GUIDELINES FOR IMPROVING THE ACADEMIC LEADERSHIP FOR MIDDLE-LEVEL ADMINISTRATORS IN PUBLIC UNIVERSITIES IN GUIZHOU

WANG QIN

A thesis submitted in partial fulfillment of the requirements for
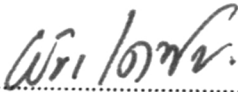the Degree of Doctor of Philosophy Program in Educational Administration
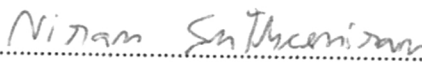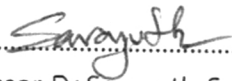Academic Year 2023

Thesis Title   Guidelines for Improving the Academic Leadership for Middle-Level Administrators in Public Universities in GuiZhou

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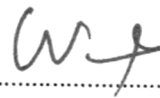
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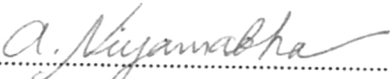
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ABSTRACT

The objectives of this research were: 1) to study the current situation of academic leadership of middle-level administrators in public universities in Guizhou, 2) to develop the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou, and 3) to evaluate the suitability and feasibility of guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou. The sample group were 351 administrators from 10 public universities in Guizhou, and 20 people from 10 public universities in Guizhou were invited to be interviewed. Research instruments included: 1) questionnaire, 2) structured interview, and 3) evaluation form. data analysis by using percentage, mean, standard deviation and content analysis.

The results were found that 1) the current situation of academic leadership of middle-level administrators in public universities in Guizhou was at medium level, 2) the guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou was five aspects, which contain 48 measures. There are 11 measures to expanding academic vision, 11 measures to strengthening professional competence, 9 measures to strengthening management skills, 9 measures to strengthening the construction of organizational culture, 8 measures to exploring academic resources, and 3) the results about evaluation of suitability and feasibility of the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou were at high level.

Keywords: Guidelines for Improving, Academic Leadership, Middle-Level Administrators in Public Universities

ชื่อเรื่อง   แนวทางการพัฒนาภาวะผู้นำทางวิชาการสำหรับผู้บริหาร
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันของภาวะผู้นำทางวิชาการของ
ผู้บริหารระดับกลางมหาวิทยาลัยรัฐในมณฑลกุ้ยโจว 2) เพื่อเสนอแนวทางการพัฒนาภาวะผู้นำทาง
วิชาการสำหรับผู้บริหารระดับกลางมหาวิทยาลัยรัฐในมณฑลกุ้ยโจว และ 3) เพื่อประเมินความ
เหมาะสมและความเป็นไปได้ของภาวะผู้นำทางวิชาการสำหรับผู้บริหารระดับกลางมหาวิทยาลัยรัฐใน
มณฑลกุ้ยโจว กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารมหาวิทยาลัยรัฐในมณฑลกุ้ยโจว
10 แห่ง รวมทั้งสิ้น 351 คน ผู้ให้ข้อมูลสัมภาษณ์ ได้แก่ ผู้บริหารมหาวิทยาลัย 10 แห่ง รวมทั้งสิ้น
20 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบบสัมภาษณ์แบบมีโครงสร้าง และแบบ
ประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์
เนื้อหา

ผลการวิจัยพบว่า 1) สภาพปัจจุบันของภาวะผู้นำทางวิชาการของผู้บริหารระดับกลาง
มหาวิทยาลัยรัฐในมณฑลกุ้ยโจว โดยภาพรวมอยู่ในระดับกลาง 2) แนวทางการพัฒนาภาวะผู้นำทาง
วิชาการสำหรับผู้บริหารระดับกลางมหาวิทยาลัยรัฐในมณฑลกุ้ยโจว ประกอบด้วย 5 ด้าน รวมทั้งสิ้น
48 มาตราการ ได้แก่ การเพิ่มวิสัยทัศน์ทางวิชาการ จำนวน 11 มาตราการ การเสริมสร้าง
ความสามารถทางวิชาชีพ จำนวน 11 มาตราการ การเสริมสร้างทักษะการบริหารจัดการ จำนวน
9 มาตราการ ส่งเสริมการสร้างวัฒนธรรมองค์กร จำนวน 9 มาตราการ การสำรวจทรัพยากรทางวิชาการ
จำนวน 8 มาตราการ 3) ผลการประเมินความเหมาะสมและความเป็นไปได้ของภาวะผู้นำทางวิชาการ
สำหรับผู้บริหารระดับกลางมหาวิทยาลัยรัฐในมณฑลกุ้ยโจว อยู่ในระดับสูง

คำสำคัญ: แนวทางการพัฒนา ภาวะผู้นำทางวิชาการ ผู้บริหารระดับกลางมหาวิทยาลัย
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Wang Qin

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Chapter 1

Introduction

Rationale

It is widely acknowledged in the international education community that the quality of leadership is a key factor determining school effectiveness and students' academic level (Zhang Junhua, 2008). Academic leadership is the soul of university development, and it determines the future of the university (Wang Likun, 2015). In May 2017, at the academic seminar on "Improving the Management and Academic Leadership of Central European Universities" held at the University of Tampere in Finland and the University of New Lisbon in Portugal, attending scholars reached a consensus after discussion that the key to academic governance of Central European universities lies in academic leadership. Currently, the common task faced by Central European universities is to strengthen the construction of academic leadership and improve the level of university governance. In China, the administrative and operational systems of universities are becoming increasingly severe, and it is urgent to promote the construction of academic leadership in universities, especially among administrators.

In the context of globalization, promoting the modernization of university governance system and governance capabilities requires strengthening the construction of academic leadership. Under the trend of globalization, countries are seeking breakthroughs in promoting the modernization of higher education governance systems and governance capabilities. Currently, within Chinese universities, there is a conventional hierarchical system with clear division of responsibilities and a specialized academic matrix system, which is a dual track power operation mechanism of administrative management and academic governance. This dual power structure, which coexists bureaucratic power and professional authority, not only ensures the legitimacy and efficiency of organizational decision-making, but also ensures the decisive influence of professionals in academic decision-making. Under the current management and operational system, various resource allocation within universities is

the result of a balance between administrative power and academic power (Lu Ye, 2016).To achieve the modernization of university governance capacity and governance system, it is necessary to rely on the internal organizational system of the university, optimize and integrate all elements that are conducive to improving university governance capacity and governance system, and achieve synergy and efficiency between administrative power and academic power. In the final analysis, universities are academic organizations, and academic nature is their main characteristic (Sun Sun, 2017). The academic nature of a university determines that its governance must follow an academic orientation and enhance its governance level by strengthening academic leadership construction.

Strengthening the Construction of Academic Leadership in Realizing the Development Strategy of Higher Education in China. In order to enhance the comprehensive level and international competitiveness of China's higher education, an important strategy has been proposed, namely the construction of world-class universities and first-class disciplines (hereinafter referred to as the "Double First Class" construction). In November 2015, the State Council issued the "Overall Plan for Promoting the Construction of World First Class Universities and Disciplines", proposing that in the next ten to fifteen years, more universities and disciplines in China should enter the world's top tier, and the overall strength of higher education should be significantly improved. Building world-class universities and disciplines is of great significance for enhancing China's education development level, enhancing the country's core competitiveness, and laying the foundation for long-term development. To build world-class universities and disciplines, it is necessary to align with international standards, promote the internationalization and subjectivity of universities with an international perspective and global awareness, and build effective academic leadership of universities.

From the theory of university governance and the practice of university governance in Guizhou, it is necessary to strengthen the construction of academic leadership. From the relevant research at home and abroad, there are few studies on academic leadership of Middle management in colleges and universities. In the Key Stage of the connotative development of higher education in China, improving the

academic management ability and quality of Middle management in colleges and universities is conducive to optimizing, integrating and improving the elements of university governance ability and governance system, and promoting the modernization of university governance ability and governance system. Guizhou Province is located in the southwestern hinterland, with relatively backward political, economic, and social development compared to other provinces. There is a significant gap in higher education resources and levels compared to other provinces. In the context of the construction of "Double First Class", in order to enhance the governance capacity and level of universities in Guizhou Province, it is necessary to start by strengthening the construction of academic leadership. Therefore, it is of great practical significance to master the current situation of academic leadership of Middle management in public universities in Guizhou and propose guidelines for improving the academic leadership of Middle management in public universities in Guizhou.

Research Questions

1. What is the current situation of academic leadership of middle-level administrators in public universities in Guizhou?

2. What are the guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou?

3. Are the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou adaptability and feasibility?

Objectives

1. To study the current situation of academic leadership of middle-level administrators in public universities in Guizhou.

2. To develop the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou.

3. To evaluate the suitability and feasibility of guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou.

Scope of the Research

Population and the Sample Group

Population

The overall population of this research were 3954 administrators from 10 public universities in the east, west, south, north and central area in Guizhou.

The Sample Group

According to Krejcie and Morgan (1970) sampling table, the sample group of this research were 351 administrators from 10 public universities in the east, west, south, north and central area in Guizhou. The sample group selected by stratified random sampling.

The 10 universities include: Kaili University, Tongren University, Liupanshui Normal University, Guizhou University of Engineering Science, Minzu Normal University of Xingyi, Qiannan Normal University for Nationalities, Zunyi Medical University, Zunyi Normal University, Guizhou University, Guizhou Normal University.

Interview

In this research, 20 people from ordinary higher education institutions in Guizhou Province will be interviewed to understand the current situation of academic leadership of middle-level administrators in universities in Guizhou. The interviewee must meet the following standards: 1) Administrators of ordinary higher education institutions in Guizhou Province, who have been engaged in administrative management work for at least 5 years, 2) Familiar with academic affairs management in universities, 3) with a deep understanding of the relationship between administrative management and academic leadership.

Evaluate

According to the current situation of academic leadership of middle-level administrators in public universities in Guizhou, 5 people are selected to evaluate the current situation of academic leadership of middle-level administrators in public universities in Guizhou. The following conditions need to be meet: 1) administrators who have been engaged in academic management for more than five years, 2) From different universities, 3) Having a deep understanding and research on academic leadership, and 4) Possess a senior professional title or doctoral degree.

The Variable

By reviewing the literature related to this research and making statistics on the characteristics mentioned in the academic leadership of administrators, we selected the characteristics with a frequency of 6 or more as variables of this research, including: 1) academic vision, 2) professional competence, 3) management skills, 4) organizational culture, and 5) academic resources.

Advantages

1. The results of this research will help to fully understand the challenges and difficulties faced by middle-level administrators of public universities in Guizhou Province in improving their academic leadership, and explore the leadership practices of university administrators in the role and responsibility, behavior and attitude under the background of "double first-class" construction.

2. Through empirical research, this research provides strategies and guidelines for middle-level administrators in public universities in Guizhou to play their role in academic leadership, which is conducive to promoting the improvement of teaching and scientific research management, decision-making and service levels of university administrators, and provides support and guarantee for the construction of "double first-class" universities.

3. By analyzing and evaluating the factors that affect the improvement of academic leadership of middle-level administrators in public universities in Guizhou, this research can provide reference for the improvement of academic leadership of administrators in other domestic universities.

Definition of Terms

Educational Administration refers to a management science that takes educational administration problems as the object, takes management science, pedagogy and other related disciplines as the basis, uses qualitative, quantitative and other relevant methods, through the research of educational administration problems, discovers educational administration laws, forms educational administration theory and guides educational administration practice.

Academic Leadership refers to the concretization of leadership in the academic field, which refers to the ability of leaders to attract and influence leaders and stakeholders in academic affairs, and to continuously achieve the goals of the academic community. Academic leadership includes not only the radiation, attraction, and driving force generated by the members of a university academic organization during its operation, but also the excellent individual guidance and collective promotion of professional groups generated by individual and collective university teachers in the process of performing their academic profession. At the same time, academic leadership is also implicit in the process of modern universities fulfilling their historical functions.

Academic Vision refers to the formulation and development of academic vision by academic leaders in higher education based on shared academic values and identity, proposing guiding academic goals, influencing and motivating followers, attracting and nurturing academic talents, and enhancing the cohesion of the academic team. Adjust and update the academic vision in a timely manner according to changes in the social and educational environment. Promote cooperation among teachers, students and administrators through the academic vision, facilitate interdisciplinary or cross-departmental cooperation and exchange, and work together to achieve common academic goals.

Professional Competence refers to a series of important qualities and abilities that academic leaders possess in their professional field, including professional ability, innovation ability, leadership ability, and collaboration ability, etc. Academic leaders need to possess in-depth professional knowledge and cognition, pay attention to the academic forefront of the discipline, and have a strong sense of innovation; Having the ability to independently solve professional challenges, continuously improving one's professional knowledge and skills through continuous training and further education; Having the ability to lead a team, able to guide students and peers in academic research, encourage sharing of experiences and exploring academic issues, and through professional guidance, encourage subordinates to better complete research tasks. At the same time, being able to apply professional knowledge to develop long-term strategies to support the development of the school or

department; Actively encourage and support team members to improve their professional competence.

Management Skills refers to a series of important skills and behaviors that academic leaders possess in the process of management and leadership. This includes communication skills, clarifying roles and responsibilities, providing guidance and support, task management, conflict resolution, team building, and emotional management, among others. Academic leaders need to have good team communication skills to ensure that team members have a clear understanding of their roles and responsibilities; Consider team opinions and suggestions when making decisions, listen to and respect others, and encourage team members to showcase creativity and ideas; Provide guidance and support, effectively manage tasks, improve work efficiency, and ensure important tasks are completed on time; Make fair and transparent decisions, handle conflicts and issues within the team correctly; Emphasize team building, encourage team spirit, and possess good emotional management skills. Management skills are a key element in achieving teamwork, efficient operation, and achieving common goals in organizations and leadership.

Organizational Culture refers to a set of common values, beliefs, behavioral patterns, and atmosphere formed within a school or organization. Organizational culture includes being academically oriented, encouraging learning, discussing academic development goals and making progress together, emphasising teamwork, open communication, equality, full trust, respecting employees' views and supporting individual development. A positive organizational culture helps to stimulate the leadership potential of middle-level administrators, promote teamwork and communication, create a good academic research atmosphere, and drive the academic and business development of schools or organizations.

Academic Resources refers to various resources that academic leaders need to manage and allocate in the field of higher education, as well as a comprehensive and multi-level academic resource support system provided by departments. These resources include: funds and platforms, knowledge and skills resources, social resources, environmental resources, etc. Namely, middle-level administrators can easily access and use academic resources, effectively manage and allocate

departmental human, material, financial and other resources, fairly and reasonably allocate various scientific research projects, actively strive for and utilize external academic resources, strengthen academic cooperation and exchange, expand information communication channels within and outside the discipline, and effectively utilize environmental resources according to changes in the external environment to promote the academic development of the organization.

Guidelines refer to a set of principles, rules, recommendations or standards developed for a specific area, activity, project or policy, with the aim of providing directional, normative and reference guidance to ensure the consistency, effectiveness and compliance of relevant actions or decisions. They are often based on experience, best practices, laws and regulations, industry standards, or expertise to help individuals, teams, or organizations make informed, reasonable, and expected decisions or actions in the face of complex situations. By following guidelines, individuals and organizations can achieve their goals more effectively while reducing the occurrence of errors and irregularities.

Research Framework

According to Leadership Development theory and Academic Leadership theory, the research framework of this paper is show in Figure 1.1.
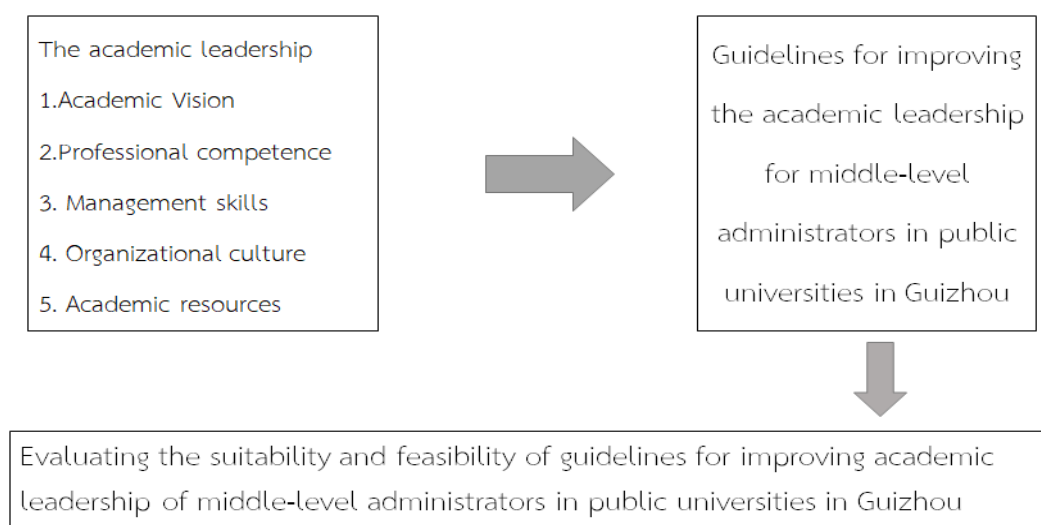
Figure 1.1 Research Framework

Chapter 2

Literature Review

This chapter will focus on the research questions raised in Chapter 1, summarizing the main theoretical basis and relevant researchers of this research, in order to clarify the theoretical inheritance, improvement, and expansion relationship between this research and existing achievements. In order to explore the theoretical basis for middle-level administrators to improve academic leadership, this chapter proposes the following theories:

      1. Concept of Education Administration

      2. Concept of Leadership

      3. Concept of Academic Leadership

      4. Context of Public Universities in Guizhou

      5. Related Research

      The details are as follows.

Concept of Education Administration

Definition of Education Administration

Educational administration refers to the process of managing and leading educational institutions, such as schools, colleges, universities, and other educational organizations. It covers all aspects of supervising educational institutions, including strategic planning, policy formulation, resource management, curriculum design, staff supervision and Student affairs. The research focus of educational management is to examine and improve the practice and effectiveness of educational leadership and management. It includes various fields such as leadership style and strategy, decision-making process, organizational behavior, education policy analysis, school improvement, and the impact of leadership on student outcomes.

The concept of educational administration has been widely debated in the academic community, and there is no consensus yet. In the 1950s, foreign scholars generally preferred to use the theory proposed by Feigl. H (1951, p.179-213) to define

the theory of education management, that is, use a whole set of assumptions to draw more empirical laws from these assumptions through pure Mathematical logic analysis. This definition reflects the Scientism tendency of researchers at that time. Since the 1970s, Greenfield, T.B. and other researchers have questioned and criticized the scientization of education Management science. Willower, D.J. (1975, p.47-52) believed that the definition of Feigl. H was too strict. If we follow this definition, many theories will be excluded. Wayne K. Hoy and Cecil G. Miskel (1996, p.2) believed that in the study of education management, theory can be regarded as a set of concepts, assumptions and generalizations that systematically reveal the interrelation of behavior rules in educational organizations. In summary, foreign scholars generally view education management as a theory that reveals educational management issues.

Sun Miantao (2006, p.15) believes that educational management is an organizational activity in which educational administrators use certain theories and methods to reasonably allocate educational resources, guide and organize educational personnel to complete educational tasks, and achieve educational goals under specific conditions. Educational management is an organizational activity system that includes educational management system, educational management mechanism, and educational management concept. Education management is generally divided into two aspects: macro education management - education administration and micro education management - school management.

Deng Huan (2013, p.10) believes that educational management refers to the rational allocation of human, material, and financial resources in the educational environment by administrators, guided by certain educational ideas, policies, and management concepts, in order to achieve the educational goals of the school, and to plan, organize, coordinate, supervise, and evaluate various educational activities of the school, thereby achieving the coordinated operation of the entire educational activity.

Di Weifeng (2022, p.21) believes that education management refers to the macro administrative management of education by the state and the micro administrative management within schools.

To sum up, educational management is a Management science that takes educational management problems as the object, takes management, pedagogy and other related disciplines as the basis, uses qualitative, quantitative and other relevant methods, and discovers educational management laws, forms educational management theory and guides educational management practice through research on educational management problems.

The Development of Educational Administration Theory

Campbell et al. (1987,p.101-110) divided the development of educational management ideas into "scientific management" in education based on F.W. Taylor's scientific management theory, "democratic management and interpersonal relationships" based on Dewey's democratic thinking and E. Mayo's interpersonal relationship theory, etc Rationalism, which is based on Max Weber's Bureaucracy theory and efficiency oriented management research, and "open system management", which emerged after the 1960s, believe that the first two theories are theories that emphasize organization, and the last two theories are theories that focus on individuals.

Carlbson J.A. Culbertson (1988, p.3-26) discussed the development of educational management theory with the logic of the development of educational management theory itself as a clue, explained the theoretical source and basic concepts of educational management theory, and discussed the advantages and disadvantages of the development of Structural stage theory of theory.

Representative scholars who apply critical theory to educational management theory, such as Foster, Bates, Setanik, and K.A. Sirotnik (J. Oakes) (1988,p.323-328), argue that society is full of inequality and oppression, and social change is needed to liberate those who are oppressed and deprived of citizenship. But unlike Marx's "struggle" or "revolution", social change is achieved through the use of rational and rational practical dialogue, adopting a critical perspective on power relations.

Veruer D.J. Willower (1994, p.47-50), Ervos and Lagomsky C.W.Evers; G. Lakomski (1996, p.256-266) critically discussed the new developments in educational management theory from different perspectives.

Hoy and Miskell W.K. Hoy, C.G. Miskel (1996, p.167-174) discussed the development of educational management theory according to the historical clues of management development. "In the past 90 years, it can be divided into four stages: classical organizational thinking, interpersonal relations, social science methods and the emerging anti traditional methods."

Feminism also has a significant impact on educational management theory. Feminism uses the methods of Postmodernism and critical theory to try to understand, deconstruct and eliminate the injustice and inequality suffered by women and their oppressed status, so as to realize women's freedom and liberation. Feminists believe that current organizations emphasize obedience, attachment to power, loyalty, competition, aggressiveness, and efficiency (W.K. Hoy, C.G. Miskel, 1996).

The renowned scholar T.J. Sergiovanni (1999, p.66-72) used a combination of historical analysis and pattern analysis to analyze the development of educational management ideas over the past 10 years. He divided educational management ideas into four models: the first model was the "efficiency oriented model" stage from early 1900 to around 1930; The second mode is the "stage of focusing on people" from around 1930 to 1965; The third mode is "caring about politics and decision-making" from World War II to the present. This model emphasizes the dynamic role of the external environment on the organization and the development of policies. It believes that conflicts within the organization are natural and necessary, and also believes that decision-making may not always be based on rational patterns. The fourth mode is the current 'caring about culture' mode. The cultural model focuses on "collectivity and sharing of meaning and value".

Greenfield (1999, p.3-28) took the lead in applying Postmodernism theory to educational management theory and systematically criticized the movement of Scientific theory. He believes that organizations are not natural entities, but artificial and not standardized; Management theory is not what the "theoretical movement" claims to be objective and unique.

To sum up, the development of the above four educational management theories and models, namely, the classical educational organization theory efficiency based model, the humanistic educational management theory humanistic model, the

educational Management science theory rationality based model and the post-modern educational management theory multi integration model, reflects the development process from Scientism and humanism, social organization based and individual centered Dualisms to human centered multi integration theory.

Concept of Leadership

Concept of Leadership

Stogdill (1950, p.1) viewed leadership from the perspective of ability as the ability to influence group activities in order to achieve organizational goals.

Heifetz, Ronald (1994, p.22) believes that leadership is the process of individuals or groups motivating an organization through moral constraints or persuasion to achieve their common goals and those of their followers.

Bass (1999, p.9-32) believes that leadership is an influence that can motivate and guide individuals and groups to achieve their goals.

John C. Maxwell (2003, p.56-58) believes that leadership is essentially an influence that anyone can use, as long as it can successfully influence the behavior of others, it can be considered as the implementation of leadership.

Sleegers (2009, p.152-172) believes that leadership is the ability to motivate the leader to voluntarily make efforts for the organization and achieve excellence.

Lu Yuanyuan and Wu Weiku (2013, p.54-58) believe that leadership can also be seen as the ability of leaders to govern and guide followers and stakeholders to achieve group goals.

In summary, leadership can be seen as a constituent element of leadership, which refers to the ability of a leader to guide and influence the leader to achieve their specific goals.

Concept of Leader

Hemphill & Coons (1957, p.95-104), from a behavioral perspective, believes that leadership is the behavior that guides a group to achieve their common goals.

Tannenbaum (1961, p.68-75) believes that leadership is the interpersonal influence given to a certain situation, achieved through the communication process to achieve specific goals.

Stogdill (1974, p.23) believes that leadership is a structure that creates and maintains expectations and interactions.

Rauch and Behling (1984, p.45-62) argue that leadership is a process that influences the actions of organized groups to achieve group goals.

Schein (1990, p.109-119) believes that leadership is the ability to transcend cultural limitations and engage in revolutionary change with greater adaptability.

Xu Shijun (1993, p.111-117) believes that leadership is an interpersonal interaction program that influences the behavior of a person or group of people in a specific situation, leading them towards achieving a specific goal.

Lin Kuntang (1996, p.86-88) believes that leadership is the process in which leaders use their influence to guide members to work together and achieve specific organizational goals through interactive reactions among members.

Senge (1996, p.36-37) believes that leaders are those who are able to proactively change themselves and the organization.

Martin M. Chemers (1997, p.1-5) believes that leadership is a social influence process in which individuals can gain support and assistance from others to complete a common task.

Yukl (1999, p. 285-305) viewed leadership as an action process from a process perspective. He pointed out that leadership is the process of guiding team members to clarify their work tasks and methods in order to achieve team goals.

Kouzes and Posner (2004, p. 235-272) argue that in organizations, some people aspire to lead others, while others choose to be led, and leadership is a process of mutual influence.

Scott (2003, p.69-99) believes that leadership mainly refers to the mechanisms that influence the behavior of each subordinate.

Northouse (2010, p.10) believes that leadership is a process that influences organizational members to achieve common goals.

Yahan Gao (2008, p.59-67) views leadership as the process by which leaders exert influence over their subordinates or the entire organization to achieve organizational goals.

Zhang Junhua (2008, p.17-25) believes that leadership is the process of using legal power or the charismatic power of personality and spirit to influence group thinking and behavior.

In summary, leaders can be considered as the process of exerting purposeful and systematic influence on the organization and its members through various means such as long-term planning, organizational design, institutional arrangement, cultural creation, and personality charm, under the empowerment of legitimate power, under the rational control of ideas, the use of leadership resources, and the display of individual traits, in order to effectively achieve the expected goals of the organization.

