplified Format of Cronbach's Reliability Analysis		
Number of Items	Sample Size	Cronbach's Alpha Coefficient
59	30	0.988

Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
Mid-level administrators can plan the development goals of the organization	0.678	0.988	0.988
Mid-level administrators can plan the development plans of the organization	0.638	0.988	
Mid-level administrators can formulate reasonable school internal management systems	0.713	0.988	
Mid-level administrators can provide appropriate technical support	0.770	0.988	
Mid-level administrators have the ability to organize and coordinate the school's development goals	0.813	0.988	

Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
Mid-level administrators actively participate in school operation planning and goal setting to ensure the smooth operation of the school.	0.791	0.988	
Mid-level administrators attach importance to organizational structure design	0.861	0.988	
Mid-level administrators can carry out effective decision-making management	0.775	0.988	
Mid-level administrators can formulate a complete incentive and evaluation system	0.793	0.988	
Mid-level administrators have the ability of task assignment according to the needs of the organization and the capabilities of employees	0.725	0.988	
Mid-level administrators have the ability of resource allocation	0.599	0.988	
Mid-level administrators can establish an effective performance evaluation system	0.683	0.988	

Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
Mid-level administrators can provide timely feedback and support to employees.	0.872	0.988	
Mid-level administrators understand and manage their emotions	0.853	0.988	
Mid-level administrators are able to establish a positive relationship with others	0.816	0.988	
Mid-level administrators are able to mutual trust with others	0.798	0.988	
Mid-level administrators can communicate smoothly with teachers and other staff	0.732	0.988	
Mid-level administrators are able to create diversified and inclusive work environment	0.699	0.988	
Mid-level administrators are able to build trust and team cohesion	0.664	0.988	
Mid-level administrators can inspire team members work motivation	0.727	0.988	

Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
Mid-level administrators can provide effective supervision and feedback, rewarding individuals and teams based on their work performance	0.913	0.988	
Mid-level administrators focus on promote staff development and growth	0.787	0.988	
Mid-level administrators have the ability of establish good contact with external	0.683	0.988	
Mid-level administrators have the ability to strive for education resources for the school	0.827	0.988	
Mid-level administrators have a profound educational vision and values	0.858	0.988	
Mid-level administrators can lead the school's educational thoughts, directions and goals	0.721	0.988	
Mid-level administrators ensure that the school's educational goals adapt to the needs of the times	0.881	0.988	

Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
Mid-level administrators are able to communicate educational vision to the school community	0.810	0.988	
Mid-level administrators can drive educational policy implementation	0.868	0.988	
Mid-level administrators can drive teaching reform	0.841	0.988	
Mid-level administrators can drive curriculum development	0.726	0.988	
Mid-level administrators need to have possess effective organizational skills	0.671	0.988	
The mid-level administrators has effective decision-making skills	0.860	0.988	
Mid-level administrators have effective resource management skills	0.718	0.988	
Mid-level administrators can use their expertise to participate in instructional instruction, educational program development, and supervision	0.737	0.988	
Mid-level administrators can improve the quality of teaching and promote	0.869	0.988	

Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
the professional development of teachers			
Mid-level administrators have the ability to promote the cultural building	0.862	0.988	
Mid-level administrators have the ability to promote development of the organization by understanding	0.786	0.988	
Mid-level administrators have the ability to shaping the organizational culture	0.775	0.988	
Mid-level administrators have the ability to leading the organizational culture	0.857	0.988	
Mid-level administrators have the ability to effective communication and cooperation with employees and other stakeholders.	0.807	0.988	
Mid-level administrators have the ability to understand and transfer organizational values	0.787	0.988	
Mid-level administrators are able to actively participate in and shape organizational culture	0.825	0.988	

Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
Mid-level administrators are able to motivate employees so that they resonate with the mission and goals of the institution and realize their potential	0.791	0.988	
Mid-level administrators helps employees grow by providing appropriate training and development opportunities	0.715	0.988	
Mid-level administrators should be able to facilitate collaboration and promote teamwork across departments within the institution	0.854	0.988	
Mid-level administrators should have the ability to lead change	0.759	0.988	
Mid-level administrators should have the ability to lead innovation	0.551	0.988	
Mid-level administrators can deal with various conflicts of interest within and outside the school based on factual evidence.	0.813	0.988	
Mid-level administrators possess political awareness	0.596	0.988	

Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
Mid-level administrators possess political IQ	0.713	0.988	
Mid-level administrators possess political communication skills	0.709	0.988	
Mid-level administrators can be able to coordinate, balance and resolve various interest conflicts	0.729	0.988	
Mid-level administrators can help organization to reduce internal friction	0.756	0.988	
Mid-level administrators can help organization form synergy	0.900	0.988	
Mid-level administrators can provide guidance and support for the development direction of the school	0.824	0.988	
Mid-level administrators have the ability to build political alliances	0.634	0.988	
Mid-level administrators have the ability to seek win-win and cooperation	0.746	0.988	
Mid-level administrators promote the smooth achievement of school goals by creating a positive atmosphere and mediating internal conflicts	0.836	0.988	

From the table above, it can be seen that the reliability coefficient value is 0.988, which is greater than 0.9, indicating that the quality of the research data reliability is high. Regarding the "α" coefficient with deleted items," the reliability coefficient does not significantly increase when any item is deleted. Therefore, it indicates that the items should not be deleted. Regarding the "CITC value," the CITC values for all analyzed items are above 0.4, indicating that there is a good correlation between the analyzed items, which also indicates a good reliability level. In summary, the reliability coefficient value of the research data is higher than 0.9, which comprehensively indicates high data reliability quality and can be used for further analysis.

Appendix E

Certificate of English

BSRU

BANSOMDEJCHAOPRAYA
RAJABHAT NNIVERSITY

This is to certify that

Ms. Wu Xiaoying

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 22nd August 2021

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Accept Research

ที่ อว ๐๖๑๑.๐๑/ว๓๔๕๑

มหาวิทยาลัยราชภัฏเชียงราย
อำเภอเมือง จังหวัดเชียงราย ๕๗๑๐๐

๖ มิถุนายน ๒๕๖๗

เรื่อง ยืนยันตอบรับการตีพิมพ์บทความ

เรียน Mrs.Wu Xiaoying, Assistant Professor Dr. Patchara Dechhome, Associate Professor Dr.Niran Sutheeniran and
Assistant Professor Dr. Sarayuth Sethakhajorn

　　　　ตามที่ท่านให้ความสนใจส่งบทความ เรื่อง "Guidelines for Improving Mid-level Administrator
Leadership of Private Undergraduate Universities in Guangdong" เพื่อตีพิมพ์ในวารสารครุศาสตร์วิชาการ
มหาวิทยาลัยราชภัฏเชียงราย ซึ่งเป็นวารสารวิชาการที่มีผู้ทรงคุณวุฒิในการพิจารณาบทความ จำนวน ๓ ท่าน
ซึ่งไม่เป็นผู้มีส่วนได้ส่วนเสียหรือสังกัดเดียวกันกับผู้นิพนธ์ และอยู่ในฐานข้อมูลของศูนย์ดัชนีการอ้างอิงวารสาร
ไทย (TCI) กลุ่มที่ ๒ และทางกองบรรณาธิการได้แจ้งให้ท่านปรับแก้ตามข้อเสนอแนะของผู้ทรงคุณวุฒิ
ตามความทราบแล้วนั้น

　　　　บัดนี้ ทางกองบรรณาธิการฯ ได้รับบทความที่มีการแก้ไขจากท่านเรียบร้อยแล้ว และมีความ
ยินดีจะแจ้งให้ท่านทราบว่า บทความดังกล่าวของท่านจะได้รับการตีพิมพ์ในวารสารครุศาสตร์วิชาการ
มหาวิทยาลัยราชภัฏเชียงราย เล่มปีที่ ๑๐ ฉบับที่ ๒ (พฤษภาคม – สิงหาคม ๒๕๖๘)

　　　　จึงเรียนมาเพื่อโปรดทราบ และขอขอบคุณที่ท่านให้ความสนใจส่งบทความเพื่อตีพิมพ์กับ
ทางวารสารครุศาสตร์วิชาการ มหาวิทยาลัยราชภัฏเชียงราย

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร. ไพรภ รัตนชูวงศ์)
บรรณาธิการวารสารครุศาสตร์วิชาการฯ

กองบรรณาธิการวารสารครุศาสตร์วิชาการฯ
คณะครุศาสตร์ มหาวิทยาลัยราชภัฏเชียงราย
โทรศัพท์ ๐-๕๓๗๗-๖๐๑๔
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Research Profile

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