Concept of Academic Leadership

The Meaning of Academic Leadership

Scholars at home and abroad have provided the meaning and characteristics of academic leadership, as follows:

Blackburn and Gerber (1974, p. 535-540) proposed the concept of academic leadership in the 1970s. They believe that when measuring academic leadership or the quality of institutions, universities should hire outsiders as independent experts to measure, and also link academic leadership with Academic freedom in research, publishing, teaching, civil rights and sustainable employment.

Bass (1985, 1998, p.9-32) pointed out that academic leadership is often seen as a general interdisciplinary topic, while leadership skills are often overlooked in the context of time institutions or roles.

Fisher and Koch (1996, p.123) argue that academic leadership is used to describe the qualities or characteristics of a specific individual recognized by others as an academic leader.

Leaming (1998, p.5) defines academic leadership as motivating others to take certain course of action, convincing others to complete specified tasks on time and in a specific manner, and acquiring the skills of those who interact with others.

Ramsden (1998, p.8-15) summarized many studies on academic leadership in the last few decades of the 20th century, defining it as "a daily practice that supports, manages, develops, and motivates academic colleagues. Effective academic leaders

have an "academic inclination" and share the common values of scholars. At the same time, he pointed out that the important characteristics of academic leadership are: teaching leadership, research leadership, strategic vision and network, collaborative and motivational leadership, fair and effective management, development and performance recognition, and interpersonal skills.

Henkel (2002, p.29-41) believes that the emerging concept of academic leadership has an impact on the roles and relationships within higher education institutions, requiring department heads and department heads to be both scholars and administrators, and to break free from the inherent tension or conflict of this belief: between individual and collective attention, between hierarchy and community, between control and support, and between change and continuity.

Debowski and Blake (2004, p.9-10) argue that a recurring theme in literature related to academic leadership is the importance of adaptability and flexibility, as well as the ability to manage change. Leadership can be broken down into a series of skills - behaviors that can be learned and developed. The growth and use of these practices can produce exemplary leaders. At the same time, self-identity can increase the motivation of leaders to seek Leadership development and leadership experience.

Bryman (2007, p.693-710), Yielder (2004, p.315-328), Marshall (2011, p.87-103) and others argue that academic leaders need to develop an academic vision.

Scott (2008, p.133-145) provided several main academic leadership abilities for academic leaders, including personal abilities, interpersonal skills, cognitive abilities, and related skill knowledge.

Marshall (2011, p.87-103) believes that academic leadership mainly includes: coordinating courses, providing support, making suggestions, and achieving common goals; Willing to share experiences with others; Play a role model and provide guidance and assistance to young teachers.

Zhu XuDong (2011, p.1-6) believes that academic leadership is an active force formed and developed within or between academic organizations through academic practice activities such as knowledge creation and dissemination based on the principles of Academic freedom and equality.

Shelda Debsky (2012, p.75-80) believes that academic leaders need to focus on building their own abilities, profiles, interpersonal relationships, and efficient operations in their early academic careers, striving to improve their leadership and related skills.

Pan Jun and Hou Jihu (2014, p.54-58) believe that the academic leadership of academic leaders is essentially an influence and an individual's ability to lead a group.

Wang LiKun (2015, p.9-11) believes that academic leadership is an influence that is based on a common academic vision, coupled with diverse entities such as teachers, students, and administrators in universities, promoting these entities to leverage their respective strengths and strive to achieve this vision. She believes that the essence of academic leadership should be the joint participation of university professors, administrators, governments, and other groups in the development of the university, and the formation of a common academic vision through mutual interaction, thereby forming a joint force to promote the development and transformation of the university.

LuYe (2015, p.34-38) believes that the academic leadership of academic leaders in universities can be interpreted from four dimensions: education and teaching are the core elements of academic leadership, scientific research is an essential element of academic leadership, academic innovation is the source of motivation for academic leadership, and academic cooperation is the foundation of academic leadership.

LuYe (2016, p.34-38) also believes that academic leadership is the aggregation and leadership force that acts on individual university teachers, academic communities, and other staff and organizations. As a supportive, developmental, and harmonious force within the higher education system, it can provide human resources and organizational guarantees for the healthy and sustainable development of the academic ecosystem of the entire higher education system, To ensure the balance of power in the allocation of academic resources within the higher education system and the scientific design of institutions. The subject of academic leadership not only includes explicit subjects such as individual university teachers, academic groups, and

other administrative personnel, but also includes implicit subjects such as the operating mechanism of university power, which permeates all aspects of the operation process of the higher education system.

Liang ChangMeng (2018, p.53) believes that academic leadership is a subordinate concept of leadership, which is the concretization of leadership in the academic field. It refers to the ability of leaders to attract and influence leaders and stakeholders in academic affairs and continuously achieve the goals of the academic community.

Yi Jianhua (2023, p.50) believes that academic leaders tend to shift from being teachers, possessing professional knowledge and abilities. However, their leadership skills still need to be improved, and universities need to provide academic leadership projects or plans to help them transform their identities.

In summary, academic leadership refers to the concretization of leadership in the academic field, which refers to the ability of leaders to attract and influence the leaders and stakeholders in academic affairs and continuously achieve the goals of the academic community. Academic leadership includes not only the radiation, attraction, and driving force generated by the members of a university academic organization during its operation, but also the excellent individual guidance and collective promotion of professional groups generated by individual and collective university teachers in the process of performing their academic profession. At the same time, academic leadership is also implicit in the process of modern universities fulfilling their historical functions. The development of meaning of academic leadership is presented in the Table 2.1.

Table 2.1 Meaning of Academic Leadership

Author	Time	Basic view
Blackburn and Gerber	1974	The quality of academic leadership needs to be measured by external experts as independent experts.
Bass	1985,1998	Academic leadership is often seen as a general interdisciplinary topic.
Fisher and Koch	1996	Academic leadership is used to describe the qualities or characteristics of a specific individual recognized by others as an academic leader.
Ramsden	1998	Academic leaders need to manage and allocate various resources, master the methods to deal with problems, be able to reflect and understand flexibility.
Bryman	2007	Academic leaders should develop academic visions.
Lu Ye	2010	Academic leadership acts on individual university teachers and is strong and powerful as a kind of leadership.
Marshall	2011	Academic leadership mainly includes the following contents: making overall plans for the curriculum, providing support, making suggestions, and achieving common goals; Willing to share experiences with others
Pan Jun	2014	Academic leadership of university teachers is a reflection of their academic achievements and sense of value. It is the externalization of their own academic research after accumulation to a certain extent, which produces academic "radiation" influence and promotes the ability of other members of the organization to grow together.
Liu Dan	2015	"Ideal university presidents" should have the following qualities and abilities: to defend the university spirit; Having independent educational thought; Have a firm concept of school management; Good organization and coordination ability, cognitive judgment ability.

Table 2.1 (Continue)

Author	Time	Basic view
Wang LiKun	2015	Academic leadership is an influence. Based on a common academic vision, it couples multiple subjects such as teachers, students, and administrators in universities to promote these subjects to play their respective advantages and work hard to achieve this vision.
Sun Sun	2017	The relationship between the principal and teachers is cooperative.
Liang ChangMeng	2018	Academic leadership is a subordinate concept of leadership, which is the concretization of leadership in the academic field. It refers to the ability of leaders to attract and influence leaders and stakeholders in academic affairs and continuously achieve the goals of the academic community.
Yi Jianhua	2023	Academic leaders tend to shift from being teachers, possessing professional knowledge and abilities. However, their leadership skills still need to be improved, and universities need to provide academic leadership projects or plans to help them transform their identities.

In order to study the characteristic variables of academic leadership, the researchers consulted relevant literature and sorted the contents into Table 2.2.

Table 2.2 The characteristics of academic leadership are refined

Factors influencing / Researcher	Academic Vision	Professional ethics	Innovation ability	Professional competence	Responsibility	Management skills	Cooperative Skills	Organizational culture	Role positioning	Academic resources
Yarger&Lee		√	√		√					
Hart								√		
Harris&Lambert			√	√		√	√			
Wu Yingmin								√		
Jin Jiansheng				√		√		√		
Debowski&Blake						√				
Bryman	√									
Yielder	√									
Marshall	√	√								√
Ramsden	√					√				√
Peter										√
Harman										√
Shelda Debsky						√				
Henkel									√	√
Yi Jianhua				√						
York-Barr&Duke				√		√				
Wang Feiye& Sally Zapada				√				√		
Chen Miao				√			√		√	
Frost&Harris				√			√			

Table 2.2 (Continue)

Researcher \ Factors influencing	Academic Vision	Professional ethics	Innovation ability	Professional competence	Responsibility	Management skills	Cooperative Skills	Organizational culture	Role positioning	Academic resources
Wang Feiye& Sally Zapada				√				√		
Chen Miao				√			√		√	
Frost&Harris				√			√			
Hu Jifei &Gu Lixin								√		
Bolden	√				√					√
Wang LiKun	√							√		√
amount to	6	2	2	7	2	6	3	6	2	7

According to table 2.2, the researchers used standards to consider the corresponding characteristics as the framework for this study, by selecting features with a frequency of 6 or higher and summarizing them into 5 features, including: 1) academic vision, 2) professional competence, 3) management skills, 4) organizational culture, and 5) academic resources.

Academic Vision

Ramsden (1998, p.8-15) & Yielder (2004, p.315-328) believes that effective academic leaders have an "academic inclination" and share the common values and academic visions of scholars.

Bryman (2007, p.693-710) believed that academic leaders should develop academic visions.

Marshall (2011, p.87-103) believes that academic leaders need to propose an academic vision and lead teams to achieve common goals.

Bolden, et al. (2012, p.42-48) believing that the role of academic leaders is to develop an academic vision to support and develop shared academic values and identity, and to provide and protect an environment for productive academic work.

Wang LiKun (2015, p.9-11) believes that academic leadership is an influence that is based on a common academic vision, promoting diverse entities such as teachers, students, and administrators in universities to leverage their respective strengths and strive to achieve a common academic vision.

In summary, academic vision refers to the formulation and development of academic vision by academic leaders in higher education based on shared academic values and identity, proposing guiding academic goals, influencing and motivating followers, attracting and nurturing academic talents, and enhancing the cohesion of the academic team. Adjust and update the academic vision in a timely manner according to changes in the social and educational environment. Promote cooperation among teachers, students and administrators through the academic vision, facilitate interdisciplinary or cross-departmental cooperation and exchange, and work together to achieve common academic goals.

Professional Competence

Harris & Lambert (2003, p.45) and Zhou Qi (2015, p.16-19) summarized the composition of teacher leadership into four aspects: personal leadership skills, collaborative skills, professional competence, and the ability to promote change.

Frost & Harris (2003, p.56-58) found that teachers' personal authority, professional knowledge, situational understanding ability, and interpersonal communication ability have a significant impact on the level of achievement of teacher leadership.

York Barr & Duke (2004, p.33-34) pointed out that leaders not only need to possess excellent professional competence, but also be adept at building trust and cooperative relationships with colleagues.

Jin Jiansheng (2010, p.25-28) believes that the main factors that influence teacher leadership in the school field include teachers' professional competence and leadership traits.

Chen Miao (2011, p.11-16) pointed out that the professional competence of teachers can affect the leadership of kindergarten teachers.

Wang Feiye and Sally Zapada (2017, p.33-37) believe that teachers' professional competence not only establishes their leadership position in schools, but also has a substantial impact on leadership effectiveness.

Yi Jianhua (2023, p.42) believes that academic leaders tend to shift from being teachers, as they possess professional competence.

In summary, professional competence refers to a series of important qualities and abilities that academic leaders possess in their professional field, including professional ability, innovation ability, leadership ability, and collaboration ability, etc. Academic leaders need to possess in-depth professional knowledge and cognition, pay attention to the academic forefront of the discipline, and have a strong sense of innovation; Having the ability to independently solve professional challenges, continuously improving one's professional knowledge and skills through continuous training and further education; Having the ability to lead a team, able to guide students and peers in academic research, encourage sharing of experiences and exploring academic issues, and through professional guidance, encourage subordinates to better complete research tasks. At the same time, being able to apply professional knowledge to develop long-term strategies to support the development of the school or department; Actively encourage and support team members to improve their professional competence.

Management Skills

Ramsden (1998, p.8-15) pointed out that academic leaders should provide strong support for daily academic activities, while valuing management skills to manage, cultivate, and motivate academic colleagues.

Harris & Lambert (2003, p.45) believes that personal leadership skills are an important aspect of academic leadership.

Debowski and Blake (2004, p.9-10) argue that leadership can be decomposed into a series of skills and behaviors that can be learned and developed.

York Barr & Duke (2004, p.33-34) pointed out that teacher leaders need to possess excellent teaching and management skills.

Jin Jiansheng (2010, p.26-29) believes that the main factors affecting teacher leadership include teachers' professional skills and management skills.

Shelda Debsky (2012, p.101-118) believes that academic leaders should strive to improve their leadership and related skills.

In summary, management skills refer to a series of important skills and behaviors that academic leaders possess in the process of management and leadership. This includes communication skills, clarifying roles and responsibilities, providing guidance and support, task management, conflict resolution, team building, and emotional management, among others. Academic leaders need to have good team communication skills to ensure that team members have a clear understanding of their roles and responsibilities; Consider team opinions and suggestions when making decisions, listen to and respect others, and encourage team members to showcase creativity and ideas; Provide guidance and support, effectively manage tasks, improve work efficiency, and ensure important tasks are completed on time; Make fair and transparent decisions, handle conflicts and issues within the team correctly; Emphasize team building, encourage team spirit, and possess good emotional management skills. Management skills are a key element in achieving teamwork, efficient operation, and achieving common goals in organizations and leadership.

Organizational Culture

Hart's (1994, p.15) survey of two secondary schools in the same region showed that a democratic, cooperative, open-minded, and participatory campus culture has a significant impact on teacher leadership.

Wu Yingmin (2008, p.56-57) believe that the cultural atmosphere of schools can have a significant impact on teacher leadership.

Jin Jiansheng (2010, p.26-29) believes that the cultural atmosphere of a school, including leadership roles and interpersonal relationships, can have a significant impact on teachers' academic leadership.

Wang Feiye and Sally Zapada (2017, p.28) also hold similar views. Through Case study, they found that the cultural atmosphere of cooperation and mutual assistance helps backbone teachers lead team members to carry out effective communication and cooperation. Meanwhile, the higher the level of trust among

colleagues, the more conducive it is to the smooth progress of teacher leadership activities.

Hu Jifei and Gu Lixin (2012, p.46-49) conducted a survey on backbone teachers in primary and secondary schools in Guangdong Province and found that the organizational culture of schools, the work style of principals, and internal interpersonal relationships within schools are the main factors affecting the effective implementation of leadership among primary and secondary school teachers in China.

Wang Likun (2015, p.9-11) believes that in order for universities to form effective academic leadership, it is necessary to form a positive interaction between multiple power subjects. In the process of interaction, the relationship between multiple power subjects is cooperative, not between leaders and those being led.

In summary, organizational culture refers to a set of common values, beliefs, behavioral patterns, and atmosphere formed within a school or organization. Organizational culture includes being academically oriented, encouraging learning, discussing academic development goals and making progress together, emphasising teamwork, open communication, equality, full trust, respecting employees' views and supporting individual development. A positive organizational culture helps to stimulate the leadership potential of middle-level administrators, promote teamwork and communication, create a good academic research atmosphere, and drive the academic and business development of schools or organizations.

Academic Resources

Ramsden (1998, p.8-15), Peter (1998, p.284-291), Harman (2002) and others believe that academic leaders need to manage and allocate various resources, master problem-solving methods, be able to reflect, and understand adaptability.

Henkel (2002, p.78-82) believed that the emerging concept of academic leadership had an impact on the roles and relationships within higher education institutions, requiring department heads to seek support between individuals and collectives, Hierarchy and communities.

Marshall (2011, p.87-103) believes that academic leadership mainly includes: coordinating courses, providing support, making suggestions, and achieving common

goals; Willing to share experiences with others; Play a role model and provide guidance and assistance to young teachers.

Bolden et al. (2012, p.42-48) argue that the role of academic leaders is to provide and protect an environment that allows for productive academic work, support and develop shared academic values and identity, and represent individuals and working groups to achieve 'cross-border'. The boundary here refers to the ability to create opportunities for external relationships, complete work through institutional management, and guide team members into broader areas of engagement.

Wang Likun (2015, p.9-11) believes that the essence of academic leadership should be the joint participation of university professors, administrators, governments, and other groups in the development of universities.

In summary, academic resources refer to various resources that academic leaders need to manage and allocate in the field of higher education, as well as a comprehensive and multi-level academic resource support system provided by departments. These resources include: funds and platforms, knowledge and skills resources, social resources, environmental resources, etc. Namely, middle-level administrators can easily access and use academic resources, effectively manage and allocate departmental human, material, financial and other resources, fairly and reasonably allocate various scientific research projects, actively strive for and utilize external academic resources, strengthen academic cooperation and exchange, expand information communication channels within and outside the discipline, and effectively utilize environmental resources according to changes in the external environment to promote the academic development of the organization.

The Academic Leadership of the Principal

Tinerney W. G. (1989, p.66-70) believes that for university presidents, academic leadership is the concretization of a school's academic culture at the level of personal quality. It directly affects teachers' value identification with the president and the school, and has an impact on the university's organizational culture and behavior patterns.

Anna Neuman (1995, p.28-35) believes that the academic achievements and leadership of presidents have a profound impact on the organizational culture of universities, and reveals the source of internal value identification within universities - excellent presidents promote the establishment of teachers' work beliefs and values, and they are the cultural symbols and representatives of schools.

Liu Dan (2015, p.211) proposed that "Ideal type university presidents" should have the following qualities and abilities: defend the university spirit; Having independent educational ideas; Having a firm concept of school governance; Good organizational and coordination skills, cognitive and judgment abilities.

SunSun (2017, p.97-100) proposed that "model university presidents" should possess the following abilities and qualities: a deep understanding of university culture, guiding the transplantation of governance concepts among university teachers and presidents; Maintain one's own enthusiasm, investment in the school, and desire to communicate with teachers; Considering teachers as the backbone of the school, committed to cultivating responsible teacher leadership, the relationship between principals and teachers is collaborative.

Liang Changmeng (2018, p.80-88) used leadership theory, organizational culture, Organizational behavior and other related theories, starting from the evolution of the role of university presidents, combined with the responsibilities and characteristics of the role of university presidents, through interviews, based on the leadership process, to construct the structural dimensions of academic leadership of university presidents, including foresight, charisma, decision-making and execution.

Research on Academic Leadership of University Teachers

Barth (2001, p.48-55) believes that teacher leadership is the influence generated by teachers exercising leadership through formal organizational channels.

York Barr & Duke (2004, p.55) pointed out that ordinary teachers can also become leaders, but they have certain requirements for the abilities they should possess. They believe that teacher leaders not only need to possess excellent teaching and administrative skills, but also be adept at building trust and cooperative relationships with colleagues, connecting relatively independent individual teachers.

Yuan Zhikai and Qi Xinzheng (2005, p.41-45) believe that selecting academic leaders is the primary link in the construction of the discipline team, and good academic leaders have top-notch academic level, excellent team spirit, responsible teaching and education attitude, active academic communication ability, humility and magnanimity, sharp judgment, personality power has attraction, and personality power has demonstration effect.

In addition, Birnbaum R (2008, p.54-56) also proposed that the construction of internal leadership groups in schools is an important manifestation of academic leadership.

Katzenmeyer & Moller (2009, p.33) is also based on the concept that ordinary teachers can play a leadership role, emphasizing that teachers can exercise leadership in classroom teaching, and that teacher leadership is not only reflected in classroom teaching, but also in extracurricular activities, the leadership ability of teachers can guide teaching practice.

Li Qian (2009, p.56-59) defined teacher leadership as the comprehensive influence of a teacher on other team members through the combined action of non authority factors such as their professional power and personal charm in team activities.

LuYe (2010, p.38-42) believes that academic leadership acts on individual university teachers and is strong and powerful as a form of leadership.

Lu Naigui and Zeng Yan (2012, p.23-28) pointed out that teacher leadership is often seen as empowering teachers, and many people only focus on role-based empowerment. They believe that true empowerment is based on the psychological level, by enhancing teachers' self-efficacy, sense of responsibility, and work enthusiasm, and exerting their leadership in daily work such as classroom teaching.

PanJun and Hou JiHu (2014, p.54-58) believe that the academic leadership of university teachers is a manifestation of their academic achievements and sense of value. It is the externalization of their own academic research accumulation to a certain extent, generating academic "radiation" effects and promoting the ability of other members of the organization to grow together.

Zeng Yan et al. (2014, p.15-17) believe that with the deepening of relevant research, teacher leadership, as one of the research fields of educational leadership, is a supplement to traditional vertical leadership in school organizations.

Meng Yi (2015, p.76-83) explored the relationship between academic leadership of graduate supervisors and their creativity. Starting from the perspective of leadership behavior, empirical research was conducted to identify the four dimensions of academic leadership of graduate supervisors, namely authorization, care, development, and motivation.

LuYe (2015, p.34-38) believes that the academic leadership of university teachers is implicit in the entire process of teaching, management, and service in universities, and externalized in all aspects of academic research, administrative management, and social services in universities. The academic leadership structure of university teachers is composed of educational and teaching abilities, scientific research abilities, academic innovation abilities, and academic cooperation abilities, which work together to promote the more professional development of university teachers.

In summary, researchers' research on academic leadership of university teachers can be broadly divided into two types: first, teacher leadership based on empowerment. At this time, the role of teacher leaders is only aimed at a small group of teachers who hold administrative positions, such as outstanding teachers, backbone teachers, etc. Teachers carry out leadership activities through being empowered by the organization. The second is based on endogenous teacher leadership. This view holds that every teacher can become a leader, and teacher leadership is not related to authority. Leadership mainly comes from the professional authority and personal charm of the teacher.

The Influencing Factors of Academic Leadership

Yarger & Lee (1994, p.27) started with the qualities and abilities of teacher leaders and believed that teacher leaders should have high work enthusiasm, strong innovation ability, adventurous spirit, a sense of responsibility for work, be able to empathize with others in the team, and be good at listening to and respecting others' perspectives.

Frost & Harris (2003, p.65) found that teachers' personal authority, professional knowledge, situational understanding ability, and interpersonal communication ability have a significant impact on the level of achievement of teacher leadership.

Harris & Muijs (2004, p.57) investigated the leadership levels of different teachers in three schools and found that a democratic and cooperative campus culture is one of the important factors affecting the realization of teacher leadership. The support of principals and school administrators is conducive to the realization of teacher leadership.

Sanders (2006, p.48) found through research that new teachers, due to their lack of professional skills and personal charisma, are prone to causing resistance among team members during the leadership process.

Wu Yingmin (2008, p.17) and Jin Jiansheng (2010, p.26-29) believe that the cultural atmosphere of schools can have a significant impact on teacher leadership. Among them, leadership roles and interpersonal relationships, including establishing relationships between teachers, colleagues, and principals, can have an impact on teacher leadership.

Chen Hua (2008, p.13) believes that the abilities of subject leaders include academic research ability, talent cultivation ability, organizational management ability, social activity ability, and psychological endurance.

Jackson et al. (2010, p.68) pointed out that the essential personal skills for teacher leaders include professional ethics, teamwork, leadership ability, openness, insight, positive emotions, willingness to take risks, and teaching related skills.

Xiao Yueqiang and Yuan Yongxin (2011, p.23) pointed out that teacher leadership is composed of administrative leadership, professional leadership, self leadership, and interpersonal leadership.

Chen Miao (2011, p.46-52) pointed out that the school's Material culture, institutional culture, spiritual culture, the support of the headmaster in attitude and behavior, and the relationship of mutual respect and cooperation among teachers are the key factors affecting kindergarten teachers' leadership.

Chen Miao (2011, p.46-52) pointed out that personal factors of teachers, including practical experience, professional level, role positioning, interpersonal skills, and personality traits, can affect the leadership of kindergarten teachers.

Wang Ying (2012, p.38) believes that the professional leadership of foreign language teachers in universities is mainly reflected in five dimensions: personality, teaching, academia, organization, and learning. The composition of their leadership is divided into: personality charisma, teaching leadership, academic foresight, organizational cohesion, and learning growth.

Hu Jifei and Gu Lixin (2012, p.49) believe that teachers' own abilities and personal intentions can also have a certain impact on their leadership activities.

Li Xiaoyan and Pei Miao (2017, p.75-79) believe that the personal factors of teachers are also important factors affecting teacher leadership. Teachers' personal willingness, professional knowledge and skills, as well as their personal temperament, can have a significant impact on their leadership.

Wang Feiye and Sally Zapada (2017, p.63-69) believe that teachers' professional competence not only establishes their leadership position in schools, but also has a substantial impact on leadership effectiveness.

Context of Public Universities in Guizhou

Universities in Guizhou Province

Guizhou Province is located in the hinterland of the southwestern inland region of China, and is an economically underdeveloped province. In recent years, higher education has developed rapidly. There are a total of 9 cities (prefectures) in Guizhou Province, each with a distribution of higher education institutions. At present, there are a total of 75 higher education institutions in Guizhou Province, including 29 institutions, including 21 public institutions and 8 private institutions. The proportion of institutions to the total number of higher education institutions is 38.67%, and there is one national "Double First Class" university, accounting for 3.45% of institutions. There are 8 universities named after "universities", accounting for 27.59% of institutions. There are 46 vocational colleges, accounting for 61.33% of the total number of higher education institutions; There are three national level "double high" universities,

accounting for 6.52% of vocational colleges. Overall, higher education resources in Guizhou Province are relatively scarce, especially high-quality education resources, with fewer high-level universities. In recent years, there has been significant development and improvement in education scale, subject construction, transformation and upgrading, and serving local socio-economic needs.

University Administration

Administrative management in universities refers to the organizational activities of universities to achieve the goals of teaching and research work, relying on certain institutions and systems, taking certain measures and means, exerting management and administrative functions, leading and guiding the majority of faculty, fully utilizing various resources, effectively completing the school's work tasks, and achieving predetermined goals (Zhong BingLin, 2010). Administrative management in universities is the process of organizing, planning, and implementing activities to maximize the effectiveness of all human, material, and financial resources in the school and achieve its work tasks. The quality of administrative management in universities is directly related to the survival and development of universities (Liu DanDan, Luan JiHua, 2009).

University work includes administrative management, education, and research, and administrative management is a prerequisite and guarantee for supporting the smooth progress of university education, teaching, and scientific research. Good administrative management is one of the important foundations for universities to fulfill their educational mission (Zhou YaFang, 2019). A first-class university requires first-class management as support (Chen Hao, 2016).

Administrators in Universities

Administrative personnel in universities refer to personnel engaged in administrative management work in higher education institutions. They are usually responsible for formulating and implementing administrative policies, rules and regulations of the school, and assisting the principal or other senior management personnel in managing and operating the school. In the field of educational theory research, there has not yet been a unified definition of administrative personnel in universities. It is generally believed that personnel engaged in educational and

scientific research management in functional departments of universities, including secretaries, presidents, various functional departments on campus (such as the Academic Affairs Office, Student Affairs Office, Personnel Office, Equipment Office, International Office, etc.), as well as personnel at all levels engaged in administrative management within various departments, all belong to the category of administrative personnel in universities (Chen Hao, 2016).

According to the hierarchical division of organizational structures, university administrative personnel can be divided into three management levels: high-level administrative personnel, middle-level administrative personnel, and grassroots administrative personnel. The upper level is the decision-making level, the middle level is the execution level, and the grassroots level is the operational level. In specific operational practice, the high-level administrative personnel of universities are represented by the president, the middle-level administrative personnel of universities are mainly responsible for the department of the college, and the grassroots administrative personnel of universities are ordinary staff engaged in specific management affairs. Administrators at different levels and positions play different roles in the organizational operation process (Wang Wenjie, 2013).

Related Research

Zeng, Y., Wang, M., & Sun, N. (2024, p.20-25) argued, from the point of view of the current situation of organized research in universities, there are ambiguities in the development goals, Insufficient human resources for scientific research, slow integration of disciplines, and ineffective multi-party synergy. Based on Baumann and Dill's theory of multiple academic leadership, a four-dimensional academic leadership analysis framework of structure, human resources, politics and symbols is constructed, which can help to solve the current difficulties in the practice of organized research in universities. In the practice of scientific research in colleges and universities, the overall team goal should be clarified to lead the direction of scientific research development; talents should be scientifically selected to establish a dynamic and adaptive scientific research team; the academic culture of the team should be shaped to strengthen the

interpersonal interoperability and collaboration; and the process of disciplinary integration should be promoted to organize guided scientific research cooperation.

Wu, J., & Lei, Y. (2023, p.114-116) argued that in-depth strengthening of the professionalization of management teams in colleges and universities, and perfecting the Professionalization of personnel training is an important part of university management in the new era, and it is also the core force to carry out the education policy to realize the modernization of education. Therefore, the construction of management team in universities is a systematic project. In the new period, we should strengthen the professional construction of management team in universities, optimize the construction idea, explore the management methods, and strive to build a management team with excellent comprehensive quality, strong ability, high level, professionalism, and rich innovation and vitality. Of course, in the in-depth exploration will also face such problems as the lack of attention at the leadership level, high pressure on the work of the personnel, little space for promotion, and high mobility of personnel. Combining the characteristics of the development of colleges and universities in the new era and the requirements of education modernization, the researcher analyzes the current situation of the construction of the management team in colleges and universities and the constraints that lead to the problems, and puts forward a series of measures to promote the professional construction of the management team in colleges and universities.

Zhang, L. (2012, p.78-81) argued that building a professionalized management team that is efficient, lean, structurally sound, innovative and competitive is of strategic importance for improving the management level and running efficiency of higher education institutions and promoting the development of higher education in China. The construction of an efficient and competent management team with reasonable structure, innovative consciousness and competitiveness is of great strategic significance for improving the management level and efficiency of higher education institutions and promoting the development of higher education in China. The researcher combines the current situation of internal management system reform in China's colleges and universities and the actual background of professional development of college and university management team, analyzes the main

problems and constraints in the professional construction of China's colleges and universities and puts forward a series of suggestions and measures to promote the professional construction of China's colleges and universities, which include: building a service mode of administration and improving the efficiency of management; taking teachers and students as the guide, enhancing the service consciousness and management concept; enhancing the service consciousness and management concept; and improving the management efficiency of the college and university. Enhance the service consciousness and management concept; transform the employment mechanism, improve the appointment system; establish a scientific performance evaluation system; strengthen the professional training of the management team, and build a learning management organization.

Robbins (1976, p.115-118) defines organizational culture as a cohesive system of meanings and values that are collectively shared by members within an organization. This culture shapes how individuals interact, make decisions, and perceive their work environment. It encompasses the beliefs, rituals, and norms that influence behavior and attitudes, ultimately creating a unique identity for the organization. By fostering a common understanding among its members, organizational culture plays a crucial role in guiding actions and promoting cohesion, thereby impacting overall organizational effectiveness and employee engagement.

Ouchi (1981, p.165-169) describes organizational culture as a collection of symbolic elements, rituals, and myths that convey the core values and beliefs of an organization to its members. This culture serves as a framework for understanding the organization's identity and purpose, shaping the behaviors and attitudes of employees. Through these symbols and rituals, members engage in shared practices that reinforce their connection to the organization. By articulating and perpetuating these underlying values, organizational culture not only fosters unity among members but also guides decision-making and influences overall organizational dynamics.

Peters & Watterman (1982, p.216-222) propose that organizational culture consists of a set of dominant and coherent shared values that unify members of the organization. These values are transmitted to employees through various symbolic methods, including legends, slogans, anecdotes, and stories. Such symbols serve to

reinforce the organization's identity and mission, fostering a sense of belonging among members. By embedding these values in everyday practices and narratives, organizational culture not only shapes behavior and decision-making but also strengthens the overall cohesion and effectiveness of the organization. This shared cultural framework is essential for sustaining motivation and aligning efforts towards common goals.

Schein (1985, p.388-391) defines organizational culture as a set of basic assumptions that are invented, discovered, and developed by a specific group to address challenges related to the external environment and internal integration. These assumptions evolve over time and prove effective in guiding the organization's responses to various issues, ultimately becoming ingrained practices that shape the collective mindset. This culture serves as a practical framework for educating employees on how to perceive, think about, and address organizational problems. By instilling these foundational beliefs, organizational culture not only fosters cohesion among members but also enhances overall organizational effectiveness and adaptability in a changing landscape.

Hofstede (1986, p.86-95) views organizational culture as a psychological process that is collectively shared by individuals who share similar educational and life experiences. He identifies two main components of this culture: values and practices, with values forming the core of the cultural framework. Values influence behavior and decision-making, while practices encompass the external manifestations of these values, including symbols and rituals. This distinction highlights how organizational culture operates on multiple levels, with symbols and rituals serving as visible representations of deeper underlying values. By understanding these components, organizations can better navigate their internal dynamics and external interactions, ultimately fostering a cohesive and effective work environment.

Zhang DeRui (1990, p.55-60) believes that organizational culture is a set of basic assumptions and values shared by organizational members, as well as behavioral norms and expectations derived from this set of values; The value of an organization may not only be taken for granted by its members, but also serve as a guide to their

behavior, conveying value to members through symbolic means such as stories, legends, rituals, and ceremonies.

Huang YingZhong (1998, p.89) defines organizational culture as a shared set of values, behavioral norms, and management practices that collectively shape the internal environment of an organization. This culture articulates common tasks and expectations among members, guiding their interactions and decision-making processes. By fostering a unified understanding of goals and behaviors, organizational culture plays a crucial role in promoting collaboration and cohesion within the organization. Through these shared elements, it not only influences the organizational climate but also drives overall effectiveness and alignment toward achieving common objectives.

Peterson & Spencer (2000, p.76-83) define university organizational culture as a deeply ingrained behavioral framework that encompasses the various values, assumptions, beliefs, and ideological constructs shared among members of the institution. This culture reflects the collective understanding of the organization's mission and work goals, shaping how members interact and engage with one another. By fostering a common identity and purpose, university organizational culture influences decision-making processes, collaboration, and overall effectiveness in achieving academic and institutional objectives. Understanding this culture is essential for promoting a cohesive environment that aligns with the university's strategic vision and operational practices.

Yan Guangcai (2001, p.23-28) examines the conflicts that arise in the existence and development of universities through the lens of organizational culture, specifically focusing on the value level. He argues that differing values among stakeholders can lead to tensions and misunderstandings within the academic environment. By analyzing these conflicts in the context of organizational culture, Yan highlights the importance of aligning values and fostering a cohesive cultural framework to facilitate collaboration and progress. Understanding these dynamics is crucial for addressing challenges and promoting a harmonious development trajectory within universities.

Chen ChunHua (2004, p.59-65) defines organizational culture as a long-term developed business perspective or value system that is reflected in the organization's products and services, as well as in the management norms upheld by its employees. This culture encapsulates the core beliefs and practices that guide organizational behavior and decision-making. By shaping the identity of the organization, it influences how employees interact and perform their roles, ultimately impacting the overall effectiveness and reputation of the organization in the marketplace. Understanding this cultural framework is essential for fostering alignment between organizational values and operational practices.

Masland (1985, p.115-124) defines university organizational culture as the values, beliefs, and ideologies that are widely accepted and assumed within the institution. This culture shapes the collective identity of the university, influencing how members perceive their roles, interact with one another, and pursue their academic and institutional goals. By establishing a shared framework of understanding, university organizational culture not only guides decision-making processes but also fosters a sense of community and belonging among faculty, staff, and students. Recognizing and nurturing this culture is essential for promoting collaboration and achieving the university's strategic objectives.

Liang Yanling (2008, p.46-52) analyzes the development and challenges faced by domestic private education institutions through the framework of organizational culture as a practical concept. By examining the cultural dynamics within these institutions, Liang identifies key factors that influence their growth and operational effectiveness. This analysis highlights how organizational culture can impact decision-making processes, stakeholder engagement, and the overall sustainability of private educational entities. Understanding these cultural elements is crucial for addressing the difficulties faced by these institutions and for fostering an environment conducive to long-term success and development in the private education sector.

Kezar, A. J. & Holcombe, E. M. (2017, p.23-27) argued that the changing higher education environment requires new leadership skills and approaches, most notably the principle of shared leadership. The researchers review the new leadership landscape, the research on shared leadership, and the small amount of research on

shared leadership in higher education, explore the implications of this research for leadership development, discuss the challenges to this approach, and offer implications for practice on college campuses. Case studies and empirical research are used to demonstrate the practical application of shared leadership in higher education and its positive impact on academic vision by promoting collaboration and engagement, increasing accountability, innovation and flexibility, building networks of trust and support, and long-term strategic development.

Burton Clark (1994, p.213-217) believes that universities are special interest organizations and interest groups formed around the obligations they undertake to disciplines and institutions. This interest group reflects the right relationship of universities. The different distribution of power in the higher education system affects the way of activities, types of changes and values implemented in the University system, and even affects the extent to which a university can become an organization.

In China's academic circles, Yu Keping (2000, p.68-74), Mao Shoulong (1998, p.58-64) and others introduced and analyzed the connotation, background, main content and some related concepts of university governance theory earlier. Afterwards, the focus of this research shifted to analyzing the internal and external institutional arrangements and operational mechanisms of university organizations, and it is widely believed that the key point of university reform lies in the transformation of its external institutional arrangements.

Kennedy (2003, p.65-72) argues that the challenges surrounding higher education governance can only be fundamentally addressed by viewing the internal and external relationships of universities as an interconnected whole. This holistic perspective emphasizes the importance of understanding how internal dynamics, such as faculty governance and institutional culture, interact with external factors, including community engagement and regulatory frameworks. By integrating these relationships, universities can develop more cohesive governance strategies that foster collaboration and enhance overall institutional effectiveness. This comprehensive approach is essential for navigating the complexities of modern higher education and achieving sustainable growth and development.

Robert Bernbaum (2003, p.245-253) employs tools and methodologies from systems theory and cycle theory to systematically analyze the organizational and operational characteristics of modern universities. He identifies that the interactions among various organizational subsystems are often rare, limited, weak, or delayed, leading to a unique organizational structure characterized as a "solid and loose union." This concept, further elaborated by Wang Zulin (2013), highlights the complexities within university systems, where different departments and units may operate with varying degrees of interdependence. Understanding these dynamics is crucial for developing effective management strategies and enhancing the overall functionality of higher education institutions in a rapidly evolving academic landscape.

Gong YiZu (2009, p.53-59) pointed out that since 30 years of reform and opening up, China's economic system reform and higher Education reform have pushed colleges and universities onto the track of running their own schools according to law, and the social needs and historical conditions for university governance have been basically met. The governance structure of universities provides the possibility of establishing new paradigms to reshape the relationship between the government and universities, and to reshape the management process of the government towards universities.

Blackman and Kennedy (2009, p.13-18) investigate the governance performance of universities through the lens of knowledge management. They argue that the effectiveness of internal power dynamics and resource allocation within universities should primarily be assessed based on their contributions to enhancing knowledge management practices. This perspective emphasizes the importance of aligning governance structures with the goals of fostering collaboration, innovation, and knowledge sharing among faculty and staff. By prioritizing the needs of knowledge management, universities can improve their overall governance performance and better support academic and institutional objectives in an increasingly competitive educational environment.

Zhou Guangli (2012, p.78-83) believes that establishing a corporate governance structure for universities is the key to improving China's modern university system. To this end, it is necessary to address issues such as further expanding and

implementing the autonomy of education, the role and positioning of the Party committee in university governance, the path selection for the transformation of university legal person governance structure, the de administration of universities, and the formulation of university constitutions.

Dong Zefang and Yue Kui (2012, p.92-98) believe that in order to improve the internal governance structure of universities, it is necessary to further optimize the organizational structure of the university, which is composed of six elements: party committee leadership, president responsibility, professor research, joint participation, whole committee decision-making, and democratic management. We must establish and improve a strong and powerful leadership mechanism, a democratic and scientific decision-making mechanism, and a mechanism for the harmonious development of administrative and academic power A joint participation mechanism for deep dialogue and equal consultation, as well as an open and transparent power regulation mechanism.

Bolden et al. (2012, p.12-15) argue that the role of leadership is recognized throughout the academic community in (a) providing and protecting an environment conducive to productive academic work, (b) supporting and developing shared academic values and identity, and (c) accomplishing "boundary crossing" on behalf of individuals and work groups. "Boundary-spanning" in this context refers to the ability to create opportunities for external affiliation, to get work done through institutional management, to guide colleagues into broader areas of engagement, etc.

Yi Jianhua (2023, p.42) argues that academic leaders, as a "collection" of leadership in the higher education system, drive the operation of the university teaching and research system, and that their development is a fundamental component of university faculty development as well as an important component of the higher education governance system. In the context of the rapidly changing environment of higher education in the world, effective academic leadership is a key factor in achieving academic excellence. University academic leader development programs in the United States have moved toward a stage of professionalized development. University academic leaders are not only those who have earned the title of professor by virtue of their academic achievements, but they are also expected

to possess professional management skills. Universities need to establish effective incentives to encourage middle managers to support and promote the professional skills of their team members, and at the same time develop an overall culture that encourages learning, progress, and sharing of knowledge to promote the professionalism of academic leaders.

Sun Sun (2017, p.97-100) believes that the construction of world-class universities and first-class disciplines is a major strategic decision made by the CPC Central Committee and the State Council, and the construction of "double first-class" cannot be separated from the construction of effective academic leadership in universities, which must establish a sound mechanism for the establishment and implementation of university charters; strengthen the construction of academic organizations, and set up and effectively operate academic committees; It is necessary to improve the method of selecting and appointing university presidents; to deeply understand the university culture and promote power sharing and co-management; and to form a more comprehensive cognitive framework and interpretive cognitive strategy, and to take the path of exemplary presidents.

Chapter 3
Research Methodology

This research focuses on the following research purposes: 1) To study the current situation of academic leadership of middle-level administrators in public universities in Guizhou, 2) In order to develop the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou, 3) In order to evaluate the suitability and feasibility of guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou. In order to address the issues mentioned in Chapter 1 and achieve the above research objectives, the researchers adopted the following research procedure.

        1. The population / Sample group

        2. Research Instruments

        3. Data Collection

        4. Data Analysis

Phase 1: The objective of this phase is to study the current situation of academic leadership of middle-level administrators in public universities in Guizhou.

The population / Sample Group

The Population

The overall population of this research included 3954 administrators from 10 public universities in the east, west, south, north and central area in Guizhou.

The Sample Group

According to Krejcie and Morgan (1970) sampling table, the sample group of this research included 351 administrators from 10 public universities in the east, west, south, north and central area in Guizhou. The sample group selected by stratified random sampling.

The 10 universities include: Kaili University, Tongren University, Liupanshui Normal University, Guizhou University of Engineering Science, Minzu Normal University of Xingyi, Qiannan Normal University for Nationalities, Zunyi Medical University, Zunyi Normal University, Guizhou University, Guizhou Normal University. As shown in Table 3.1.

Table 3.1 Lists of university and sample size

Area	No	Public university in GuiZhou	Population	Sample group
East	1	Kaili University	278	27
	2	Tongren University	286	28
West	1	Liupanshui Normal University	231	23
	2	Guizhou University of Engineering Science	267	26
South	1	Minzu Normal University of Xingyi	263	25
	2	Qiannan Normal University for Nationalities	235	23
North	1	Zunyi Medical University	512	51
	2	Zunyi Normal University	304	31
Central	1	Guizhou University	861	61
	2	Guizhou Normal University	717	56
		Total	3954	351

According to table 3.1, it showed that the researcher randomly selected 351 administrators from 10 public universities in the east, west, south, north and central area in Guizhou, as a sample group.

Research Instruments

In this research, questionnaires, structured interviews and evaluation forms were used to evaluate the guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou Province. The researchers followed the following steps to proceed:

Questionnaire

The instrument to collect the data for objective one, to study the current situation of academic leadership of middle-level administrators in public universities in Guizhou was a questionnaire. The questionnaire was designed based on academic leadership in five aspects: 1) academic vision, 2) professional competence, 3) management skills, 4) organizational culture, and 5) academic resources. The questionnaire was divided into two parts:

Part 1: Survey about personal information of respondents, classified by university, gender, age, education background, professional title and position.

Part 2: Survey about the current situation of academic leadership of middle-level administrators in public universities in Guizhou. The second part is the main part of the questionnaire, including the respondents' evaluation of the academic leadership of the middle-level administrators of the unit. To understand the statistics of 53 questions on five aspects of the academic leadership of the middle-level administrators in sampled universities: 11 questions on "academic vision", 10 questions on "professional competence ", 12 questions on "management skills", 10 questions on "organizational culture" and 10 questions on "academic resources". The criteria for data interpretation based on five-point Likert's scale, as follows:

5 refers to the level of academic leadership of middle-level administrators at the highest level

4 refers to the level of academic leadership of middle-level administrators at a high level

3 refers to the level of academic leadership of middle-level administrators at a medium level

2 refers to the level of academic leadership of middle-level administrators at a low level

1 refers to the level of academic leadership of middle-level administrators at the lowest level

The data interpretation for average value 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 the questionnaire is as follows:

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

Step 2: Constructing the questionnaire about the current situation of academic leadership of middle-level administrators in public universities in Guizhou. 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 5 experts. IOC=1.

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

Step 5: The questionnaires were distributed to 30 administrators from 10 public universities in Guizhou for try-out. The reliability of the questionnaire was obtained by Cronbach's Alpha Coefficient. The reliability=0.974.

Step 6: The questionnaire was applied to 351 administrators in public universities in Guizhou.

Data Collection

The data collection for objective 1: to study the current situation of academic leadership of middle-level administrators in public universities in Guizhou, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 351 administrators of 10 public universities in Guizhou.

Step 2: The researcher distributed the questionnaire to 351 administrators. A total of 351 questionnaires.

Data Analysis

In this phase of data analysis, the researcher analyzed the data from the questionnaire by the mean and standard deviation, as outlined in the following procedures:

Step 1: The researcher analyzes the personal information of the respondents by frequency and percentage, classified by university, gender, age, education background, professional title and position.

Step 2: The current situation of academic leadership of middle-level administrators in public universities in Guizhou in 5 following aspects: 1) academic vision, 2) professional competence, 3) management skills, 4) organizational culture, and 5) academic resources was analyzed by mean and standard deviation.

Phase 2: The objective of this phase is to develop the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou.

Key Informants

The Interviewees

The interviewee in this research included 20 administrators of public universities in Guizhou. The qualifications of interviewee are as follows: 1) Administrators of ordinary higher education institutions in Guizhou Province, who have been engaged in administrative management work for at least 5 years, 2) Familiar with academic affairs management in universities, 3) with a deep understanding of the relationship between administrative management and academic leadership.

Research Instruments

Structured Interview

The instrument to collect the data for objective two is to develop the guidelines for improving academic leadership of middle-level administrators in public

universities in Guizhou. The structured interview was designed based on the current situation of academic leadership of middle-level administrators in public universities and academic leadership in 5 following aspects: 1) academic vision, 2) professional competence, 3) management skills, 4) organizational culture, and 5) academic resources. The structured interview is divided 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 suggestions for developing the current situation of academic leadership based on 5 aspects: 1) academic vision, 2) professional competence, 3) management skills, 4) organizational culture, and 5) academic resources, for middle-level administrators in public universities in Guizhou.

Constructing a Structured Interview Process

The construction process of the structured interviews is as follows:

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

Step 2: Construct the structured interview about suggestions for developing the current situation of academic leadership based on 5 aspects: 1) academic vision, 2) professional competence, 3) management skills, 4) organizational culture, and 5) academic resources. 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 academic leadership of middle-level administrators in public universities in Guizhou, as follows:

Step 1: The researcher requested a requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University requiring to interview 20 administrators from 10 public universities in Guizhou.

Step 2: The researcher interviews the 20 administrators one by one through an online platform or face-to-face depending on the interviewee's convenience.

Data Analysis

The structured interview about guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou was analyzed by content analysis.

Phase 3: The objective of this phase is to evaluate the suitability and feasibility of guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou.

Key Informants

Expert Group

The experts for evaluating the suitability and feasibility of guidelines was 11 experts from different universities. The qualifications of the experts are as follows: 1) administrators who have been engaged in academic management for more than five years, 2) From different universities, 3) Having a deep understanding and research on academic leadership, And 4) Possess a senior professional title or doctoral degree.

Research Instruments

Evaluation Form

The instrument to collect the data for objective three is to evaluate the suitability and feasibility of guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou. The evaluation form designed based on guidelines for improving academic leadership of middle-level administrators in public universities in 5 following aspects: 1) academic vision, 2) professional competence, 3) management skills, 4) organizational culture, and 5) academic resources. 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 academic leadership of middle-level administrators in public universities in Guizhou. 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 are as follows:

Step 1: Construct the evaluation form about the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou.

Step 2: The evaluation form was applied to 11 experts in different universities.

Data Collection

The data collection for objective 3: to evaluate the suitability and feasibility of guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou, as following procedure:

Step 1: The researcher requested a requirement letter from 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 experts. A total of 11 evaluation forms.

Data Analysis

The data analysis in this research, the researcher analyzes the data by package program, as follows: The evaluation of the adaptability and feasibility of the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou is analyzed by mean and standard deviation.

Chapter 4
Data Analysis Results

The research in the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou. The objectives of this research were 1) to study the current situation of academic leadership of middle-level administrators in public universities in Guizhou, 2) to develop the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou, and 3) to evaluate the adaptability and feasibility of guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou. 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

      $\bar{x}$ refers to mean

      S.D. refers to standard deviation

Presentation of Data Analysis

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

      Part 2: The analysis result about the current situation of academic leadership of middle-level administrators in public universities in Guizhou. 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 academic leadership of middle-level administrators in public universities in Guizhou.

Part 4: The analysis result about the evaluation of the suitability and feasibility of guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou. Presented the data in the form of mean 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 university, gender, age, education background, professional title and position. Presented the data in the form of frequency and percentage.

Table 4.1 Number of people and percentage of respondents

(n=351)

	Personal Information	Frequency	Percentage
University	Kaili University	27	7.69
	Tongren University	28	7.98
	Liupanshui Normal University	23	6.55
	Guizhou University of Engineering Science	26	7.41
	Minzu Normal University of Xingyi	25	7.12
	Qiannan Normal University for Nationalities	23	6.55
	Zunyi Medical University	51	14.53
	Zunyi Normal University	31	8.84
	Guizhou University	61	17.38
	Guizhou Normal University	56	15.95
	Zunyi Medical University	51	14.53
	Total	**351**	**100**

Table 4.1 (Continue)

	Personal information	Frequency	Percentage
Gender	male	178	50.71
	female	173	49.29
	Total	**351**	**100**
Age	30 years old and below	25	7.12
	31 ～ 40 years old	104	29.63
	41 ～ 50 years old	118	33.62
	51 years old and above	104	29.63
	Total	**351**	**100**
Education background	College and below	11	3.13
	Bachelor degree	131	37.32
	Master's degree	126	35.90
	Doctoral degree	83	23.65
	Total	**351**	**100**
Academic title	Junior title	16	4.56
	Intermediate title	92	26.21
	Associate academic title	139	39.60
	Senior academic title	104	29.63
	Total	**351**	**100**
Experience years	5 years and below	24	6.84
	6 ～ 15 years	103	29.34
	16 ～ 25 years	120	34.19
	26 years and above	104	29.63
	Total	**351**	**100**
Position	Head of Division	170	48.43
	Deputy Head of Division	84	23.93
	Section	28	7.98
	Other administrator	14	3.99
	Full time teacher	55	15.67
	Total	**351**	**100**

According to Table 4.1, the distribution of respondents' schools shows that the survey included 10 public universities in Guizhou. The majority respondents were 178 males, accounting for 50.71%, and 173 females, accounting for 49.29%. Respondents' age distribution is as follows: 25 people accounted for 7.12% 30 years old and below, 104 people accounted for 29.63% are between 31-40 years old, 118 people accounted for 33.62% are between 41-50 years old, and 104 people accounted for 29.63% are 51 years old and above. In terms of education background,11 people accounted for 3.13% of respondents hold a college degree or below, 131 people accounted for 37.32% hold a bachelor degree, 126 people accounted for 35.90% hold a master's degree, and 83 people accounted for 23.65% hold a doctoral degree. The professional titles of respondents are as follows: 12 people accounted for 4.56% have junior titles, 92 people accounted for 26.21% have intermediate titles, 139 people accounted for 39.60% are associate professors, and 104 people accounted for 29.63% are professors. In terms of working years,24 people accounted for 6.84% of respondents have 5 years and below experience,103 people accounted for 29.34% have 6-15 years of experience,120 people accounted for 34.19% have 16-25 years of experience, and 104 people accounted for 29.63% have 26 years and above of experience. The position of respondents was mainly Head of Division for 170 people, accounted for 48.43%, followed by Deputy Head of Division for 84 people, accounted for 23.93%, followed by full time teacher for 55 people, accounted for 15.67%, followed by Section for 28 people, accounted for 7.98%, and Other administrator was the lowest level for 14 people, accounting for 3.99%.

Part 2: The analysis result about the current situation of academic leadership of middle-level administrators in public universities in Guizhou. Presented the data in the form of mean and standard deviation.

Table 4.2 The mean and standard deviation of the current situation of academic leadership of middle-level administrators in public universities in Guizhou in five aspects

(n = 351)

No	Academic leadership of middle-level administrators in public universities in Guizhou	$\bar{x}$	S.D.	level	Order
1	Academic Vision	3.42	1.23	medium	4
2	Professional Competence	3.34	1.27	medium	5
3	Management Skills	3.45	1.22	medium	2
4	Organizational Culture	3.46	1.20	medium	1
5	Academic Resources	3.45	1.22	medium	2
	Total	**3.42**	**1.23**	medium	

According to Table 4.2, found that the current situation of academic leadership of middle-level administrators in public universities in Guizhou in five aspects was at medium level ($\bar{x}$=3.42). Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest mean was organizational culture ($\bar{x}$=3.46), follow by management skills ($\bar{x}$=3.45), academic resources ($\bar{x}$=3.45), and professional competence was the lowest mean ($\bar{x}$=3.34).

Table 4.3 The mean and standard deviation of the current situation of academic leadership of middle-level administrators in public universities in Guizhou in academic vision

(n = 351)

No	Academic Vision	$\bar{x}$	S.D.	level	Order
1	Middle-level administrators participate in the development of the school or department's medium to long-term and short-term academic vision plan	3.48	1.20	medium	4
2	Middle-level administrators share common academic values with team members	3.31	1.37	medium	9
3	Middle-level administrators describe their goals and direction of progress to team members	3.32	1.17	medium	7
4	Middle-level administrators propose guiding academic goals based on their academic vision	3.32	1.29	medium	7
5	Middle-level administrators expand the influence of academic vision in different contexts	3.55	1.21	high	3
6	Middle-level administrators inspire and motivate followers through academic vision	3.71	1.00	high	1
7	Middle-level administrators attract and cultivate academic talents through their academic vision	3.30	1.26	medium	10
8	Middle-level administrators enhance academic team cohesion through their academic vision	3.58	1.27	high	2
9	Middle-level administrators adapt and update the academic vision in response to changes in the social and educational environment	3.22	1.36	medium	11

Table 4.3 (Continue)

No	Academic Vision	$\bar{x}$	S.D.	level	Order
10	Middle-level administrators collaborate with other teachers, students, and administrators to achieve common academic goals	3.47	1.12	medium	5
11	Middle-level administrators facilitate interdisciplinary or cross-departmental collaboration and communication to promote academic goals	3.41	1.27	medium	6
	Total	3.42	1.23	medium	

According to Table 4.3, found that the current situation of academic vision of middle-level administrators in public universities in Guizhou was at medium level ($\bar{x}$=3.42). Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest mean was middle-level administrators inspire and motivate followers through academic vision ($\bar{x}$=3.71), follow by middle-level administrators enhance academic team cohesion through their academic vision ($\bar{x}$=3.58), and middle-level administrators adapt and update the academic vision in response to changes in the social and educational environment was the lowest mean ($\bar{x}$=3.22).

Table 4.4 The mean and standard deviation of the current situation of academic
leadership of middle-level administrators in public universities in Guizhou
in professional competence

(n = 351)

No	Professional Competence	$\bar{x}$	S.D.	level	Order
1	Middle-level administrators have a deep understanding and recognition of their professional field	3.32	1.21	medium	5
2	Middle-level administrators pay attention to the academic forefront in this field and have a strong sense of innovation	3.29	1.26	medium	8
3	Middle-level administrators are able to independently propose solutions when facing professional challenges	3.31	1.28	medium	6
4	Middle-level administrators often participate in training and further education to enrich and enhance their professional knowledge and abilities	3.24	1.25	medium	9
5	Middle-level administrators can lead their peers in researching academic issues	3.30	1.40	medium	7
6	Middle-level administrators can effectively guide students in academic research	3.38	1.20	medium	3
7	Middle-level administrators are willing to discuss academic issues, share experiences, and explore cutting-edge academic hot topics with colleagues or students	3.38	1.19	medium	3
8	Through the professional guidance of middle-level administrators, subordinates are better able to fulfil their research tasks and face challenges	3.52	1.24	high	1

Table 4.4 (Continue)

No	Professional Competence	$\bar{x}$	S.D.	level	Order
9	Middle-level administrators can apply professional knowledge to develop long-term strategies for the school or department	3.52	1.32	high	1
10	Middle-level administrators often encourage and support team members to improve their professional skills	3.18	1.39	medium	10
	Total	3.34	1.27	medium	

    According to Table 4.4, found that the current situation of professional competence of middle-level administrators in public universities in Guizhou was at medium level ($\bar{x}$=3.34). Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest mean was through the professional guidance of middle-level administrators, subordinates are better able to fulfil their research tasks and face challenges ($\bar{x}$=3.52), and middle-level administrators often encourage and support team members to improve their professional skills was the lowest mean ($\bar{x}$=3.18).

Table 4.5 The mean and standard deviation of the current situation of academic leadership of middle-level administrators in public universities in Guizhou in management skills

(n = 351)

No	Management Skills	$\bar{x}$	S.D.	level	Order
1	Middle-level administrators have good team communication skills	3.37	1.23	medium	10
2	Middle-level administrators always ensure that every member of the team has a clear understanding of their roles and responsibilities	3.48	1.32	medium	5
3	Middle-level administrators can listen to and understand the opinions of others, and accurately reflect their thoughts and feelings	3.60	1.11	high	1
4	Middle-level administrators respect others, and provide help to others in your work	3.41	0.99	medium	9
5	Middle-level administrators always consider the team's opinions and suggestions when making decisions to reach consensus	3.30	1.26	medium	12
6	Middle-level administrators encourage team members to showcase their creativity and ideas	3.50	1.14	high	3
7	Middle-level administrators are able to provide clear guidance and support when the team faces difficulties or challenges	3.48	1.36	medium	5
8	Middle-level administrators continuously seek methods and strategies to improve team efficiency	3.43	1.24	medium	8
9	Middle-level administrators are good at prioritizing things and ensuring that important tasks are completed on time	3.44	1.25	medium	7

Table 4.5 (Continue)

No	Management Skills	$\bar{x}$	S.D.	level	Order
10	Middle-level administrators can handle conflicts and issues within the team in a fair and transparent manner	3.50	1.26	high	3
11	Middle-level administrators focus on team building, encourage team spirit, and ensure that every member can work towards a common goal	3.37	1.24	medium	10
12	Middle-level administrators have good emotional management skills, strong stress resistance, and can adapt and actively respond to various changing environments and things	3.52	1.27	high	2
	Total	**3.45**	**1.22**	medium	

According to Table 4.5, found that the current situation of management skills of middle-level administrators in public universities in Guizhou was at medium level ($\bar{x}$=3.45). Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest mean was middle-level administrators can listen to and understand the opinions of others, and accurately reflect their thoughts and feelings ($\bar{x}$=3.6), follow by middle-level administrators have good emotional management skills, strong stress resistance, and can adapt and actively respond to various changing environments and things ($\bar{x}$=3.52), and middle-level administrators always consider the team's opinions and suggestions when making decisions to reach consensus was the lowest mean ($\bar{x}$=3.3).

Table 4.6 The mean and standard deviation of the current situation of academic leadership of middle-level administrators in public universities in Guizhou in organizational culture

(n = 351)

No	Organizational Culture	$\bar{x}$	S.D.	level	Order
1	Middle-level administrator's department encourages continuous learning	3.50	1.20	high	4
2	Middle-level administrator's department supports individual development	3.35	1.31	medium	9
3	Middle-level administrator's department respects the suggestions and perspectives of faculty and staff	3.50	1.08	high	4
4	Middle-level administrator's department encourages teamwork and communication	3.28	1.29	medium	10
5	Middle-level administrator's department values academic-centred internal management	3.58	1.18	high	2
6	Middle-level administrator's department has a good atmosphere for academic research	3.61	1.34	high	1
7	Communication between management and teachers in the middle-level administrator's department is smooth and equal	3.36	1.23	medium	8
8	The management and teachers of the department where the middle-level administrator's is located jointly discuss academic development goals	3.38	1.23	medium	7
9	The department administrators and teachers in which middle-level administrators are located lead each other in academic aspects and progress together	3.42	1.14	medium	6

Table 4.6 (Continue)

No	Organizational Culture	$\bar{x}$	S.D.	level	Order
10	Leaders have full trust in middle-level administrators and are able to tolerate errors and failures in the process of academic team building	3.58	1.09	high	2
	Total	3.46	1.20	medium	

According to Table 4.6, found that the current situation of organizational culture of middle-level administrators in public universities in Guizhou was at medium level ($\bar{x}$=3.46). Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest mean was middle-level administrator's department has a good atmosphere for academic research ($\bar{x}$=3.61), follow by leaders have full trust in middle-level administrators and are able to tolerate errors and failures in the process of academic team building ($\bar{x}$=3.58),and middle-level administrator's department encourages teamwork and communication was the lowest mean ($\bar{x}$=3.28).

Table 4.7 The mean and standard deviation of the current situation of academic leadership of middle-level administrators in public universities in Guizhou in academic resources

(n = 351)

No	Academic Resources	$\bar{x}$	S.D.	level	Order
1	Middle-level administrator's department has provided a wealth of academic resources to support them	3.54	1.26	high	3
2	Middle-level administrator's department has provided sufficient research funds to support academic activities	3.46	1.13	medium	5
3	Middle-level administrator's department has provided suitable platforms to support the presentation and sharing of research findings	3.60	1.08	high	1
4	There are ample opportunities for academic co-operation and exchange in the middle-level administrator' department	3.39	1.17	medium	7
5	The process of accessing and using academic resources is very convenient in the middle-level administrator' department	3.43	1.23	medium	6
6	Middle-level administrators can proactively seek and utilize external academic resources	3.26	1.26	medium	10
7	Middle-level administrators can effectively manage and allocate the department's human, material, financial and other resources	3.35	1.31	medium	9
8	Middle-level administrators can allocate scientific research projects reasonably and fairly	3.37	1.33	medium	8

Table 4.7 (Continue)

No	Academic Resources	$\overline{x}$	S.D.	level	Order
10	Middle-level administrators can utilize environmental resources to promote academic development based on changes in the external environment	3.59	1.29	high	2
	Total	3.45	1.22	medium	

According to Table 4.7, found that the current situation of academic resources of middle-level administrators in public universities in Guizhou was at medium level ($\overline{x}$=3.45). Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest mean was middle-level administrator's department has provided suitable platforms to support the presentation and sharing of research findings ($\overline{x}$ =3.6), follow by middle-level administrators can utilize environmental resources to promote academic development based on changes in the external environment ($\overline{x}$ =3.59), and middle-level administrators can proactively seek and utilize external academic resources was the lowest mean ($\overline{x}$ =3.26).

Analysis of Interview Results

Part 3: The analysis result of interview data about the guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou.

Table 4.8 Personal information of interviewee

Interviewee	Education Background	Interview Date	Interview Time
Interviewee 1	**Education:** Doctor's degree **Expertise:** Education Leadership and Management **Post:** Head of Division **Work experience:**20 years	Jan 22, 2024	9:00 am GMT +8 40minutes
Interviewee 2	**Education:** Master's degree **Expertise:** Higher education management **Post:** Deputy Head of Division **Work experience:**16 years	Jan 22, 2024	10:00 am GMT +8 38 minutes
Interviewee 3	**Education:** Master's degree **Expertise:** Educational Management **Post:** Head of Division **Work experience:**24years	Jan 22, 2024	2:00 pm GMT +8 36minutes
Interviewee 4	**Education:** Doctor's degree **Academic title:** Associate professor **Work experience:**18 years	Jan 22, 2024	4:00 pm GMT +8 41 minutes
Interviewee 5	**Education:** Doctor's degree **Expertise:** Educational Technology Management **Post:** Deputy Head of Division **Work experience:**19 years	Jan 23, 2024	8:10 am GMT +8 31 minutes
Interviewee 6	**Education:** Master's degree **Academic title:** Associate professor **Work experience:**15 years	Jan 23, 2024	9:00 am GMT +8 32 minutes

Table 4.8 (Continue)

Interviewee	Education Background	Interview Date	Interview Time
Interviewee 7	**Education:** Doctor's degree **Expertise:** Educational Policy **Post:** Head of Division **Work experience:** 23 years	Jan 24, 2024	11:00 am GMT +8 37minutes
Interviewee 8	**Education:** Master's degree **Expertise:** School Management **Post:** Deputy Head of Division **Work experience:** 18 years	Jan 24, 2024	2:30 pm GMT +8 42minutes
Interviewee 9	**Education:** Master's degree **Expertise:** Educational Management **Post:** Head of Division **Work experience:** 25 years	Jan 26, 2024	9:50 am GMT +8 47minutes
Interviewee10	**Education:** Master's degree **Expertise:** Educational Leadership **Post:** Deputy Head of Division **Work experience:** 16 years	Jan 26, 2024	2:00 pm GMT +8 32 minutes
Interviewee11	**Education:** Master's degree **Expertise:** Higher education management **Post:** Section **Work experience:** 13 years	Jan 29, 2024	2:30 pm GMT +8 35 minutes
Interviewee12	**Education:** Doctor's degree **Academic title:** Professor **Work experience:** 15 years	Jan 29, 2024	4:30 pm GMT +8 38 minutes

Table 4.8 (Continue)

Interviewee	Education Background	Interview Date	Interview Time
Interviewee13	**Education:** Doctor's degree **Expertise:** Educational Policy **Post:** Head of Division **Work experience:**17 years	Jan 30, 2024	10:00 am GMT +8 39 minutes
Interviewee14	**Education:** Master's degree **Academic title:** Associate professor **Work experience:**19 years	Jan 30, 2024	2:10 pm GMT +8 41 minutes
Interviewee15	**Education:** Doctor's degree **Expertise:** Educational Law **Post:** Head of Division **Work experience:**16 years	Jan 31, 2024	9:30 am GMT +8 36 minutes
Interviewee16	**Education:** Master's degree **Expertise:** Education Economy and Financial Management **Post:** Deputy Head of Division **Work experience:**24 years	Jan 31, 2024	2:15 pm GMT +8 34 minutes
Interviewee17	**Education:** Master's degree **Expertise:** School Leadership and Management **Post:** Head of Division **Work experience:**21 years	Feb 2, 2024	8:35 am GMT +8 36 minutes
Interviewee18	**Education:** Master's degree **Academic title:** Associate professor **Work experience:**22 years	Feb 2, 2024	11:00 am GMT +8 39 minutes

Table 4.8 (Continue)

Interviewee	Education Background	Interview Date	Interview Time
Interviewee19	**Education:** Doctor's degree	Feb 5, 2024	3:25 pm GMT +8
	Expertise: Higher education		32 minutes
	management		
	Post: Head of Division		
	Work experience:16 years		
Interviewee20	**Education:** Master's degree	Feb 5, 2024	5:00 pm GMT +8
	Expertise: Continuing		35 minutes
	Education Management		
	Post: Deputy Head of Division		
	Work experience:20 years		

By organizing the interview content of the 20 interviewees mentioned above, the answers to the 5 aspects are summarized as follows:

Academic vision: How do middle-level administrators in public universities in Guizhou adjust and update their academic vision based on changes in society and educational environment?

Through conversations with 20 Interviewees, in conclusion, in response to the suggestions of middle-level administrators in public universities in Guizhou on adjusting and updating their academic vision, the respondents put forward various opinions. Firstly, it is necessary to pay attention to the research dynamics of other disciplines, promote interdisciplinary cooperation, broaden disciplinary boundaries, enhance academic innovation and research methods. Secondly, it is recommended to strengthen cooperation and communication with grassroots teachers and students, better understand actual teaching and learning needs, integrate actual needs into interdisciplinary research projects, and make academic vision adjustments more realistic. In addition, emphasis should be placed on cultivating innovative thinking, stimulating teachers' innovative abilities and cultivating innovative talents through the establishment of innovation research funds, holding special seminars, and other

means. At the same time, attention should be paid to the dynamic adjustment of the academic evaluation system, encouraging ability oriented evaluation mechanisms, and promoting the realization of practical application and social service value. Finally, it is recommended that middle-level administrators strengthen team building, enhance team cohesion, and enhance overall competitiveness through effective communication mechanisms and shared goals and visions.

Professional competence: How do middle-level administrators in public universities in Guizhou encourage and support team members to improve their professional competence?

Through conversations with 20 Interviewees, in conclusion, for middle-level administrators in public universities in Guizhou, the professional competence of team members can be improved in the following aspects: establishing professional training programs, providing resource support, regular evaluations and feedback, establishing a culture of knowledge sharing, establishing reward systems, and jointly developing personal development plans with team members. These measures aim to encourage team members to participate in academic exchanges, research projects, and innovative practices, enhancing their professional skills and literacy. Middle-level administrators should actively promote the self-directed learning awareness of team members, provide support and resources, and create a positive and learning atmosphere in the team to jointly promote the development of the team.

Management skills: How do middle-level administrators in public universities in Guizhou integrate team opinions and suggestions when making decisions, in order to reach consensus and improve the effectiveness of decision-making?

Through conversations with 20 Interviewees, in conclusion, suggestions for middle-level administrators in universities to integrate team opinions mainly include: establishing an open communication environment and encouraging team members to express their opinions; Promote cross departmental cooperation, break down barriers, and jointly explore solutions; Clarify responsibilities and division of labor, establish accountability systems; Establish a feedback mechanism, regularly collect team feedback and make necessary adjustments; Provide training and development opportunities to enhance team decision-making abilities. These measures help ensure

the comprehensiveness, scientificity, and effectiveness of decision-making, while enhancing team cohesion and trust.

Organizational culture: How should middle-level administrators in public universities in Guizhou promote team communication and cooperation?

Through conversations with 20 Interviewees, in conclusion, the suggestions of middle-level administrators in public universities in Guizhou to promote team communication and cooperation cover multiple aspects. Firstly, middle-level administrators should clarify team goals and vision to stimulate members' sense of cooperation and direction of effort. Secondly, establish good communication channels, such as regular team meetings, to ensure information dissemination and transparency in decision-making. Thirdly, cultivate a team culture that encourages collaboration and sharing to enhance team cohesion and work efficiency. In addition, establishing effective incentive mechanisms, providing member training and development, and demonstrating a spirit of cooperation are also important measures. Ultimately, middle-level administrators should lead by example, create a positive work atmosphere, and promote team development through an open leadership style and regular evaluation of team performance.

Academic resources: How should middle-level administrators in public universities in Guizhou actively seek and utilize external academic resources?

Through conversations with 20 Interviewees, in conclusion, middle-level administrators in public universities in Guizhou play a key role in finding and utilizing external academic resources. Middle-level administrators need to understand the academic needs of the school, establish communication mechanisms with internal units, and identify areas for strengthening disciplines. At the same time, establish external communication networks, actively participate in academic activities, and seek cooperation opportunities with universities, research institutions, and enterprises. Middle-level administrators also need to take specific measures, such as regularly searching academic resources and seeking financial support. In addition, middle-level administrators should establish a tracking and evaluation mechanism, adjust resource utilization strategies in a timely manner, and actively collect feedback from teachers and students. The most important thing is that middle-level administrators should pay

attention to resource diversity, establish cooperative relationships with social groups and enterprises, promote academic exchange and applied research, and enhance the influence and competitiveness of the school.

　　　　Through conversations with 20 Interviewees, combined with literature review and questionnaire data, researcher propose the following development guidelines:

Table 4.9 The guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou

Contents	The guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou
To expanding academic vision	1. Pay attention to information on policy adjustments, education reforms, and other aspects. 2. Pay attention to the significant needs of national and social development. 3. Conduct in-depth research on the changing trends in social and educational environments. 4. Actively communicate and cooperate with other universities and research institutions to obtain more information and resources. 5. Pay attention to the research dynamics and development trends of other disciplines, and strengthen interdisciplinary cooperation and communication. 6. Strengthen cooperation and communication with grassroots teachers and students. 7. Strengthen the transformation and application promotion of scientific research achievements, and strengthen industry university research cooperation. 8. Cultivate innovative thinking and ability.

Table 4.9 (Continue)

Contents	The guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou
	9. Emphasize the combination of technological development and academic research. 10. Cultivate an international perspective and strengthen international cooperation and exchanges. 11. Pay attention to the dynamic adjustment of academic evaluation standards.
To strengthening professional competence	1. Establish clear professional development goals. 2. Provide necessary learning resources and mentor support. 3. Provide academic exchange opportunities, strengthen professional training and further education. 4. Encourage knowledge sharing and value teamwork and communication. 5. Support project research and innovation. 6. Create a good academic atmosphere. 7. Establish a sound incentive mechanism. 8. Pay attention to the personal growth of team members. 9. Strengthen cooperation and communication with external institutions. 10. Actively promote the transformation and application of scientific research achievements. 11. Regularly evaluate and provide feedback on the work results of team members.

Table 4.9 (Continue)

Contents	The guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou
To strengthening management skills	1. Establish open communication channels and encourage team members to provide their opinions and suggestions during the decision-making process. 2. Diversified team members participate to ensure that diverse perspectives and professional backgrounds are included in decision-making discussions. 3. When integrating team opinions, establish clear decision-making standards. 4. Actively communicate and coordinate to promote cooperation and understanding within the team, in order to achieve common goals. 5. When integrating team opinions, efforts should be made to find the maximum common divisor to ensure that the most widely accepted opinions or solutions can be obtained. 6. Adopt a democratic centralism approach to integrate the opinions and suggestions of the team, and consider and balance them from a global perspective, including considering the overall interests, long-term goals, and current needs of the school. 7. Conduct regular training to enhance the overall team's abilities, enabling them to better participate in the decision-making process and provide valuable opinions and suggestions.

Table 4.9 (Continue)

Contents	The guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou
	8. Establish a dedicated mechanism for soliciting opinions, collect opinions and suggestions from team members through meetings, feedback forms, or online platforms, and understand their views and opinions on decision-making.
	9. Use scientific decision-making methods to improve the scientificity and accuracy of decision-making.
To strengthening the construction of organizational culture	1. Clarify common goals and ensure that each team member understands the team's work objectives and significance.
	2. Establish trust by creating a positive atmosphere, making everyone willing to support each other, and strengthening mutual trust and dependence.
	3. Establish open communication channels to promote mutual understanding among team members.
	4. A reward mechanism that encourages collaboration, motivates team members to actively participate in team collaboration and work together to achieve team goals.
	5. Encourage team building activities, strengthen team cohesion and collaborative spirit.
	6. Pay attention to employee well-being, understand their needs and concerns, provide appropriate psychological counseling, and ensure that employees feel satisfied and supported in their work.

Table 4.9 (Continue)

Contents	The guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou
	7. Advocate for an open leadership style, increase transparency in decision-making, and enhance team members' sense of participation and responsibility. 8. Cultivate diversity and inclusivity, respect the diversity of team members, and encourage team members to learn from each other. 9. Establish an effective conflict resolution mechanism to ensure that conflicts are properly resolved and maintain a harmonious atmosphere within the team.
To exploring academic resources	1. Clarify the needs and positioning of academic resources, identify the academic fields and resource gaps that need to be strengthened. 2. Establish an external communication network, actively participate in academic conferences, seminars, and forums both domestically and internationally, encourage teachers to visit and learn abroad, and establish connections with peers. 3. Invite experts from domestic and foreign professional fields to give lectures and seminars on campus, establish cooperation with other universities and research institutions, and promote the sharing of expert resources. 4. Continuously monitor the latest developments in the academic community, regularly search and collect the latest academic resources.

Table 4.9 (Continue)

Contents	The guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou
	5. Seek external financial support to obtain more research funding and resources.
	6. Establish industry university research cooperation, establish close contacts with enterprises, and carry out industry university research cooperation projects.
	7. Use modern information technology and Internet resources to build an academic information sharing platform.
	8. Pay attention to policy dynamics and market demand, adjust academic research direction and focus according to actual situations, in order to better serve society and bring more social reputation and resources to the team.

According to Table 4.9, the researchers proposed the guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou was five aspects, which contain 48 measures. There are 11 measures to expanding academic vision to improving the academic leadership of middle-level administrators in public universities in Guizhou, 11 measures to strengthening professional competence to improving the academic leadership of middle-level administrators in public universities in Guizhou, 9 measures to strengthening management skills to improving the academic leadership of middle-level administrators in public universities in Guizhou, 9 measures to strengthening the construction of organizational culture to improving the academic leadership of middle-level administrators in public universities in Guizhou, 8 measures to exploring academic resources to improving the academic leadership of middle-level administrators in public universities in Guizhou. The framework of the guidelines is as follows:
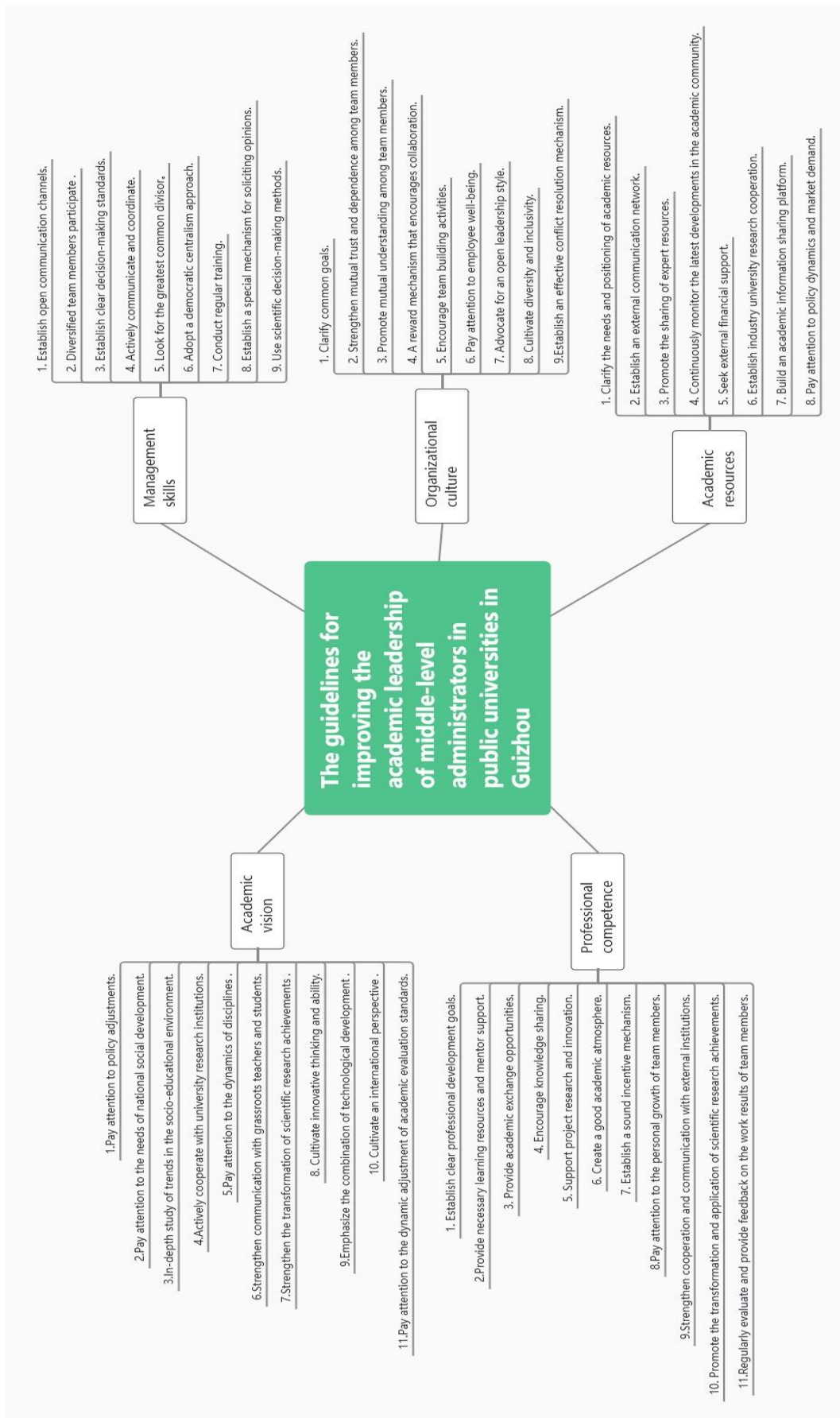
Figure 4.1 The guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou

The guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou is now shown in dimensions as follows:
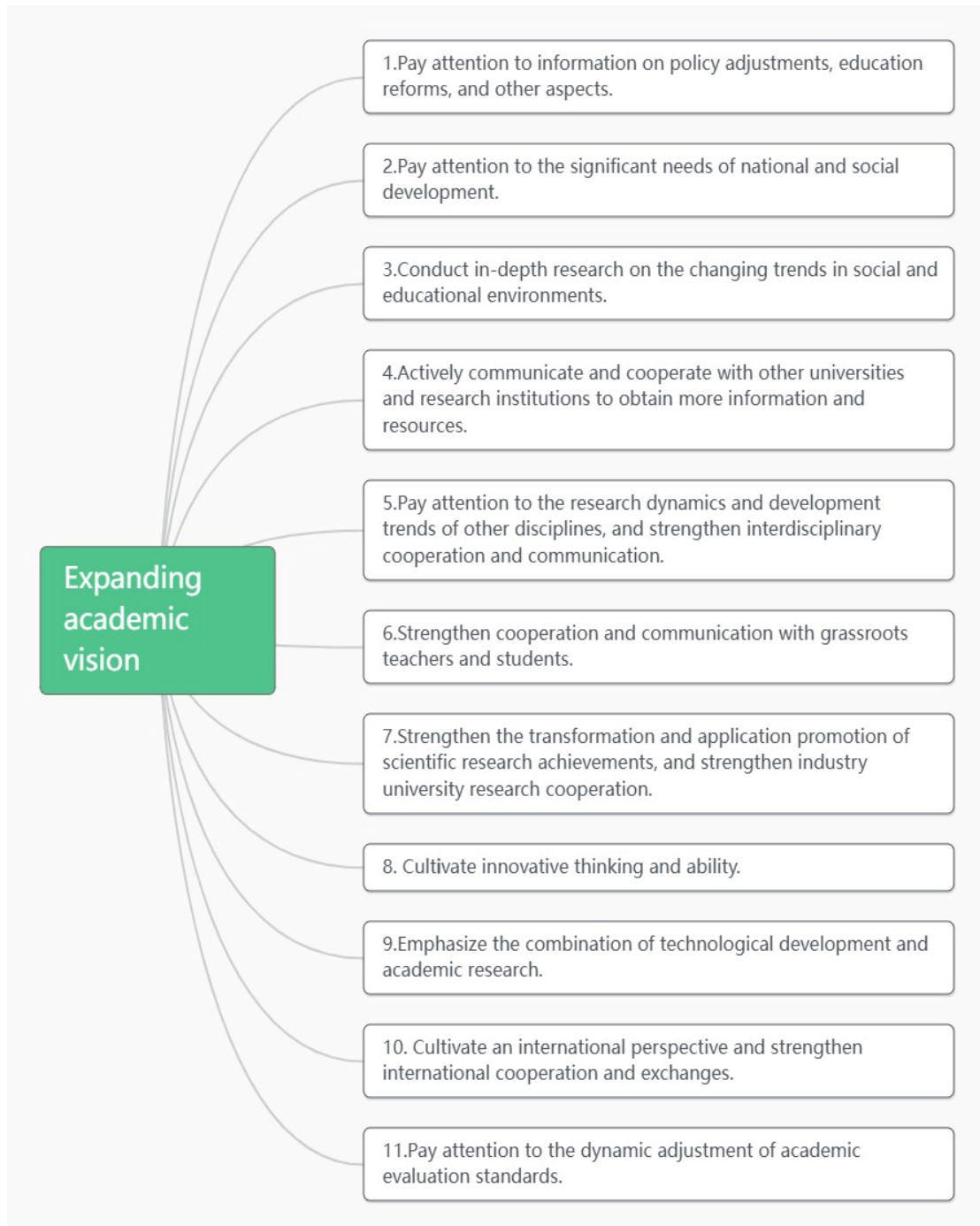
Figure 4.2 Expanding academic vision

Figure 4.3 Strengthening professional competence
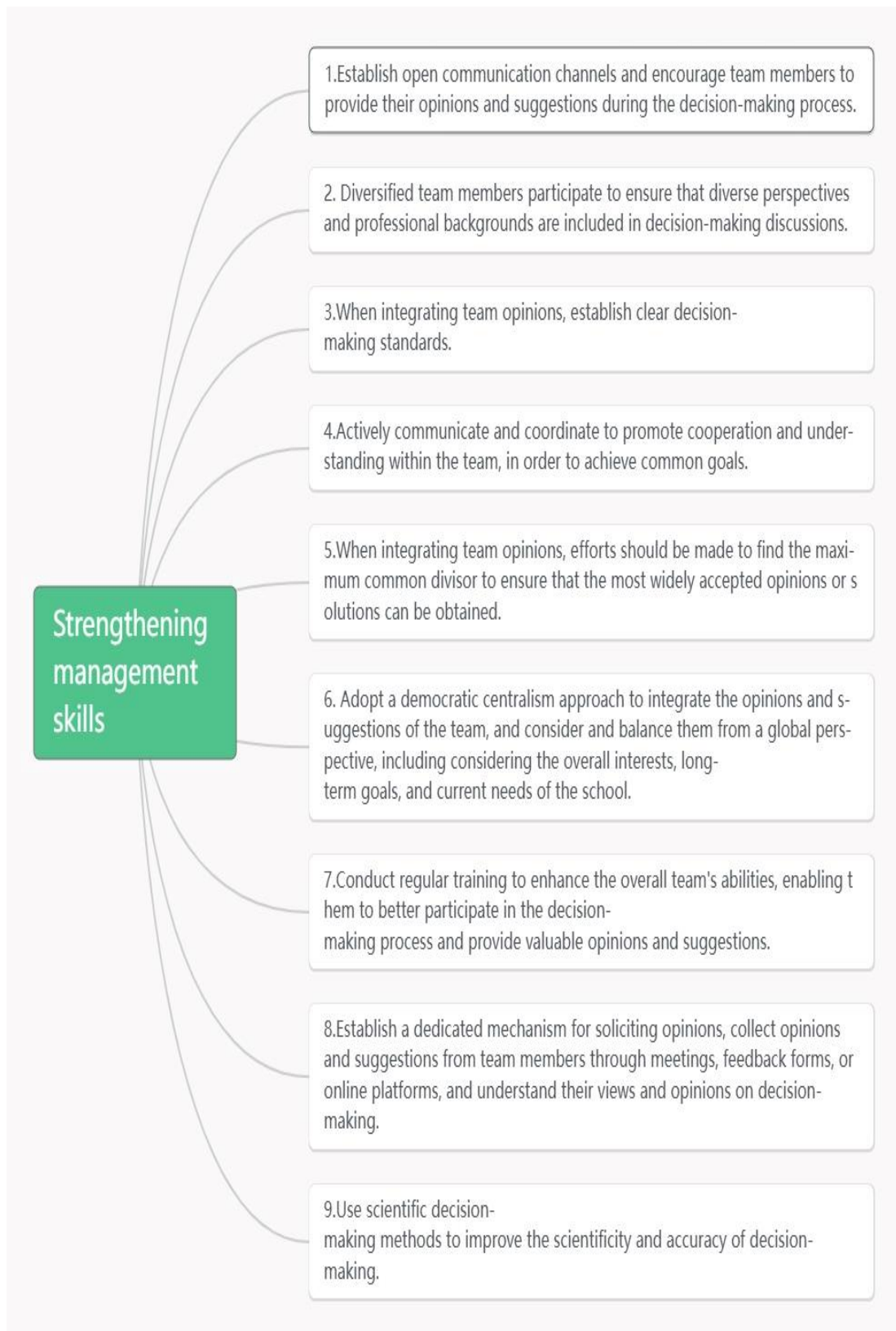
Figure 4.4 Strengthening management skills

Figure 4.5 Strengthening the construction of organizational culture
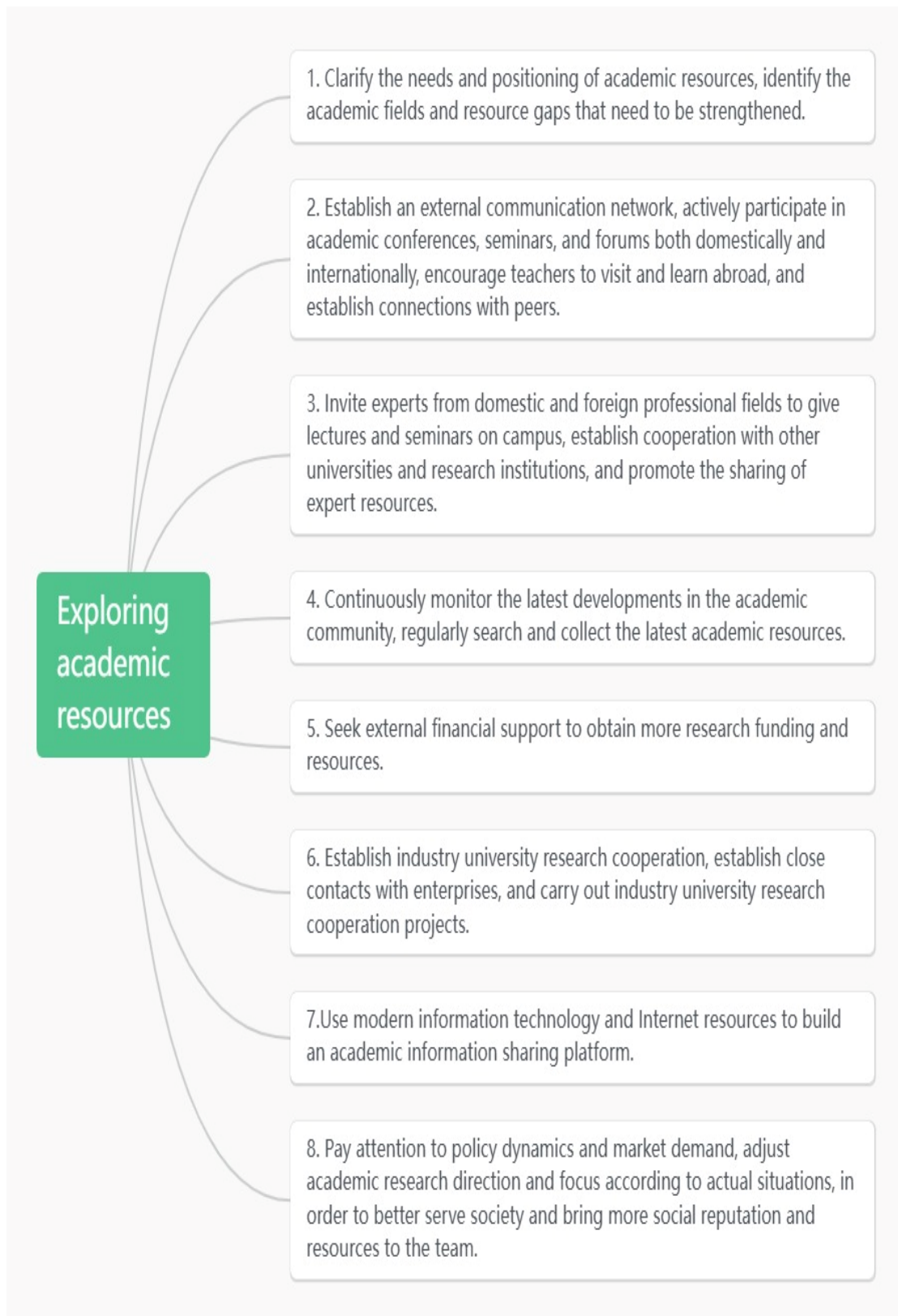
Figure 4.6 Exploring academic resources

Part 4: The analysis results about the evaluation of the suitability and feasibility of the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou. Presented the data in the form of mean and standard deviation.

Table 4.10 The mean and standard deviation of the suitability and feasibility of the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou in five aspects

(N = 11)

No	The guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou	Suitability			Feasibility		
		$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
1	To expanding academic vision to improving the academic leadership of middle-level administrators in public universities in Guizhou	4.07	0.76	high	4.57	0.67	highest
2	To strengthening professional competence to improving the academic leadership of middle-level administrators in public universities in Guizhou	4.26	0.67	high	4.70	0.65	highest
3	To strengthening management skills to improving the academic leadership of middle-level administrators in public universities in Guizhou	4.14	0.72	high	4.57	0.78	highest

Table 4.10 (Continue)

<div align="right">(N = 11)</div>

No	The guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou	Suitability			Feasibility		
		$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
4	To strengthening the construction of organizational culture to improving the academic leadership of middle-level administrators in public universities in Guizhou	3.88	0.90	high	4.16	0.93	high
5	To exploring academic resources to improving the academic leadership of middle-level administrators in public universities in Guizhou	4.02	0.78	high	4.08	0.93	high
	Total	4.07	0.77	high	4.42	0.79	high

According to Table 4.10, the date showed that the suitability of the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou in five aspects was at high level ($\bar{X}$ = 4.07), which means the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou are suitability. Considering the results of this research, the highest suitability data was "strengthening professional competence" ($\bar{X}$=4.26), follow by "strengthening management skills" ($\bar{X}$=4.14), and "strengthening the construction of organizational culture" ($\bar{X}$=3.88) was the lowest.

The date showed that the feasibility of the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou in five aspects was at high level ($\bar{X}$ = 4.42), which means the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou are feasibility. Among the five aspects, the highest feasibility data was "strengthening professional competence" ($\bar{X}$=4.70), follow by "expanding academic vision" ($\bar{X}$=4.57), and "exploring academic resources" ($\bar{X}$=4.08) was the lowest.

Table 4.11 The mean and standard deviation of the suitability and feasibility of the
guidelines for improving the academic leadership of middle-level
administrators in public universities in Guizhou in academic vision

(N= 11)

No	To expanding academic vision	Suitability			Feasibility		
		$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
1	Pay attention to information on policy adjustments, education reforms, and other aspects.	4.09	0.70	high	4.73	0.65	highest
2	Pay attention to the significant needs of national and social development.	3.82	0.98	high	4.82	0.60	highest
3	Conduct in-depth research on the changing trends in social and educational environments.	4.18	0.75	high	4.45	1.04	high
4	Actively communicate and cooperate with other universities and research institutions to obtain more information and resources.	3.91	0.70	high	4.55	0.82	highest
5	Pay attention to the research dynamics and development trends of other disciplines, and strengthen interdisciplinary cooperation and communication.	4.09	0.70	high	4.64	0.81	highest
6	Strengthen cooperation and communication with grassroots teachers and students.	3.91	0.70	high	4.36	0.67	high

Table 4.11 (Continue)

No	To expanding academic vision	Suitability			Feasibility		
		$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
7	Strengthen the transformation and application promotion of scientific research achievements, and strengthen industry university research cooperation.	4.00	0.77	high	4.55	0.52	highest
8	Cultivate innovative thinking and ability.	4.27	0.79	high	4.55	0.52	highest
9	Emphasize the combination of technological development and academic research.	4.18	0.60	high	4.45	0.69	high
10	Cultivate an international perspective and strengthen international cooperation and exchanges.	3.82	1.17	high	4.55	0.52	highest
11	Pay attention to the dynamic adjustment of academic evaluation standards.	4.55	0.52	highest	4.64	0.50	highest
	Total	4.07	0.76	high	4.57	0.67	highest

According to Table 4.11, the suitability of 11 guidelines for expanding academic vision to improving the academic leadership of middle-level administrators in public universities in Guizhou was at high level ($\bar{x}$=4.07). Among the 11 guidelines, the highest suitability was pay attention to the dynamic adjustment of academic evaluation standards ($\bar{x}$=4.55), followed by cultivate innovative thinking and ability ($\bar{x}$=4.27), pay attention to the significant needs of national and social development

and cultivate an international perspective and strengthen international cooperation and exchanges was the lowest suitability ($\bar{x}$=3.82).

The feasibility of 11 guidelines for expanding academic vision to improving the academic leadership of middle-level administrators in public universities in Guizhou was at highest level ($\bar{x}$=4.57). Considering the results of this research, the highest feasibility was pay attention to the significant needs of national and social development ($\bar{x}$=4.82), followed by pay attention to information on policy adjustments, education reforms, and other aspects ($\bar{x}$=4.73), and strengthen cooperation and communication with grassroots teachers and students was the lowest feasibility ($\bar{x}$=4.36).

Table 4.12 The mean and standard deviation of the suitability and feasibility of the guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou in professional competence

(N = 11)

No	To strengthening professional competence	Suitability			Feasibility		
		$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
1	Establish clear professional development goals.	4.09	1.04	high	4.82	0.60	highest
2	Provide necessary learning resources and mentor support.	3.82	0.75	high	4.73	0.65	highest
3	Provide academic exchange opportunities, strengthen professional training and further education.	4.27	0.90	high	4.64	0.92	highest
4	Encourage knowledge sharing and value teamwork and communication.	4.45	0.52	high	4.64	0.67	highest
5	Support project research and innovation.	4.55	0.52	highest	4.64	0.67	highest
6	Create a good academic atmosphere.	4.55	0.52	highest	4.73	0.65	highest

Table 4.12 (Continue)

No	To strengthening professional competence	Suitability			Feasibility		
		$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
7	Establish a sound incentive mechanism.	4.45	0.52	high	4.82	0.40	highest
8	Pay attention to the personal growth of team members.	4.00	0.63	high	4.64	0.67	highest
9	Strengthen cooperation and communication with external institutions.	4.36	0.50	high	4.73	0.65	highest
10	Actively promote the transformation and application of scientific research achievements.	4.09	0.83	high	4.55	0.82	highest
11	Regularly evaluate and provide feedback on the work results of team members.	4.27	0.65	high	4.82	0.40	highest
	Total	4.26	0.67	high	4.70	0.65	highest

According to Table 4.12, the suitability of 11 guidelines for strengthening professional competence to improving the academic leadership of middle-level administrators in public universities in Guizhou was at high level ($\bar{x}$=4.26). Among the 11 guidelines, the highest suitability was support project research and innovation and create a good academic atmosphere ($\bar{x}$=4.55), followed by encourage knowledge sharing and value teamwork and communication and establish a sound incentive mechanism ($\bar{x}$=4.45), provide necessary learning resources and mentor support was the lowest suitability ($\bar{x}$=3.82).

The feasibility of 11 guidelines for strengthening professional competence to improving the academic leadership of middle-level administrators in public universities in Guizhou was at highest level ($\bar{x}$=4.70). Considering the results of this research, the highest feasibility was establish clear professional development goals, establish a

sound incentive mechanism, and regularly evaluate and provide feedback on the work results of team members ($\bar{x}$=4.82), followed by provide necessary learning resources and mentor support, create a good academic atmosphere and strengthen cooperation and communication with external institutions ($\bar{x}$=4.73), and actively promote the transformation and application of scientific research achievements was the lowest feasibility ($\bar{x}$=4.55).

Table 4.13 The mean and standard deviation of the suitability and feasibility of the guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou in management skills

(N = 11)

No	To strengthening management skills	Suitability			Feasibility		
		$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
1	Establish open communication channels and encourage team members to provide their opinions and suggestions during the decision-making process.	4.36	0.67	high	4.64	0.67	highest
2	Diversified team members participate to ensure that diverse perspectives and professional backgrounds are included in decision-making discussions.	4.09	0.83	high	4.64	0.67	highest
3	When integrating team opinions, establish clear decision-making standards.	4.36	0.67	high	4.64	0.67	highest
4	Actively communicate and coordinate to promote cooperation and understanding within the team, in order to achieve common goals.	4.64	0.50	highest	4.64	0.81	highest

Table 4.13 (Continue)

No	To strengthening management skills	Suitability			Feasibility		
		$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
5	When integrating team opinions, efforts should be made to find the maximum common divisor to ensure that the most widely accepted opinions or solutions can be obtained.	3.91	0.94	high	4.55	1.04	highest
6	Adopt a democratic centralism approach to integrate the opinions and suggestions of the team, and consider and balance them from a global perspective, including considering the overall interests, long-term goals, and current needs of the school.	3.82	0.75	high	4.45	1.04	high
7	Conduct regular training to enhance the overall team's abilities, enabling them to better participate in the decision-making process and provide valuable opinions and suggestions.	4.00	0.77	high	4.64	0.67	highest
8	Establish a dedicated mechanism for soliciting opinions, collect opinions and suggestions from team members through meetings, feedback forms, or online platforms, and understand their views and opinions on decision-making.	4.00	0.63	high	4.45	0.93	high

Table 4.13 (Continue)

No	To strengthening management skills	Suitability			Feasibility		
		$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
9	Use scientific decision-making methods to improve the scientificity and accuracy of decision-making.	4.09	0.70	high	4.45	0.52	high
	Total	4.14	0.72	high	4.57	0.78	highest

According to Table 4.13, the suitability of 9 guidelines for strengthening management skills to improving the academic leadership of middle-level administrators in public universities in Guizhou was at high level ($\bar{x}$=4.14). Among the 9 guidelines, the highest suitability was actively communicate and coordinate to promote cooperation and understanding within the team, in order to achieve common goals ($\bar{x}$=4.64), followed by establish open communication channels and encourage team members to provide their opinions and suggestions during the decision-making process ($\bar{x}$=4.36), adopt a democratic centralism approach to integrate the opinions and suggestions of the team, and consider and balance them from a global perspective, including considering the overall interests, long-term goals, and current needs of the school was the lowest suitability ($\bar{x}$=3.82).

The feasibility of 9 guidelines for strengthening management skills to improving the academic leadership of middle-level administrators in public universities in Guizhou was at highest level ($\bar{x}$=4.57).Considering the results of this research, the highest feasibility was establish open communication channels and encourage team members to provide their opinions and suggestions during the decision-making process ($\bar{x}$=4.64), followed by when integrating team opinions, efforts should be made to find the maximum common divisor to ensure that the most widely accepted opinions or solutions can be obtained ($\bar{x}$=4.55), and use scientific decision-making methods to improve the scientificity and accuracy of decision-making was the lowest feasibility ($\bar{x}$=4.45).

Table 4.14 The mean and standard deviation of the suitability and feasibility of the guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou in organizational culture

(N = 11)

No	To strengthening the construction of organizational culture	Suitability			Feasibility		
		$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
1	Clarify common goals and ensure that each team member understands the team's work objectives and significance.	3.91	0.83	high	4.64	0.67	highest
2	Establish trust by creating a positive atmosphere, making everyone willing to support each other, and strengthening mutual trust and dependence.	3.82	0.87	high	4.64	0.67	highest
3	Establish open communication channels to promote mutual understanding among team members.	3.91	0.83	high	4.09	0.70	high
4	A reward mechanism that encourages collaboration, motivates team members to actively participate in team collaboration and work together to achieve team goals.	3.91	0.83	high	3.82	1.08	high
5	Encourage team building activities, strengthen team cohesion and collaborative spirit.	3.55	0.93	high	4.00	1.18	high

Table 4.14 (Continue)

No	To strengthening the construction of organizational culture	Suitability			Feasibility		
		$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
6	Pay attention to employee well-being, understand their needs and concerns, provide appropriate psychological counseling, and ensure that employees feel satisfied and supported in their work.	3.91	0.83	high	3.91	1.04	high
7	Advocate for an open leadership style, increase transparency in decision-making, and enhance team members' sense of participation and responsibility.	3.91	1.04	high	4.27	1.10	high
8	Cultivate diversity and inclusivity, respect the diversity of team members, and encourage team members to learn from each other.	3.82	1.08	high	4.00	1.10	high
9	Establish an effective conflict resolution mechanism to ensure that conflicts are properly resolved and maintain a harmonious atmosphere within the team.	4.18	0.87	highest	4.09	0.83	high
	Total	**3.88**	**0.90**	**high**	**4.16**	**0.93**	**high**

According to Table 4.14, the suitability of 9 guidelines for strengthening the construction of organizational culture to improving the academic leadership of middle-level administrators in public universities in Guizhou was at high level ($\bar{X}$=3.88). Among the 9 guidelines, the highest suitability was establish an effective conflict resolution mechanism to ensure that conflicts are properly resolved and maintain a harmonious atmosphere within the team ($\bar{X}$=4.18), followed by clarify common goals and ensure that each team member understands the team's work objectives and significance ($\bar{X}$=3.91), and the lowest suitability was encourage team building activities, strengthen team cohesion and collaborative spirit ($\bar{X}$=3.55).

The feasibility of 9 guidelines for strengthening the construction of organizational culture to improving the academic leadership of middle-level administrators in public universities in Guizhou was at high level ($\bar{X}$=4.16). Considering the results of this research, the highest feasibility was clarify common goals and ensure that each team member understands the team's work objectives and significance ($\bar{X}$=4.64), followed by advocate for an open leadership style, increase transparency in decision-making, and enhance team members' sense of participation and responsibility ($\bar{X}$=4.27), and a reward mechanism that encourages collaboration, motivates team members to actively participate in team collaboration and work together to achieve team goals was the lowest feasibility ($\bar{X}$=3.82).

Table 4.15 The mean and standard deviation of the suitability and feasibility of the guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou in academic resources

(N = 11)

No	To exploring academic resources	Suitability			Feasibility		
		$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
1	Clarify the needs and positioning of academic resources, identify the academic fields and resource gaps that need to be strengthened.	3.91	0.70	high	3.73	1.10	high
2	Establish an external communication network, actively participate in academic conferences, seminars, and forums both domestically and internationally, encourage teachers to visit and learn abroad, and establish connections with peers.	4.00	0.63	high	4.36	0.81	high
3	Invite experts from domestic and foreign professional fields to give lectures and seminars on campus, establish cooperation with other universities and research institutions, and promote the sharing of expert resources.	4.09	0.70	high	4.55	0.93	highest

Table 4.15 (Continue)

No	To exploring academic resources	Suitability			Feasibility		
		$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
4	Continuously monitor the latest developments in the academic community, regularly search and collect the latest academic resources.	4.00	0.89	high	4.27	0.90	high
5	Seek external financial support to obtain more research funding and resources.	4.00	0.77	high	4.00	0.89	high
6	Establish industry university research cooperation, establish close contacts with enterprises, and carry out industry university research cooperation projects.	4.36	0.81	highest	3.91	1.22	high
7	Use modern information technology and Internet resources to build an academic information sharing platform.	4.09	0.70	high	3.73	0.90	high
8	Pay attention to policy dynamics and market demand, adjust academic research direction and focus according to actual situations, in order to better serve society and bring more social reputation and resources to the team.	3.73	1.01	high	4.09	0.70	high
	Total	**4.02**	**0.78**	**high**	**4.08**	**0.93**	**high**

According to Table 4.15, the suitability of 8 guidelines for exploring academic resources to improving the academic leadership of middle-level administrators in public universities in Guizhou was at high level ($\bar{X}$=4.02). Among the 8 guidelines, the highest suitability was establish industry university research cooperation, establish close contacts with enterprises, and carry out industry university research cooperation projects ($\bar{X}$=4.36), followed by invite experts from domestic and foreign professional fields to give lectures and seminars on campus, establish cooperation with other universities and research institutions, and promote the sharing of expert resources ($\bar{X}$=4.09), pay attention to policy dynamics and market demand, adjust academic research direction and focus according to actual situations, in order to better serve society and bring more social reputation and resources to the team was the lowest suitability ($\bar{X}$=3.73).

The feasibility of 8 guidelines for exploring academic resources to improving the academic leadership of middle-level administrators in public universities in Guizhou was at high level ($\bar{X}$=4.08). Considering the results of this research, the highest feasibility was invite experts from domestic and foreign professional fields to give lectures and seminars on campus, establish cooperation with other universities and research institutions, and promote the sharing of expert resources ($\bar{X}$=4.55), followed by establish an external communication network, actively participate in academic conferences, seminars, and forums both domestically and internationally, encourage teachers to visit and learn abroad, and establish connections with peers ($\bar{X}$=4.36), use modern information technology and Internet resources to build an academic information sharing platform was the lowest feasibility ($\bar{X}$=3.73).

Chapter 5

Conclusion Discussion and Recommendations

This research develops the guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou. This research has three objectives 1) To study the current situation of academic leadership of middle-level administrators in public universities in Guizhou, 2) To develop the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou, and 3) To evaluate the suitability and feasibility of guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou. The academic leadership of middle-level administrators in public universities in Guizhou includes five aspects: 1) academic vision, 2) professional competence, 3) management skills, 4) organizational culture, and 5) academic resources.

The sample group of this research inclued 351 administrators from 10 public universities in Guizhou, and 20 people from 10 public universities in Guizhou were invited to be interviewed. The instruments used in the research were questionnaires, structured interviews and evaluation forms. The statistical methods used to analysis the data were frequency and percentage, mean and standard deviation.

The conclusion, discussion, and recommendations of this research are as follows.

Conclusion

The purpose of this study is to develop guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou, as well as to evaluate the suitability and feasibility of the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou. Through investigation and analysis, the following conclusions were drawn:

Part 1: To study the current situation of academic leadership of middle-level administrators in public universities in Guizhou.

Part 2: To develop the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou.

Part 3: To evaluate the suitability and feasibility of guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou.

Part 1: Studying the current situation of academic leadership of middle-level administrators in public universities in Guizhou

The research found that the current situation of academic leadership of middle-level administrators in public universities in Guizhou in five aspects was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest mean was organizational culture, follow by management skills, academic resources, and professional competence was the lowest mean. The results of this research are discussed according to each of the five aspects:

Academic vision, the research found that the current situation of academic vision of middle-level administrators in public universities in Guizhou was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest mean was middle-level administrators inspire and motivate followers through academic vision, follow by middle-level administrators enhance academic team cohesion through their academic vision, and middle-level administrators adapt and update the academic vision in response to changes in the social and educational environment was the lowest mean.

Professional competence, the research found that the current situation of professional competence of middle-level administrators in public universities in Guizhou was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest mean was through the professional guidance of middle-level administrators, subordinates are better able to fulfil their research tasks and face challenges, and middle-level administrators often encourage and support team members to improve their professional skills was the lowest mean.

Management skills, the research found that the current situation of management skills of middle-level administrators in public universities in Guizhou was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest mean was middle-level administrators can listen to and understand the opinions of others, and accurately reflect their thoughts and feelings, follow by middle-level administrators have good emotional management skills, strong stress resistance, and can adapt and actively respond to various changing environments and things, and middle-level administrators always consider the team's opinions and suggestions when making decisions to reach consensus was the lowest mean.

Organizational culture, the research found that the current situation of organizational culture of middle-level administrators in public universities in Guizhou was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest mean was middle-level administrator's department has a good atmosphere for academic research, follow by leaders have full trust in middle-level administrators and are able to tolerate errors and failures in the process of academic team building, and middle-level administrator's department encourages teamwork and communication was the lowest mean.

Academic resources, the research found that the current situation of academic resources of middle-level administrators in public universities in Guizhou was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest mean was middle-level administrator's department has provided suitable platforms to support the presentation and sharing of research findings, follow by middle-level administrators can utilize environmental resources to promote academic development based on changes in the external environment, and middle-level administrators can proactively seek and utilize external academic resources was the lowest mean.

Part 2: Develop the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou

The researcher designed an interview outline to understand, and through summarizing and analyzing the interview results, combined with literature review and

questionnaire data, researcher proposed the guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou was five aspects, which contain 48 measures. There are 11 measures to expanding academic vision, 11 measures to strengthening professional competence, 9 measures to strengthening management skills, 9 measures to strengthening the construction of organizational culture, 8 measures to exploring academic resources.

Expanding academic vision contains 11 measures and they are as described below:

1. Pay attention to information on policy adjustments, education reforms, and other aspects.

2. Pay attention to the significant needs of national and social development.

3. Conduct in-depth research on the changing trends in social and educational environments.

4. Actively communicate and cooperate with other universities and research institutions to obtain more information and resources.

5. Pay attention to the research dynamics and development trends of other disciplines, and strengthen interdisciplinary cooperation and communication.

6. Strengthen cooperation and communication with grassroots teachers and students.

7. Strengthen the transformation and application promotion of scientific research achievements, and strengthen industry university research cooperation.

8. Cultivate innovative thinking and ability.

9. Emphasize the combination of technological development and academic research.

10. Cultivate an international perspective and strengthen international cooperation and exchanges.

11. Pay attention to the dynamic adjustment of academic evaluation standards.

Strengthening professional competence contains 11 measures and they are as described below:

1. Establish clear professional development goals.

2. Provide necessary learning resources and mentor support.

3. Provide academic exchange opportunities, strengthen professional training and further education.

4. Encourage knowledge sharing and value teamwork and communication.

5. Support project research and innovation.

6.Create a good academic atmosphere.

7. Establish a sound incentive mechanism.

8. Pay attention to the personal growth of team members.

9. Strengthen cooperation and communication with external institutions.

10. Actively promote the transformation and application of scientific research achievements.

11. Regularly evaluate and provide feedback on the work results of team members.

Strengthening management skills contains 9 measures and they are as described below:

1. Establish open communication channels and encourage team members to provide their opinions and suggestions during the decision-making process.

2. Diversified team members participate to ensure that diverse perspectives and professional backgrounds are included in decision-making discussions.

3. When integrating team opinions, establish clear decision-making standards.

4. Actively communicate and coordinate to promote cooperation and understanding within the team, in order to achieve common goals.

5. When integrating team opinions, efforts should be made to find the maximum common divisor to ensure that the most widely accepted opinions or solutions can be obtained.

6. Adopt a democratic centralism approach to integrate the opinions and suggestions of the team, and consider and balance them from a global perspective, including considering the overall interests, long-term goals, and current needs of the school.

7. Conduct regular training to enhance the overall team's abilities, enabling them to better participate in the decision-making process and provide valuable opinions and suggestions.

8. Establish a dedicated mechanism for soliciting opinions, collect opinions and suggestions from team members through meetings, feedback forms, or online platforms, and understand their views and opinions on decision-making.

9. Use scientific decision-making methods to improve the scientificity and accuracy of decision-making.

Strengthening the construction of organizational culture contains 9 measures and they are as described below:

1. Clarify common goals and ensure that each team member understands the team's work objectives and significance.

2. Establish trust by creating a positive atmosphere, making everyone willing to support each other, and strengthening mutual trust and dependence.

3. Establish open communication channels to promote mutual understanding among team members.

4. A reward mechanism that encourages collaboration, motivates team members to actively participate in team collaboration and work together to achieve team goals.

5. Encourage team building activities, strengthen team cohesion and collaborative spirit.

6. Pay attention to employee well-being, understand their needs and concerns, provide appropriate psychological counseling, and ensure that employees feel satisfied and supported in their work.

7. Advocate for an open leadership style, increase transparency in decision-making, and enhance team members' sense of participation and responsibility.

8. Cultivate diversity and inclusivity, respect the diversity of team members, and encourage team members to learn from each other.

9. Establish an effective conflict resolution mechanism to ensure that conflicts are properly resolved and maintain a harmonious atmosphere within the team.

Exploring academic resources contains 8 measures and they are as described below:

1. Clarify the needs and positioning of academic resources, identify the academic fields and resource gaps that need to be strengthened.

2. Establish an external communication network, actively participate in academic conferences, seminars, and forums both domestically and internationally, encourage teachers to visit and learn abroad, and establish connections with peers.

3. Invite experts from domestic and foreign professional fields to give lectures and seminars on campus, establish cooperation with other universities and research institutions, and promote the sharing of expert resources.

4. Continuously monitor the latest developments in the academic community, regularly search and collect the latest academic resources.

5. Seek external financial support to obtain more research funding and resources.

6. Establish industry university research cooperation, establish close contacts with enterprises, and carry out industry university research cooperation projects.

7. Use modern information technology and Internet resources to build an academic information sharing platform.

8. Pay attention to policy dynamics and market demand, adjust academic research direction and focus according to actual situations, in order to better serve society and bring more social reputation and resources to the team.

Part 3: Evaluate the suitability and feasibility of guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou

The date showed that the suitability of the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou in five aspects was at high level, which means the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou are suitability. Considering the results of this research, the highest suitability data was "strengthening professional competence", follow by "strengthening management skills", and "strengthening the construction of organizational culture" was the lowest.

The date showed that the feasibility of the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou in five aspects was at high level, which means the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou are feasibility. Among the five aspects, the highest feasibility data was "strengthening professional competence", follow by "expanding academic vision", and "exploring academic resources" was the lowest.

Discussion

This research was to develop the guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou. The researcher summarizes the discussion into 3 parts, details as follows:

Part 1: the current situation of academic leadership of middle-level administrators in public universities in Guizhou

Part 2: the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou

Part 3: the suitability and feasibility of guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou.

Part 1: the current situation of academic leadership of middle-level administrators in public universities in Guizhou

The current situation of academic leadership of middle-level administrators in public universities in Guizhou is at a moderate level. Based on the descriptive statistical analysis of the questionnaire data, the research results showed that among the five sub-dimensions, organizational culture was rated the highest by respondents, indicating that middle-level administrators in public universities in Guizhou have achieved certain results in organizational culture construction. However, the evaluation of professional competence is relatively low and needs further strengthening. The reasons for this are as follows: First, public universities in Guizhou pay attention to the construction of organizational culture. In recent years, public universities in Guizhou have strengthened the construction of organizational culture, guiding the behaviors of teachers, students and managers by clarifying common goals, formulating and

implementing rules and regulations in line with the characteristics of the university, thus enhancing the sense of identity and satisfaction of middle-level administrators with the organizational culture. At the same time, a good organizational culture helps to enhance communication and collaboration within the team and improve the trust and sense of belonging among members. This atmosphere may make middle-level administrators more willing to participate in and maintain the organizational culture, and thus rate it higher. Second, there are challenges in enhancing the professional competence of middle-level administrators in public universities in Guizhou. Although universities may realize the importance of enhancing the professional competence of middle-level administrators, in practice, leadership does not pay enough attention, and resources (e.g., training opportunities, research funding, talent introduction, etc.) may be more inclined to the front line of teaching and research than to management positions, resulting in a lack of sufficient support for middle-level administrators in enhancing their professional competence. Insufficient cooperation and exchanges with external organizations and insufficient active promotion of the transformation and application of scientific research results make it difficult for middle-level administrators to keep up with the pace of knowledge updating, resulting in a relatively low evaluation of professional competence. As Zeng, Y., Wang, M., & Sun, N. (2024, p.20-25) in Academic leadership: An important engine for organized research in universities argued, from the point of view of the current situation of organized research in universities, there are ambiguities in the development goals, Insufficient human resources for scientific research, slow integration of disciplines, and ineffective multi-party synergy. Based on Baumann and Dill's theory of multiple academic leadership, a four-dimensional academic leadership analysis framework of structure, human resources, politics and symbols is constructed, which can help to solve the current difficulties in the practice of organized research in universities. In the practice of scientific research in colleges and universities, the overall team goal should be clarified to lead the direction of scientific research development; talents should be scientifically selected to establish a dynamic and adaptive scientific research team; the academic culture of the team should be shaped to strengthen the interpersonal interoperability and collaboration; and the process of disciplinary integration should be promoted to

organize guided scientific research cooperation. This point of view supports the importance that colleges and universities attach to the construction of organizational culture, such as clarifying team goals and shaping team academic culture. Wu, J., & Lei, Y. (2023, p.114-116) in Optimizing approaches for the professionalization of management teams in universities, argued that in-depth strengthening of the professionalization of management teams in colleges and universities, and perfecting the Professionalization of personnel training is an important part of university management in the new era, and it is also the core force to carry out the education policy to realize the modernization of education. Therefore, the construction of management team in universities is a systematic project. In the new period, we should strengthen the professional construction of management team in universities, optimize the construction idea, explore the management methods, and strive to build a management team with excellent comprehensive quality, strong ability, high level, professionalism, and rich innovation and vitality. Of course, in the in-depth exploration will also face such problems as the lack of attention at the leadership level, high pressure on the work of the personnel, little space for promotion, and high mobility of personnel. Combining the characteristics of the development of colleges and universities in the new era and the requirements of education modernization, the researcher analyzes the current situation of the construction of the management team in colleges and universities and the constraints that lead to the problems, and puts forward a series of measures to promote the professional construction of the management team in colleges and universities. This view supports the dilemma of improving the professional competence of administrators in colleges and universities due to insufficient attention at the leadership level. Zhang, L. (2012, p.78-81) in A study on the professionalization of management teams in public universities in China, argues that building a professionalized management team that is efficient, lean, structurally sound, innovative and competitive is of strategic importance for improving the management level and running efficiency of higher education institutions and promoting the development of higher education in China. The construction of an efficient and competent management team with reasonable structure, innovative consciousness and competitiveness is of great strategic significance for improving the

management level and efficiency of higher education institutions and promoting the development of higher education in China. The researcher combines the current situation of internal management system reform in China's colleges and universities and the actual background of professional development of college and university management team, analyzes the main problems and constraints in the professional construction of China's colleges and universities and puts forward a series of suggestions and measures to promote the professional construction of China's colleges and universities, which include: building a service mode of administration and improving the efficiency of management; taking teachers and students as the guide, enhancing the service consciousness and management concept; enhancing the service consciousness and management concept; and improving the management efficiency of the college and university. Enhance the service consciousness and management concept; transform the employment mechanism, improve the appointment system; establish a scientific performance evaluation system; strengthen the professional training of the management team, and build a learning management organization. This viewpoint supports the challenge of professional competence faced by university administrators due to insufficient knowledge updating.

Academic vision: The research results indicate that in terms of academic vision, the score level of middle-level administrators in public universities in Guizhou shows a relatively low trend, and middle-level administrators adapt and update the academic vision in response to changes in the social and educational environment was the lowest level. The reasons for this are as follows: First, insufficient coordination and communication: the expansion of academic horizons usually depends on active communication and cooperation with peers and experts. Limited communication channels or insufficient cooperation opportunities for middle managers in public universities in Guizhou Province make it difficult for them to acquire new academic ideas and practical experience. Second, the influence of culture and climate: the cultural climate within schools is less encouraging of innovation and change, resulting in a lack of motivation among middle managers in updating their academic visions. Third, insufficient training and development opportunities: the lack of regular academic training and professional development opportunities for middle managers in public

colleges and universities in Guizhou province makes it difficult for them to understand and adapt to the latest academic trends and international educational standards, resulting in lower academic vision scores. Wang Likun (2015) argued in A study on academic leadership based on the construction of university charters that academic leadership is the soul of university development. Due to historical and practical reasons, the academic leadership of universities in China is in a state of "weakening" and "virtualization". The formation of effective academic leadership in universities requires the joint participation of multiple subjects, positive interaction and the establishment of a common vision. The results of the study show that the establishment of effective communication channels and cooperation mechanisms, and the enhancement of the sense of participation and responsibility of all subjects are important ways to improve academic leadership in universities. By analyzing the current situation of academic leadership in four foreign university models and combining with China's national conditions, it is pointed out that the formation of effective academic leadership in universities requires the joint participation of multiple subjects, positive interaction and the establishment of a common vision. This view supports the important role of communication and coordination in the enhancement of academic vision. Kezar, A. J. & Holcombe, E. M. (2017) argued in Shared Leadership in Higher Education: Important Lessons from Research and Practice that the changing higher education environment requires new leadership skills and approaches, most notably the principle of shared leadership. The researchers review the new leadership landscape, the research on shared leadership, and the small amount of research on shared leadership in higher education, explore the implications of this research for leadership development, discuss the challenges to this approach, and offer implications for practice on college campuses. Case studies and empirical research are used to demonstrate the practical application of shared leadership in higher education and its positive impact on academic vision by promoting collaboration and engagement, increasing accountability, innovation and flexibility, building networks of trust and support, and long-term strategic development. This perspective underpins the positive impact of cultural and climate influences, particularly innovation and change, on academic vision. Bolden et al. (2012) argue in Distributed leadership in

higher education: Rhetoric and reality that the role of leadership is recognized throughout the academic community in (a) providing and protecting an environment conducive to productive academic work, (b) supporting and developing shared academic values and identity, and (c) accomplishing "boundary crossing" on behalf of individuals and work groups. "Boundary-spanning" in this context refers to the ability to create opportunities for external affiliation, to get work done through institutional management, to guide colleagues into broader areas of engagement, etc. This perspective underpins the importance of providing professional training and development opportunities to the academic vision.

    Professional competence: The research results indicate that the professional competence of middle-level administrators in public universities in Guizhou scored the lowest among the five aspects. Among them, middle-level administrators often encourage and support team members to improve their professional skills scored the lowest, and middle-level administrators often participate in training and further education to enrich and enhance their professional knowledge and abilities scored low. The reasons for this are as follows: First, the incentive mechanism and cultural atmosphere are insufficient. The school has not established an effective incentive mechanism to encourage middle managers to support and promote the professional skills improvement of their team members, and middle managers lack sufficient motivation to take the initiative to implement these behaviors. The overall cultural atmosphere of the school has not yet developed a favorable climate that encourages learning, progress and knowledge sharing. In this environment, middle managers also fail to fully realize their important role in promoting team growth. Second, there are limited opportunities for training and further education. Public colleges and universities in Guizhou Province face the problem of limited resources, which leads to insufficient investment in training and further education to meet the needs of all middle managers. Even if there are opportunities to participate in training, the mismatch between training content and demand, the disconnection between training content and the actual work needs of middle managers, or the lack of flexibility and variety in training methods also lead to their low participation and enthusiasm. Third, the awareness of self-improvement is not strong. Some middle

managers lack the awareness of self-improvement and do not fully recognize the importance of continuous learning and professional development. The leadership styles and attitudes of middle managers also affect their performance in supporting the growth of team members. If their leadership style favors command and control and lacks motivation and support, team members may find it difficult to feel care and support from their leaders. Yi Jianhua (2023, p.42) argues in A study on the development programs for academic leaders in American universities: Taking three universities as examples that academic leaders, as a "collection" of leadership in the higher education system, drive the operation of the university teaching and research system, and that their development is a fundamental component of university faculty development as well as an important component of the higher education governance system. In the context of the rapidly changing environment of higher education in the world, effective academic leadership is a key factor in achieving academic excellence. University academic leader development programs in the United States have moved toward a stage of professionalized development. University academic leaders are not only those who have earned the title of professor by virtue of their academic achievements, but they are also expected to possess professional management skills. Universities need to establish effective incentives to encourage middle managers to support and promote the professional skills of their team members, and at the same time develop an overall culture that encourages learning, progress, and sharing of knowledge to promote the professionalism of academic leaders. This argument supports the role of incentives and cultural climate in promoting professionalism. Wang Feiye and Sally Zapada (2017, p.33-37) argued that teachers' professional competence not only establishes their leadership position in schools, but also has a significant impact on leadership effectiveness. Through the study of teachers' professional competence, the researcher explored its key role in school management and educational quality improvement. The study showed that teachers with high levels of professional competence are more effective in guiding and motivating students and promoting quality teaching and learning. At the same time, these teachers also demonstrated stronger decision-making skills and teamwork in school management, further enhancing the overall effectiveness of school leadership. Through the provision

of systematic and continuous training opportunities, teachers are able to update their professional knowledge and skills. This observation underpins the role of providing training and further education in enhancing professionalism. According to Jin Jiansheng (2010, p.56-59) in How is teacher leadership possible? the main factors affecting teacher leadership in the school field include teachers' professional competence and leadership traits. Through in-depth analysis and research, the researcher explored teachers' leadership development and its influencing factors in the school environment. It was found that teachers' professional competence is the basis of their competence in leadership roles and covers the level of teaching, knowledge of educational theories, and classroom management skills. In addition, leadership traits, such as communication skills, creativity and teamwork, play a key role in shaping effective teacher leadership. Increasing awareness of self-improvement and establishing a motivational and supportive leadership style can effectively enhance the professionalism of the team, which in turn enhances teacher leadership. Through empirical research, the researcher reveals the interrelationship between teachers' professional competence and leadership traits and suggests strategies to enhance teacher leadership. This view supports the important role of self-improvement in the enhancement of professionalism.

Management skills: The research results indicate that middle-level administrators in public universities in Guizhou score the highest in management skills, Among them, middle-level administrators always consider the team's opinions and suggestions when making decisions to reach consensus scored the lowest, and middle-level administrators have good team communication skills, middle-level administrators focus on team building, encourage team spirit, and ensure that every member can work towards a common goal scored low. The reasons are as follows: First, decision-making speed and efficiency considerations: In the university management environment, middle managers may face urgent decision-making needs, especially in key areas such as resource allocation and project promotion. In order to respond quickly to the development needs of the university or to solve unexpected problems, managers may sometimes tend to rely on personal experience or instructions from superiors to make quick decisions, rather than consulting widely with the team, which

may lead to low scores on "Considering the views of the team to reach a consensus when making decisions". Second, communication mechanism and efficiency: Although middle managers have good team communication skills, the efficiency and effectiveness of the communication mechanism may still need to be improved. If the communication channel is not smooth, the feedback mechanism is not sound, or the participation of team members in the decision-making process is not high, it may lead to difficulties in fully integrating the team's opinions, which in turn affects the consensus reached in the decision-making process. Third, insufficient team building and incentives: although middle managers focus on team building and encourage team spirit, the actual implementation may lack specific and effective team building activities and incentives. If team members lack a sufficient sense of belonging and motivation, or do not have a deep enough understanding of the common goals, they may appear to be under-motivated in the process of working to achieve the goals, which leads to lower relevant ratings. According to Debsky (2012) in The New Academic: A Strategic Handbook, academic leaders should strive to improve their leadership and related skills. The researcher explored the role of academic leaders in the modern educational environment and their need for leadership enhancement. Through literature review and case studies, the researcher analyzed the challenges and opportunities faced by academic leaders in universities and research institutions. The study shows that academic leaders not only need to possess deep professional knowledge, but also need to continuously improve in organizational management, communication and coordination, and decision-making skills. Improving leadership and related skills can help academic leaders better cope with the rapidly changing educational and research environments and promote academic innovation and educational reform. In addition, the researchers suggest strategies for academic leadership development, including continuous learning and professional training, establishing effective communication mechanisms, and enhancing teamwork. The findings of this paper provide valuable guidance for administrators of academic institutions, emphasizing the importance of leadership enhancement in promoting academic progress and achieving educational goals. This perspective underpins the importance of enhancing decision-making efficiency to improve managerial skills. York

Barr and Duke (2004) argue in What do we know about teacher leadership? Findings from two decades of scholarship that teacher leaders need to have excellent teaching and management skills. The researchers delved into the critical role of teacher leaders in the school environment and its impact on the quality of education and school management. The study showed that teacher leaders need not only excellent teaching skills, including subject matter knowledge, pedagogy, and assessment skills, but also excellent management skills, such as organizational coordination, communication, and team leadership skills. Through a review of relevant literature and case studies, the researcher reveals the interplay of instructional and managerial skills in teacher leadership and their contribution to overall school performance. Teacher leaders with excellent teaching and management skills are able to effectively promote instructional reforms and enhance students' academic performance, as well as strengthen the cohesion and cooperation of the teacher team. The researcher proposes strategies to develop and enhance the competencies of teacher leaders, which provide a scientific basis for educational policy makers and school administrators, aiming to improve the quality of education and school management in general. This view supports the important role of establishing effective communication mechanisms for the improvement of management skills. Harris and Lambert (2003) identified personal leadership skills as an important aspect of academic leadership in EBOOK: Building leadership capacity for school improvement. The researcher aimed to explore the critical role of personal leadership skills in academic leadership and its impact on educational and research institutions. Through a literature review and empirical analysis, the researcher analyzed in detail the components of personal leadership skills, including decision-making skills, communication skills, problem-solving skills, and emotional intelligence, and how these skills play a role in the academic environment. The study suggests that academic leaders with strong personal leadership skills not only manage their teams effectively and drive academic programs forward, but also create positive work environments that inspire creativity and motivation in their team members. The researchers propose specific strategies for developing academic leaders' personal leadership skills, such as continuous professional development training, mentorship, and leadership assessment and feedback mechanisms. The findings

provide valuable guidance for educational administrators and policy makers, emphasizing the importance of enhancing personal leadership skills in enhancing academic leadership and promoting academic progress. This perspective underpins the importance of team building and incentives for management skill enhancement.

Organizational culture: The results of the study showed that the organizational culture of middle-level administrators in public universities in Guizhou was at the highest level among the five aspects. The lowest score was middle-level administrator's department encourages teamwork and communication. The reasons are as follows: First, the constraints of the traditional management mode. The traditional vertical management model still exists in public universities in Guizhou, which emphasizes hierarchical relationships rather than horizontal cooperation. This model may lead to reduced opportunities for teamwork and communication within departments. At the same time, there may be information barriers or miscommunication between departments, making it difficult for teamwork to be carried out effectively. Second, there is insufficient training in communication and collaboration skills and poor communication channels. Schools or departments may not pay sufficient attention to communication and collaboration skills training for middle managers, resulting in a lack of effective communication skills and teamwork in their actual work. Middle-level administrators' lack of understanding and application of team dynamics and conflict resolution strategies may also affect the effectiveness of teamwork. Third, external environment and resource constraints. Rapid changes in the external environment and resource constraints may make it necessary for middle managers to focus more on short-term goals and urgent tasks, thus neglecting long-term teamwork and building. Uneven or insufficient resource allocation may also lead to increased interdepartmental competition rather than win-win cooperation. Wang Likun (2015, p.9-11) argues in Research on academic leadership based on university charter construction that in order for universities to form effective academic leadership, positive interactions must be formed between multiple subjects of power. The researcher explored the formation mechanism of academic leadership in universities and the importance of interaction among multiple power subjects. The study suggests that in the process of university governance, multiple subjects of power, including

academic leaders, faculty, administrators, and students, should interact on the basis of equality and cooperation, rather than the traditional relationship of leader and led. The cooperative interaction model helps all parties to fully utilize their strengths and specialties to jointly promote academic development and educational innovation. By analyzing the governance model of universities and case studies, the researcher reveals the key role of cooperative interaction in enhancing academic leadership. The results of the study show that establishing effective communication channels and cooperation mechanisms and enhancing the sense of participation and responsibility of all parties are important ways to enhance academic leadership in colleges and universities. The researcher puts forward a series of strategic recommendations that provide a scientific basis for university administrators and educational policy makers, aiming to promote the long-term development of universities and the sustainable improvement of educational quality. This perspective underpins the critical role of an organizational culture that values horizontal collaboration in enhancing academic leadership. Wang Feiye and Sally Zapada (2017) delved into the importance of a collaborative culture and trust in teacher leadership development. They concluded that when a culture of cooperation and mutual support is developed within a school, key teachers are better able to guide and support their team members and promote knowledge sharing and innovative practices. It was also found that the higher the level of trust among colleagues, the smoother the teacher leadership activities. This trusting relationship not only enhances team cohesion, but also improves work efficiency and educational quality. Through empirical analysis and case studies, the researcher found that a cooperative and supportive cultural atmosphere plays a key role in effective communication and cooperation among members of the backbone teacher leadership team, and put forward strategic recommendations for creating a cooperative and supportive culture and enhancing trusting relationships, which provide valuable guidance for school administrators and educational policy makers, aiming to comprehensively improve the quality of education in schools and the effectiveness of teacher leadership. Sun Sun (2017) believes in Thinking about university academic leadership under the strategy of "double first-class " that the construction of world-class universities and first-class disciplines is a major strategic decision made by the

CPC Central Committee and the State Council, and the construction of "double first-class" cannot be separated from the construction of effective academic leadership in universities, which must establish a sound mechanism for the establishment and implementation of university charters; strengthen the construction of academic organizations, and set up and effectively operate academic committees; It is necessary to improve the method of selecting and appointing university presidents; to deeply understand the university culture and promote power sharing and co-management; and to form a more comprehensive cognitive framework and interpretive cognitive strategy, and to take the path of exemplary presidents. This view supports the important role of external environment and resources in building organizational culture.

Academic resources: The research results indicate that the academic resource scores of middle-level administrators in public universities in Guizhou was at medium level. The lowest score was middle-level administrators can proactively seek and utilize external academic resources. The reasons are as follows: First, the incentive mechanism is insufficient. The internal incentive mechanism of universities focuses more on the direct output of teaching and research results, such as the number of papers published and projects obtained, etc., while there is a lack of clear recognition and reward mechanism for the contribution of middle managers in the expansion and utilization of academic resources. This may lead to a lack of motivation for middle managers to actively explore and utilize external academic resources. Second, culture and atmosphere influence. The culture and atmosphere of colleges and universities have an important impact on the behavior of middle managers. If a cultural atmosphere that encourages academic exchange and resource sharing is not formed within the university, middle managers may lack the motivation to actively seek and utilize external academic resources. In addition, if colleges and universities do not pay enough attention to external resources, it may also lead to insufficient investment by middle managers in this area. Third, the difficulty of obtaining external resources. The access to external academic resources is affected by a variety of factors such as geographic location, policy restrictions, and capital costs. These factors increase the difficulty and cost of middle managers' access to external resources, thus reducing

their willingness to actively seek and utilize these resources. In addition, the acquisition and utilization of external academic resources often require certain information channels and platforms. If middle managers lack access to such information or have insufficient knowledge of these resources, it may be difficult for them to utilize them effectively. According to Marshall (2011) in Leading and managing learning and teaching in higher education, academic leadership consists of the following main aspects: coordinating the curriculum, providing support, advising, and achieving common goals; being willing to share experiences with others; and acting as a role model, providing guidance and assistance to young teachers. The researcher analyzed the importance and impact of these elements in the actual educational environment through an in-depth discussion of the connotations of academic leadership. The study shows that effective academic leaders not only play a coordinating role in curriculum design and instructional scheduling, but also provide the necessary support and advice among the team of teachers to achieve the common goals of the school. In addition, academic leaders are willing to share their experiences with others to motivate and guide team members, especially young teachers, through role modeling. Through empirical research and case studies, the researcher reveals the critical role of these academic leadership elements in enhancing educational quality and promoting academic development. The findings provide valuable guidance to educational administrators by suggesting specific strategies to enhance academic leadership, aiming to promote the overall educational standards of schools and the continuous progress of teachers' professional development. This perspective supports the important role of incentives in expanding academic resources. Henkel (2002, p.78-82) argues in Emerging concepts of academic leadership and their implications for intra-institutional roles and relationships in higher education that the emerging concept of academic leadership has had a profound impact on roles and relationships within higher education institutions. The concept requires department heads to seek support and collaboration between the individual and the collective, and between the hierarchy and the community. The researcher explores the evolution of academic leadership and its importance in modern higher education and analyzes how this new concept redefines the responsibilities of leaders and the interactions between team members. The study

suggests that academic leaders not only need to focus on the day-to-day management within their departments, but also need to actively build collaborative relationships with various stakeholders in order to advance academic goals. In this process, leaders need to balance hierarchical structures with community culture, promote open communication and collaboration, and enhance team cohesion and a sense of common purpose. Through case studies and empirical research, the researcher reveals the important role of effective academic leadership in the development of higher education institutions and suggests strategies to enhance departmental leadership, aiming to provide theoretical support and practical guidance for the sustainable development of higher education. This perspective supports the important role of culture and climate in expanding academic resources. Bolden et al. (2009) discussed the importance and challenges of academic resource access in a distributed leadership framework in Distributed leadership in higher education: Rhetoric and reality, such as facing challenges of unequal resource distribution, communication and coordination difficulties, and cultural and structural barriers. The study pointed out that access to and distribution of academic resources is one of the key factors in achieving effective leadership and management in a distributed leadership model. By establishing effective communication channels, promoting cross-departmental collaboration, and fostering a supportive organizational culture, distributed leadership can alleviate these challenges to some extent and enhance the efficiency of academic resource acquisition and utilization. This view supports the important role of external resource acquisition in leadership enhancement.

Part 2: the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou

The researcher provided the guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou was five aspects, which contain 48 measures. There are 11 measures to expanding academic vision, 11 measures to strengthening professional competence, 9 measures to strengthening management skills, 9 measures to strengthening the construction of organizational culture, 8 measures to exploring academic resources to improving the academic leadership of middle-level administrators in public universities in Guizhou.

Among the 11 measures to expanding academic vision, the more important ones are the following: 1) Pay attention to the significant needs of national and social development, 2) Strengthen cooperation and communication with grassroots teachers and students, and 3) Cultivate an international perspective and strengthen international cooperation and exchanges. Zhou, M., & Li, X. (2016) in Higher Education's Role in National Development: a Case Study of China explores how higher education responds to the needs of national and social development. The study shows that higher education not only enhances national quality and innovation, but also promotes economic growth and social progress. China's higher education system needs to be further aligned with the national development strategy to better meet the needs of the economy and society, as well as to strengthen international cooperation and exchanges in order to improve the quality of education and international competitiveness. Higher education administrators need to focus on the major needs of national and social development in order to expand their academic vision. Harris, A., & Jones, M. (2010) in Professional Learning Communities in Action: Creating Effective Collaboration emphasized that importance of grassroots collaboration and communication in building the academic vision of college administrators. Effective collaboration not only fosters knowledge sharing and practice innovation, but also enhances the overall performance of educational institutions. The researcher emphasized that by building professional learning communities, college administrators are better able to address challenges and drive continuous improvement to achieve shared academic goals and visions. Altbach, P. G., & Knight, J. (2007) in The Internationalization of Higher Education. Motivations and Realities discusses the motivations and realities of implementing internationalization in higher education. The motivations of college and university administrators to develop an international perspective include, among other things, improving the quality of education, enhancing global competitiveness, and promoting academic collaboration. However, practical challenges to implementing this goal include inadequate funding, insufficient policy support, and cultural adaptation issues. The authors emphasize the need for HEIs to develop comprehensive strategies to overcome these barriers, to truly achieve the

goal of internationalization, and to develop globally minded administrators and academics.

Among the 11 measures to strengthening professional competence, the more important ones are the following: 1) Provide academic exchange opportunities, strengthen professional training and further education, 2) Create a good academic atmosphere, and 3) Support project research and innovation. Huston, T., & Weaver, C. (2018) in Professional Development in Higher Education: Strategies for Faculty and Staff emphasizes the importance of effective professional development in enhancing academic leadership among college and university administrators. The researcher argues that systematic professional development strategies can support the continuous growth of faculty and staff and promote pedagogical innovation and collaboration. The study recommended that colleges and universities should develop comprehensive professional development programs that focus on the needs of faculty and staff to enhance their professional competence and teaching effectiveness in order to better serve students and the academic community. Gibbs, G. (2010) in Dimensions of Quality emphasized the importance of a positive academic climate to enhance professionalism. The researcher argues that a positive academic environment promotes innovation, collaboration, and academic freedom, which enhances the quality of teaching and research. The study suggests that college and university leaders should work to create a supportive and inclusive climate that motivates faculty, staff, and students and promotes overall academic growth and continuous institutional improvement. Bourner, T., & Flowers, S. (2013) in The Role of Research in Supporting Innovation in Higher Education emphasizes the critical role of research and innovation in strengthening professional literacy. The researchers argue that innovation not only facilitates the creation and dissemination of knowledge, but also brings new perspectives and approaches to teaching and learning practices. Higher education institutions should emphasize the close integration of research with teaching and research, and stimulate innovation by supporting research activities, so as to enhance the quality of education and meet the needs of society.

Among the 9 measures to strengthening management skills, the more important ones are the following: 1) Establish open communication channels and encourage team members to provide their opinions and suggestions during the decision-making process, 2) Diversified team members participate to ensure that diverse perspectives and professional backgrounds are included in decision-making discussions, and 3) Conduct regular training to enhance the overall team's abilities, enabling them to better participate in the decision-making process and provide valuable opinions and suggestions. Men, L. R. (2014) in Exploring the Relationship between Leadership and Employee Voice: A Study of the Communication Climate in Higher Education states that there is a significant relationship between leadership and employee voice and that a favorable communication climate is essential to promote positive employee expression. The researchers concluded that supportive and open attitudes of leaders can enhance employees' engagement and sense of belonging, thus improving the overall performance of the organization. The study recommended that college and university administrators should focus on building a culture of communication to motivate employees to participate more actively in decision-making and change processes. Shaw, J. D., & Gupta, N. (2015) in If You Can't Beat Them, Join Them: Team Diversity and Team Performance emphasized the significant impact of team diversity on team performance. Research has shown that diversity of team members can bring different perspectives and innovative thinking, which can enhance overall team performance. However, effective team management and communication mechanisms are also key to realizing the benefits of diversity. The researcher recommended that organizations should actively promote team diversity and establish supportive environments to maximize its positive impact on performance. Guskey, T. R. (2002) in Professional Development and Teacher Change emphasized the importance of professional development for teacher change. The researcher noted that effective professional development programs promote changes in teachers' instructional practices that enhance student learning outcomes. The study concluded that teachers' beliefs and attitudes are key factors in the success of change; therefore, professional development should focus on teachers' practical needs and ongoing support to achieve lasting instructional improvement.

Among the 9 measures to strengthening the construction of organizational culture, the more important ones are the following: 1) Clarify common goals and ensure that each team member understands the team's work objectives and significance, 2) Establish trust by creating a positive atmosphere, making everyone willing to support each other, and strengthening mutual trust and dependence, and 3) Establish an effective conflict resolution mechanism to ensure that conflicts are properly resolved and maintain a harmonious atmosphere within the team. Locke, E. A., & Latham, G. P. (2002) in Building a Practically Useful Theory of Goal Setting and Task Motivation: A 35-Year Odyssey emphasized the importance of goal setting theory in enhancing task motivation and performance. The importance of goal setting theory in enhancing task motivation and performance is emphasized in Research has shown that specific and challenging goals can significantly improve individual and team performance. Continuous feedback and commitment to goals were also identified as key factors in successful goal achievement. Research suggests applying goal-setting theory to practice to help individuals and organizations achieve their goals more effectively. Costa, A. C., & Passos, A. M. (2018) in Trust in Teams: a Literature Review and a Model for Future Research highlights the importance of team trust in the central role in team performance. The study noted that trust not only fosters cooperation and communication among team members, but also enhances the team's ability to innovate and cope with challenges. The researchers suggest that future research should explore in depth the mechanisms of trust formation and its impact on team dynamics in order to better understand and enhance team effectiveness. De Dreu, C. K. W., & Weingart, L. R. (2003) in Task Versus Relationship Conflict in Teams: The Role of Team Goals and Team Members' Responses emphasizes the differential impact of task conflict and relationship conflict on team performance. The study suggests that task conflict, when properly managed, can promote team innovation, whereas relationship conflict typically has a negative impact on team performance. Emphasizing that team goals and members' response strategies play a key role in conflict management, the researchers suggest that teams should clarify their goals and develop positive communication styles to enhance overall performance.

Among the 8 measures to exploring academic resources, the more important ones are the following: 1) Continuously monitor the latest developments in the academic community, regularly search and collect the latest academic resources 2) Invite experts from domestic and foreign professional fields to give lectures and seminars on campus, establish cooperation with other universities and research institutions, and promote the sharing of expert resources, and 3) Pay attention to policy dynamics and market demand, adjust academic research direction and focus according to actual situations, in order to better serve society and bring more social reputation and resources to the team. Kruse, S.D. (2020) in Educational Leadership and Management: Blending Research and Practice states that educational leaders must continually monitor the latest developments in academia to ensure that their decisions are based on the latest information and research findings. This constant attention and collection of resources enhances the effectiveness of leadership and decision-making. Al-Dabbagh, Z. (2020) in The Role of Academic Leadership in Higher Education Quality Assurance emphasizes the importance of inviting national and international experts to give lectures and seminars, as well as collaborating with other universities and research institutes are effective ways to enhance academic leadership. These collaborations can bring new perspectives and resources, and promote academic exchanges and innovations. Evans, L. (2017) in Leadership in higher education: Issues and challenges in a competitive world, pointed out that academic leaders should pay close attention to the policy dynamics and changes in market demand, and timely adjust research direction and market demand. changes, and adjust research direction and focus in a timely manner in order to enhance the team's social reputation and resource acquisition.

Part 3: the suitability and feasibility of guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou

The study showed that the suitability of the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou in five aspects was at high level, which means the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou are suitability. Considering the results of this research, the highest suitability data was

"strengthening professional competence", followed by "strengthening management skills", and "strengthening the construction of organizational culture" was the lowest. Yang, L., & Zhao, Y. (2019) in Exploring Professional Competencies in University Middle Management: Implications for Leadership in Developing Professional Competencies in University Middle Management that emphasized the importance of middle management in educational leadership. The researcher analyzes the core competencies required of middle managers and suggests strategies for enhancing these competencies in higher education institutions. The study also pointed out that enhancing the professionalism of middle managers can effectively contribute to the overall leadership and management effectiveness of the university. Wu, J., & Chen, Q. (2021) in Essential Management Skills for Middle-Level University Leaders: A Case Study Essential Management Skills for Middle-Level University Leaders: A Case Study analyzed that the key competencies for effective leadership, including communication, decision-making, and team management. The findings suggest that enhancing these skills is critical for middle managers to successfully address challenges and drive organizational development in the higher education environment. Chen, S., & Wang, Y. (2022) explored the role of academic leadership in Building Organizational Culture in Universities: The Role of Academic Leadership. Leadership explores the role of academic leadership in building organizational culture in universities. The researcher analyzed how academic leaders shape and promote positive organizational culture through values, vision, and practices. The study points out that strong academic leadership fosters faculty and student engagement and buy-in, thereby enhancing the overall academic environment and institutional performance.

The study showed that the feasibility of the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou in five aspects was at high level, which means the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou are feasibility. Among the five aspects, the highest feasibility data was "strengthening professional competence", followed by "expanding academic vision", and "exploring academic resources" was the lowest. Zhang, Y., & Li, X. (2020) in Enhancing Professional Competence in University Management: Strategies and Implications discusses strategies

to enhance the professional competence of university administrators and their implications. The researcher argues that the development of professional competence is critical to improving management effectiveness and educational quality. The article suggests a variety of strategies, including training and development, cross-sectoral collaboration, and field experience, to help university administrators enhance their professionalism. In addition, the study examines the positive impact of these competencies on organizational performance and the academic environment. Wu, J., & Zhang, M. (2022) in Broadening Academic Horizons: Leadership Strategies for University Administrators explores how university administrators can broaden academic horizons through effective leadership strategies. The researchers analyzed several key strategies, including promoting interdisciplinary collaboration, encouraging innovation, and flexible management practices. The study noted that these strategies enhance the academic environment and increase faculty and student engagement, thereby contributing to the overall growth and competitiveness of the university. Sun, T., & Zhou, H. (2020) in Navigating Academic Resources: Challenges and Strategies for University Leaders discusses the challenges and strategies for university leaders in managing academic resources were explored. The researchers analyzed the issues of resource allocation, underfunding, and organizational coordination, and proposed a series of strategies, including optimizing resource allocation, enhancing internal communication, and building external partnerships. The study emphasizes that effective resource management is critical to enhancing the overall performance of academic institutions and achieving educational goals.

Recommendations

Implications

The research results showed that the recommendations for improving academic leadership of middle-level administrators in public universities in Guizhou are as follows:

1. Expanding academic vision: Middle-level administrators in public universities in Guizhou should attach importance to the close relationship between education, scientific research, and social development, advocate active attention to

policy adjustments, educational reforms, and major needs of the country and society, conduct in-depth research on environmental change trends, and obtain more resources through communication and cooperation. At the same time, middle-level administrators should strengthen interdisciplinary cooperation, the integration of industry, academia, and research, as well as the cultivation of innovative thinking and international perspectives. Middle-level administrators should continuously adjust academic evaluation standards to promote the comprehensive development of education and scientific research, and better serve social progress.

2. **Strengthening professional competence:** Middle-level administrators in public universities in Guizhou should establish clear professional development goals, promote knowledge sharing, cooperation, and exchange among team members by providing necessary learning resources, mentor support, professional training, and academic exchange opportunities. At the same time, middle-level administrators should attach importance to research and innovation, create a good academic atmosphere, establish a sound incentive mechanism, and pay attention to personal growth. In addition, strengthen cooperation and communication with external institutions, actively promote the transformation and application of scientific research achievements, and regularly evaluate the work results of team members to comprehensively improve the team's professional level and comprehensive strength.

3. **Strengthening management skills:** Middle-level administrators in public universities in Guizhou should establish open communication channels and encourage members to actively offer suggestions, ensuring diversified participation of team members to cover a wider range of perspectives, in order to improve the quality and efficiency of team decision-making. When integrating opinions, it is necessary to establish clear decision-making standards and promote team cooperation through active communication and coordination. Find the maximum number of conventions to ensure broad acceptance of decisions, while adopting democratic centralism to weigh the pros and cons from a global perspective. Regular training and the establishment of a dedicated mechanism for soliciting opinions can further enhance the team's ability to participate in decision-making, ultimately enhancing the scientific

and accurate nature of decision-making through the use of scientific decision-making methods.

4. **Strengthening the construction of organizational culture**: In order to build an efficient and harmonious team, middle-level administrators in public universities in Guizhou should first ensure that each member has clear common work goals and significance. Building trust is the cornerstone of teamwork, which requires creating a positive atmosphere and mutual support. Open communication channels help promote mutual understanding among members, while incentive mechanisms that encourage collaboration can motivate everyone to participate more actively in team work. In addition, team building activities can enhance team cohesion, and focusing on employee well-being can help improve their job satisfaction. Advocating an open leadership style and cultivating team diversity and inclusiveness can further enhance the sense of responsibility and belonging of team members. Finally, establishing an effective conflict resolution mechanism is crucial for maintaining team harmony.

5. **Exploring academic resources:** Middle-level administrators in public universities in Guizhou should first clarify academic needs and positioning, identify and strengthen key areas, and fill resource gaps. Actively participate in academic activities both domestically and internationally, establish extensive external connections, and invite experts for campus exchanges to promote knowledge sharing and cooperation. At the same time, it is necessary to continuously track academic trends, regularly update resources, and seek external financial support to expand research. By establishing industry university research cooperation, closely connecting with enterprises, and promoting practical applications. Use modern technology and the Internet to build a platform for academic information sharing and improve the efficiency of information utilization. Finally, it is necessary to closely monitor policies and market demands, flexibly adjust research directions, in order to better serve society, win reputation and resources.

Future Researches

1. Future-oriented integration of interdisciplinary perspectives: In future research on the enhancement of academic leadership among middle-level administrators in public universities in Guizhou, the focus should be on the prospective integration of the theoretical frameworks and practical wisdom of multiple disciplines, and the strengthening of cross-disciplinary integration in order to improving the academic leadership of middle-level administrators in public universities. This trend requires not only crossing the boundaries of traditional disciplines, but also anticipating the integration of knowledge and technology in emerging fields, so as to stimulate middle-level administrators to develop a mindset and innovation ability beyond a single disciplinary perspective. Future research will focus on the design and implementation of interdisciplinary training systems and collaborative mechanisms to promote the in-depth integration of knowledge and skills, and to lay a solid foundation for the future-oriented leadership of middle-level administrators in universities.

2. Future-oriented research on leadership development and digital transformation: Against the backdrop of the wave of digitalization sweeping through the education sector, the academic leadership development of middle-level administrators in universities is experiencing an unprecedented deepening of digital transformation. Future research will focus on an in-depth exploration of how digital technologies can reshape the paths and modes of leadership development, especially how digital tools and platforms, such as big data analytics, artificial intelligence-assisted decision-making, and online collaboration platforms, can be innovatively utilized to accelerate the improvement of academic leadership among middle-level administrators in universities. The future research direction will also cover the construction of a leadership development framework and assessment system adapted to the digital transformation, to ensure that middle-level administrators can continue to adapt to and lead the digital changes in education.

3. Future-oriented research on international vision and academic leadership: In the new era of accelerated globalization and integration, enhancing the international vision and academic leadership of middle-level administrators in universities will become a core topic for future research. Future research can focus on comparative

study, through systematic analysis of the unique influence and common law of different countries or regions' education system, cultural diversity and institutional environment on the formation of academic leadership of middle-level administrators in universities, so as to excavate and refine the international experience that can be used as a reference.

4. Future-oriented continuous professional development and coaching leadership training: In the field of higher education, the enhancement of academic leadership for middle-level administrators can be achieved through a highly customized and intelligent learning ecosystem, which accurately responds to the personalized development needs of each middle-level administrator and stimulates his or her intrinsic potential, thus leading to the leaping enhancement of academic leadership. At the same time, the role of coaching is strengthened, not only teaching leadership skills and strategies, but also focusing on guiding the coachees to improve their self-reflection, emotion management and decision-making ability, so as to build a culture of continuous learning and self-driven growth.

5. Academic Leadership and Organizational Change for the Future: In the higher education system of the future, the focus of academic leadership and organizational change research will shift to exploring how middle-level administrators play a central role in the emerging wave of change. Future research will delve into the unique role and influence of middle-level administrators in perceiving, interpreting, and executing organizational change, revealing how they use forward-thinking academic leadership to steer their teams through barriers to change and promote knowledge innovation and cultural transformation. This process will emphasize the flexibility and adaptability of leadership, requiring middle-level administrators to be able to learn quickly, adapt continuously, and communicate efficiently in order to lead their organizations in a more open, inclusive, and sustainable direction.

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Appendix

Appendix A

List of Specialists and Letters of Specialists Invitation

for IOC Verification

List of Specialists for IOC Verification

No	Expert	Position	Work Place
1	Dr. Wang Xiang	Professor	GuiZhou Normal University
2	Dr. Bao ZhongYi	Professor	Zunyi Medical University
3	Dr. Shen Yang	Professor	Zunyi Medical University
4	Dr. Tan Jiao Lian	Professor	Guangxi Normal University
5	Dr. Wu Lan'an	Professor	Nanning Normal University

Appendix B

Official Letter

Ref.No. MHESI 0643.14/389

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Wang Xiang, GuiZhou Normal University

        Miss Wang Qin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Academic Leadership for Middle-Level"

        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
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/390

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Bao ZhongYi, Zunyi Medical University

Miss Wang Qin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Academic Leadership for Middle-Level"

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
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/391

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Shen Yang, Zunyi Medical University

        Miss Wang Qin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Academic Leadership for Middle-Level"

        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.

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

Bansomdejchaopraya Rajabhat University
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www.bsru.ac.th
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Ref.No. MHESI 0643.14/392

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Tan Jiao Lian, Guangxi Normal University

Miss Wang Qin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Academic Leadership for Middle-Level"

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.

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Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Wu Lan'an,Nanning Normal University

Miss Wang Qin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Academic Leadership for Middle-Level"

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Ref.No. MHESI 0643.14/410

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear   Professor Dr. Xing Ruijuan, Zunyi Medical University

Miss Wang Qin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Academic Leadership for Middle-Level Administrators in Public Universities in GuiZhou"

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.

With your expertise, we would like to ask your permission to evaluate the attached guideline. 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
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/411   Bansomdejchaopraya Rajabhat University
                                             1061 Itsaraparb Hirunrujee
                                             Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear   Professor Wang Yi, Guizhou Normal University

        Miss Wang Qin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Academic Leadership for Middle-Level Administrators in Public Universities in GuiZhou"

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22 January 2024

RE: Invitation to evaluate the guideline

Dear   Professor Yuan Tongqing, Anhui Normal University

        Miss Wang Qin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Academic Leadership for Middle-Level Administrators in Public Universities in GuiZhou"

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Ref.No. MHESI 0643.14/413   Bansomdejchaopraya Rajabhat University
                                                    1061 Itsaraparb Hirunrujee
                                                    Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear   Professor Liang Yu, Southwest University

        Miss Wang Qin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Academic Leadership for Middle-Level Administrators in Public Universities in GuiZhou"

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Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear   Professor Wei Fei, East China Normal University

       Miss Wang Qin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Academic Leadership for Middle-Level Administrators in Public Universities in GuiZhou"

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Ref.No. MHESI 0643.14/415

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1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear   Professor Ou Qizhong, Nanning Normal University

Miss Wang Qin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Academic Leadership for Middle-Level Administrators in Public Universities in GuiZhou"

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Ref.No. MHESI 0643.14/416

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Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear   Professor Huang Jingwen, Guangxi University

   Miss Wang Qin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Academic Leadership for Middle-Level Administrators in Public Universities in GuiZhou"

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22 January 2024

RE: Invitation to evaluate the guideline

Dear   Professor Yuan Lei, Guangxi Normal University

Miss Wang Qin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Academic Leadership for Middle-Level Administrators in Public Universities in GuiZhou"

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22 January 2024

RE: Invitation to evaluate the guideline

Dear   Professor Shen Shusheng, Nanjing Normal University

Miss Wang Qin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Academic Leadership for Middle-Level Administrators in Public Universities in GuiZhou"

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Ref.No. MHESI 0643.14/419

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1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear   Professor Gu Songling, Zunyi Medical University

        Miss Wang Qin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Academic Leadership for Middle-Level Administrators in Public Universities in GuiZhou"

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1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear   Professor Chenjun, Zunyi Medical University

   Miss Wang Qin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Academic Leadership for Middle-Level Administrators in Public Universities in GuiZhou"

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Appendix C

Research Instrument

Research Questionnaire

Title: Guidelines for Improving the Academic Leadership for Middle-Level Administrators in Public Universities in GuiZhou

Directions:

    1. This is an academic research questionnaire to study the current situation of academic leadership of middle-level administrators in public universities in Guizhou, and to provide the guidelines for improving academic leadership of middle-level administrators in public universities in Guizhou.

    2. This questionnaire is anonymous. All information is for academic statistical analysis only. There is no right or wrong criterion, and individual processing and analysis will not be conducted. The information is absolutely confidential. Please feel free to fill in the answers. Your opinion is very valuable. Please read the instructions carefully and then answer the questions one by one according to your actual observations and feelings in high school. Once again, thank you for your enthusiastic help and express my deepest gratitude!

Part 1: General information of the respondents.

    Instructions: Please write a mark ✓ in ☐ that corresponds to the actual situation about yourself.

Questions
1. University:
☐ Kaili University   ☐ Tongren University
☐ Liupanshui Normal University
☐ Guizhou University of Engineering Science
☐ Minzu Normal University of Xingyi
☐ Qiannan Normal University for Nationalities
☐ Zunyi Medical University   ☐ Zunyi Normal University
☐ Guizhou University   ☐ Guizhou Normal University

2. Gender ☐ Male   ☐ Female
3. Age ☐ 30 years old and below ☐ 31～40 years old ☐ 41～50 years old ☐ 51 years old and above
4. Education background ☐ College and below   ☐ Bachelor degree ☐ Master's degree   ☐ Doctor degree
5. Academic title: ☐ Junior title   ☐ Intermediate title ☐ Associate academic title   ☐ Senior academic title
6. Experience years: ☐ 5 years and below   ☐ 6～15 years ☐ 16～25 years   ☐ 26 years and above
7. Position: ☐ Head of Division ☐ Deputy Head of Division ☐ Section ☐ Other administrator ☐ Full time teacher

Part 2: Questionnaire on Academic Leadership of Middle-level Administrators in Public Universities in Guizhou

To determine the appropriateness of the questionnaire, the researcher attached a brief version of the proposal report, operational definitions, measurement tool development, behaviors to be measured, and questions in the questionnaire for experts to test through the research tool test form, as detailed below. Check the consistency, coverage and completeness of the questionnaire.

A score value of

+1 means that the question is consistent with the definition of its term.

0 means not sure whether the question is consistent with the definition of its term.

-1 means the question is inconsistent with its definition of the term.

Experts are invited to test the consistency, coverage and completeness of the "Guidelines for Improving Academic Leadership of Middle-level Administrators in Public Universities in Guizhou" questionnaire. For the behaviors that need to be measured, such as the attached documents, please rate them according to the three characteristics and tick ✔ in the table. as follows:

Academic Leadership of Middle-level Administrators in Public Universities in Guizhou	For experts			
	+1	0	-1	Suggestions
Academic Vision				
1. Middle-level administrators participate in the development of the school or department's medium to long-term and short-term academic vision plan.				
2. Middle-level administrators share common academic values with team members.				
3. Middle-level administrators describe their goals and direction of progress to team members.				
4. Middle-level administrators propose guiding academic goals based on their academic vision.				
5. Middle-level administrators expand the influence of academic vision in different contexts.				
6. Middle-level administrators inspire and motivate followers through academic vision.				
7. Middle-level administrators attract and cultivate academic talents through their academic vision.				

Academic Leadership of Middle-level Administrators in Public Universities in Guizhou	For experts			
	+1	0	-1	Suggestions
8. Middle-level administrators enhance academic team cohesion through their academic vision.				
9. Middle-level administrators adapt and update the academic vision in response to changes in the social and educational environment.				
10. Middle-level administrators collaborate with other teachers, students, and managers to achieve common academic goals.				
11. Middle-level administrators facilitate interdisciplinary or cross-departmental collaboration and communication to promote academic goals.				
Professional Competence				
1. Middle-level administrators have a deep understanding and recognition of their professional field.				
2. Middle-level administrators pay attention to the academic forefront in this field and have a strong sense of innovation.				
3. Middle-level administrators are able to independently propose solutions when facing professional challenges.				
4. Middle-level administrators often participate in training and further education to enrich and enhance their professional knowledge and abilities.				
5. Middle-level administrators can lead their peers in researching academic issues.				
6. Middle-level administrators can effectively guide students in academic research.				

Academic Leadership of Middle-level Administrators in Public Universities in Guizhou	For experts			
	+1	0	-1	Suggestions
7. Middle-level administrators are willing to discuss academic issues, share experiences, and explore cutting-edge academic hot topics with colleagues or students.				
8. Through the professional guidance of middle-level administrators, subordinates are better able to fulfil their research tasks and face challenges.				
9. Middle-level administrators can apply professional knowledge to develop long-term strategies for the school or department.				
10. Middle-level administrators often encourage and support team members to improve their professional skills.				
Management Skills				
1. Middle-level administrators have good team communication skills.				
2. Middle-level administrators always ensure that every member of the team has a clear understanding of their roles and responsibilities.				
3. Middle-level administrators can listen to and understand the opinions of others, and accurately reflect their thoughts and feelings.				
4. Middle-level administrators respect others, and provide help to others in your work.				
5. Middle-level administrators always consider the team's opinions and suggestions when making decisions to reach consensus.				

Academic Leadership of Middle-level Administrators in Public Universities in Guizhou	For experts			
	+1	0	-1	Suggestions
6. Middle-level administrators encourage team members to showcase their creativity and ideas.				
7. Middle-level administrators are able to provide clear guidance and support when the team faces difficulties or challenges.				
8. Middle-level administrators continuously seek methods and strategies to improve team efficiency.				
9. Middle-level administrators are good at prioritizing things and ensuring that important tasks are completed on time.				
10. Middle-level administrators can handle conflicts and issues within the team in a fair and transparent manner.				
11. Middle-level administrators focus on team building, encourage team spirit, and ensure that every member can work towards a common goal.				
12. Middle-level administrators have good emotional management skills, strong stress resistance, and can adapt and actively respond to various changing environments and things.				
Organizational Culture				
1. Middle-level administrator's department encourages continuous learning.				
2. Middle-level administrator's department supports individual development.				
3. Middle-level administrator's department respects the suggestions and perspectives of faculty and staff.				

Academic Leadership of Middle-level Administrators in Public Universities in Guizhou	For experts			
	+1	0	-1	Suggestions
4. Middle-level administrator's department encourages teamwork and communication.				
5. Middle-level administrator's department values academic-centred internal management.				
6.Middle-level administrator's department has a good atmosphere for academic research.				
7. Communication between management and teachers in the middle-level administrator's department is smooth and equal.				
8. The management and teachers of the department where the middle-level administrator's is located jointly discuss academic development goals.				
9. The department managers and teachers in which middle-level administrators are located lead each other in academic aspects and progress together.				
10. Leaders have full trust in middle-level administrators and are able to tolerate errors and failures in the process of academic team building.				
Academic Resources				
1. Middle-level administrator's department has provided a wealth of academic resources to support them.				
2. Middle-level administrator's department has provided sufficient research funds to support academic activities.				

Academic Leadership of Middle-level Administrators in Public Universities in Guizhou	For experts			
	+1	0	-1	Suggestions
3. Middle-level administrator's department has provided suitable platforms to support the presentation and sharing of research findings.				
4. There are ample opportunities for academic co-operation and exchange in the middle-level administrator' department.				
5. The process of accessing and using academic resources is very convenient in the middle-level administrator' department.				
6. Middle-level administrators can proactively seek and utilize external academic resources.				
7. Middle-level administrators can effectively manage and allocate the department's human, material, financial and other resources.				
8. Middle-level administrators can allocate scientific research projects reasonably and fairly.				
9. Middle-level administrators can effectively communicate information and maintain relationships within and outside the discipline.				
10. Middle-level administrators can utilize environmental resources to promote academic development based on changes in the external environment.				

Structured Interview

Research Title: Guidelines for Improving the Academic Leadership for Middle-Level Administrators in Public Universitiesin GuiZhou

Part 1: Personal information of interviewee

Interviewee	Education background	Work unit	Interview Date/ Interview Time
Interviewee 1	**Education:** Doctor's degree **Expertise:** Education Leadership and Management **Post:** Head of Division **Work experience:**20 years	Guizhou University of Engineering Science	Jan 22, 2024 9:00 am GMT +8 40minutes
Interviewee 2	**Education:** Master's degree **Expertise:** Higher education management **Post:** Deputy Head of Division **Work experience:**16 years	Guizhou University of Engineering Science	Jan 22, 2024 10:00 am GMT +8 38 minutes
Interviewee 3	**Education:** Master's degree **Expertise:** Educational Management **Post:** Head of Division **Work experience:**24years	Guizhou University of Engineering Science	Jan 22, 2024 2:00 pm GMT +8 36minutes
Interviewee 4	**Education:** Doctor's degree **Academic title:** Associate professor **Work experience:**18 years	Guizhou University of Engineering Science	Jan 22, 2024 4:00 pm GMT +8 41 minutes
Interviewee 5	**Education:** Doctor's degree **Expertise:** Educational Technology Management	Zunyi Medical University	Jan 23, 2024 8:10 am GMT +8 31 minutes

Interviewee	Education background	Work unit	Interview Date/ Interview Time
	Post: Deputy Head of Division **Work experience:**19 years		
Interviewee 6	**Education:** Master's degree **Academic title:** Associate professor **Work experience:**15 years	Zunyi Medical University	Jan 23, 2024 9:00 am GMT +8 32 minutes
Interviewee 7	**Education:** Doctor's degree **Expertise:** Educational Policy **Post:** Head of Division **Work experience:**23 years	Zunyi Medical University	Jan 24, 2024 11:00 am GMT +8 37minutes
Interviewee 8	**Education:** Master's degree **Expertise:** School Management **Post:** Deputy Head of Division **Work experience:**18 years	Zunyi Medical University	Jan 24, 2024 2:30 pm GMT +8 42minutes
Interviewee 9	**Education:** Master's degree **Expertise:** Educational Management **Post:** Head of Division **Work experience:**25 years	Zunyi Normal University	Jan 26, 2024 9:50 am GMT +8 47minutes
Interviewee10	**Education:** Master's degree **Expertise:** Educational Leadership **Post:** Deputy Head of Division **Work experience:**16 years	Qiannan Normal University for Nationalities	Jan 26, 2024 2:00 pm GMT +8 32 minutes
Interviewee11	**Education:** Master's degree **Expertise:** Higher education management	Qiannan Normal	Jan 29, 2024 2:30 pm GMT +8 35 minutes

Interviewee	Education background	Work unit	Interview Date/ Interview Time
	Post: Section **Work experience:**13 years	University for Nationalities	
Interviewee12	**Education:** Doctor's degree **Academic title:** Professor **Work experience:**15 years	Qiannan Normal University for Nationalities	Jan 29, 2024 4:30 pm GMT +8 38 minutes
Interviewee13	**Education:** Doctor's degree **Expertise:** Educational Policy **Post:** Head of Division **Work experience:**17 years	Zunyi Normal University	Jan 30, 2024 10:00 am GMT +8 39 minutes
Interviewee14	**Education:** Master's degree **Academic title:** Associate professor **Work experience:**19 years	Zunyi Normal University	Jan 30, 2024 2:10 pm GMT +8 41 minutes
Interviewee15	**Education:** Doctor's degree **Expertise:** Educational Law **Post:** Head of Division **Work experience:**16 years	Guizhou University	Jan 31, 2024 9:30 am GMT +8 36 minutes
Interviewee16	**Education:** Master's degree **Expertise:** Education Economy and Financial Management **Post:** Deputy Head of Division **Work experience:**24 years	Guizhou University	Jan 31, 2024 2:15 pm GMT +8 34 minutes
Interviewee17	**Education:** Master's degree **Expertise:** School Leadership and Management **Post:** Head of Division **Work experience:**21 years	Guizhou University	Feb 2, 2024 8:35 am GMT +8 36 minutes

Interviewee	Education background	Work unit	Interview Date/ Interview Time
Interviewee18	**Education:** Master's degree **Academic title:** Associate professor **Work experience:**22 years	Guizhou Normal University	Feb 2, 2024 11:00 am GMT +8 39 minutes
Interviewee19	**Education:** Doctor's degree **Expertise:** Higher education management **Post:** Head of Division **Work experience:**16 years	Guizhou Normal University	Feb 5, 2024 3:25 pm GMT +8 32 minutes
Interviewee20	**Education:** Master's degree **Expertise:** Continuing Education Management **Post:** Deputy Head of Division **Work experience:**20 years	Guizhou Normal University	Feb 5, 2024 5:00 pm GMT +8 35 minutes

Part 2: Summary of Interview Content

Question 1:

How do middle-level administrators in public universities in Guizhou adjust and update their academic vision based on changes in society and educational environment?

Interviewee 1:

Middle-level administrators in public universities in Guizhou need to actively broaden their academic horizons, adjust and update their academic visions in a timely manner. Firstly, they should pay attention to the research dynamics of other disciplines, broaden their boundaries, promote interdisciplinary cooperation, and stimulate innovative thinking and research methods. Secondly, strengthen cooperation and communication with grassroots teachers and students to better understand actual teaching and learning needs, so as to more accurately grasp the direction of disciplinary

development, and integrate practical needs into interdisciplinary research projects, making academic vision adjustments more realistic. Finally, strengthen the transformation and application promotion of scientific research achievements, apply them to the industry and society, improve the practicality and value of academic research, and thereby enhance the academic reputation and social influence of the school.

Interviewee 2:

The core of adjusting academic vision lies in in-depth research on the changes in social and educational environments. Middle-level administrators should establish a professional research team to track policy adjustments and educational reforms, use various methods to conduct in-depth research on issues and challenges in the field of education, and predict future trends. At the same time, actively cooperate with other universities and research institutions, share information and resources, and promote the deepening and innovation of academic research. These measures help us to more accurately grasp future development and provide solid support for the adjustment of academic vision.

Interviewee 3:

Cultivating innovative thinking plays a crucial role in adjusting and updating academic visions. To stimulate the innovation ability of the teaching team, middle-level administrators can establish an innovation research fund to provide financial support and research freedom. At the same time, by organizing thematic seminars, academic salons, etc., middle-level administrators aim to create a platform for teachers to freely discuss and exchange ideas, encouraging them to break through traditional boundaries. Attention should be paid to the continuous learning of teachers, encouraging them to participate in training courses and seminars, and mastering new methods and technologies. In addition, middle-level administrators should encourage teachers to participate in international cooperation projects, communicate with international peers, introduce advanced international concepts and methods, and inject new vitality into the academic vision.

Interviewee 4:

Middle-level administrators in public universities in Guizhou are challenged by heavy management tasks and disciplinary limitations in their academic perspectives, which affects their ability to focus on academic frontiers and hot topics. In order to adjust and update the academic vision, it is necessary to optimize the management system and provide more academic participation opportunities for middle-level managers, such as leading interdisciplinary research teams and participating in academic committees. At the same time, establish interdisciplinary research centers and conduct interdisciplinary courses to encourage them to actively engage in interdisciplinary cooperation and exchange. In addition, strengthening interaction with grassroots teachers and students, organizing academic salons and other activities, promoting participation and creativity in academic research, and thus promoting innovation and progress in the discipline.

Interviewee 5:

The core of adjusting and updating academic vision lies in closely integrating technological development with academic research. Middle-level administrators need to pay attention to cutting-edge technological trends such as artificial intelligence, big data, and cloud computing, and introduce them into education to improve the quality of education. By cooperating and exchanging with domestic and foreign technology enterprises and research institutions, introducing advanced technology and experience, promoting the development of disciplines, and enhancing the scientific research level and innovation ability of the college. At the same time, encourage interdisciplinary cooperation among teachers, integrate information technology with other disciplines, achieve resource sharing and complementary advantages, deepen academic research, and cultivate students' comprehensive literacy to meet future social needs.

Interviewee 6:

Middle-level administrators in public universities in Guizhou should pay attention to changes in social demand when adjusting and updating academic visions, and provide feedback on industry and market trends to academic teams to adjust research directions; Promote innovation in education and teaching, cultivate high-quality talents with innovative and practical abilities; Strengthen industry university

research cooperation with enterprises and research institutions, and achieve the combination of academic research and practical application; Optimize the allocation of school resources, provide necessary support for academic teams, and expand external resources to promote academic exchange and cooperation, in order to adapt to changes in the social and educational environment.

Interviewee 7:

Middle-level administrators in public universities in Guizhou should have a keen insight into changes in the social and educational environment, including policies, markets, and technological development, when adjusting and updating their academic vision, in order to adjust their academic direction in a timely manner. At the same time, promote open exchange and cooperation, encourage teachers to cooperate extensively with various sectors, and establish cross-border cooperation mechanisms. In this process, it is crucial to cultivate the innovative thinking and ability of the teaching team. In addition, middle-level administrators should also pay attention to the quality and effectiveness of talent cultivation, adjust talent cultivation plans according to changes in the social and educational environment, and adapt to the needs of the times.

Interviewee 8:

Middle-level administrators in public universities in Guizhou need to regularly evaluate changes in social, technological, economic, and educational policies when dealing with changes in the social and educational environment, establish feedback mechanisms to understand the needs of teachers and students, track cutting-edge trends in disciplines, and promote an international perspective. These measures collectively ensure timely adjustment and updating of the academic vision, aligning it with current needs and global trends, and maintaining the competitiveness and adaptability of the school.

Interviewee 9:

Talent cultivation is also a key link in adjusting academic vision. Faced with the rapid development of society and industry, middle-level administrators need to keep up with trends, deeply understand the talent demand in the industry, continuously optimize talent training programs, and ensure synchronization with

market demand. Practical teaching is the key to improving students' practical and innovative abilities. It is necessary to strengthen the combination of theoretical and practical teaching, and provide practical opportunities through cooperation with enterprises. At the same time, encourage interdisciplinary cooperation among teachers and cultivate innovative high-level talents. To ensure that the academic structure and training programs are always in line with the social and educational environment, middle-level administrators should regularly evaluate and adjust, continuously improve and optimize.

Interviewee 10:

To adjust and update the academic vision based on changes in the social and educational environment, the following measures can be taken: first, conduct comprehensive environmental analysis regularly, study the social, technological, economic, and educational environment, understand current trends, policy changes, and industry trends; Secondly, establish a feedback mechanism with faculty, students, and alumni, collect opinions and suggestions, and ensure close contact with the needs of all parties; Thirdly, strengthen the connection with the industry, understand the needs and trends of the industry, ensure that the talents cultivated by the school meet the actual employment needs, and promote industry university research cooperation; Finally, promote the internationalization of academic research, strengthen cooperation and exchange with international universities and research institutions, and enhance academic level and international competitiveness.

Interviewee 11:

Internationalization of education is of great significance in broadening the academic perspective of schools and promoting the international adjustment of academic vision. By increasing investment in international cooperation projects, actively participating in international academic cooperation, and establishing close connections with universities and research institutions around the world, academic teams can better integrate into the international academic community. Strengthen communication with international peers, regularly organize international academic activities, invite internationally renowned scholars to exchange ideas on campus, broaden the academic perspective of teachers and students, and provide valuable

experience in adjusting academic visions. At the same time, emphasis is placed on enhancing students' international competitiveness by participating in international exchange projects and internships, cultivating their cross-cultural communication skills and global perspectives, in order to adapt to the globalized educational environment and enhance their international competitiveness.

Interviewee 12:

In the process of adjusting and updating academic visions, middle-level administrators need to focus on systematicity, foresight, and sustainability. Systemic requirements require middle-level administrators to optimize resource allocation and project coordination from a global perspective, ensuring the integrity and coordination of academic research. Forward thinking requires middle-level administrators to have the ability to predict future academic trends, develop academic development plans that align with the school's characteristics and positioning, and guide the team to conduct forward thinking research. At the same time, sustainability is also crucial. Middle-level administrators need to ensure the continuity and stability of academic research, cultivate and retain research talents, ensure the stable supply of research resources, and build an ecological environment conducive to academic development. These aspects together constitute the core responsibilities and strategies of middle-level administrators in academic vision adjustment.

Interviewee 13:

With the changes in society and educational environment, the adjustment and updating of academic vision have become particularly important. Middle-level administrators should closely monitor academic trends and trends both domestically and internationally, emphasizing comprehensiveness, pertinence, and effectiveness. In terms of comprehensiveness, it is necessary to integrate resources, promote interdisciplinary cooperation, and regularly collect and analyze academic information. Targeted requirements include clear research objectives, in-depth understanding of various needs, and a focus on specific issues. The effectiveness emphasizes the transformation of achievements, timely feedback, cooperation and communication, training and ability enhancement, and establishes an evaluation system to evaluate the actual effectiveness of academic activities. These aspects collectively constitute

the core responsibilities and strategies of middle-level administrators in academic vision adjustment, to ensure that academic research is synchronized and efficiently developed with the social and educational environment.

Interviewee 14:

Middle-level administrators in universities can invite experts to regularly hold academic seminars and symposiums to jointly explore the changing trends in the current social and educational environment, and guide the development direction of disciplines through in-depth analysis and expert suggestions; At the same time, encourage teacher teams to participate in domestic and international academic cooperation projects, promote the introduction of advanced research methods and concepts, and expand academic research perspectives; Finally, middle-level administrators attach great importance to the dynamic adjustment of academic evaluation standards, advocate a competency oriented evaluation mechanism, emphasize practical application and social service value, ensure that academic research meets social needs, and promote the continuous updating of academic vision.

Interviewee 15:

When adjusting and updating academic visions, middle-level administrators in public universities in Guizhou should emphasize innovation, practicality, and sustainability. By building an academic environment that encourages exploration and reward mechanisms, as well as promoting interdisciplinary research, we can stimulate innovation vitality. At the same time, emphasis is placed on cooperation with the industry, transforming research results into practical applications to meet social needs. When planning academic visions, it is also necessary to consider future sustainability and ensure that research activities are aligned with sustainable social development. To ensure the implementation of these principles, it is necessary to regularly evaluate and review academic achievements.

Interviewee 16:

Middle-level administrators in public universities in Guizhou should adjust and update their academic vision from multiple aspects when facing changes in the social and educational environment. Firstly, they need to encourage innovative research, provide sufficient research support for teachers, promote interdisciplinary

cooperation, and transform research results. Secondly, promote international education, broaden the international perspective of teachers and students, and improve the internationalization level of the school through cooperation and exchange with internationally renowned universities. Finally, middle-level administrators should also strive to create a good academic atmosphere, encourage academic exchange and intellectual collision between teachers and students, in order to promote the in-depth development of academic research. These measures collectively constitute the core responsibilities and strategies of middle-level administrators in universities in adjusting their academic vision.

Interviewee 17:

To promote the adjustment and updating of academic vision, we can start with curriculum design, teaching methods, and evaluation standards. Firstly, adjust the curriculum according to social needs, conduct regular social needs analysis, introduce new disciplines and courses to ensure the practicality and adaptability of the curriculum. Secondly, encourage teachers to adopt diverse teaching methods, support innovative teaching methods such as flipped classroom and online teaching, to stimulate students' learning interest and innovative spirit, and provide teacher training to guide them to better use modern technology and teaching methods. Finally, establish competency oriented evaluation standards, encourage project-based evaluation, practical assessment, and other methods to comprehensively evaluate students' subject knowledge and practical operational abilities, in order to cultivate their innovative thinking and practical application of knowledge, and better meet the demand for high-quality talents in society.

Interviewee 18:

Middle-level administrators in public universities in Guizhou can adjust and update their academic vision based on changes in the social and educational environment. Firstly, it is necessary to pay attention to social needs, closely monitor development trends and talent demands, and adjust academic direction and curriculum settings in a timely manner to meet the needs of emerging industries. Secondly, it is necessary to strengthen practical teaching, establish practical teaching bases in cooperation with enterprises and industries, provide internship and training

opportunities for students, and improve their employment competitiveness. Finally, it is necessary to continuously improve teaching quality, encourage teachers to innovate in teaching, and enhance teaching level through teaching evaluation, observation teaching, and teacher training to ensure continuous improvement of teaching quality.

Interviewee 19:

Middle-level administrators in public universities in Guizhou should adjust and update their academic vision based on changes in the social and educational environment. Firstly, it is necessary to closely monitor the education policy dynamics of the country and Guizhou Province, especially policies related to higher education, scientific research and innovation, talent cultivation, etc., and timely understand and respond accordingly. Secondly, it is necessary to have a deep understanding of the market demand and development trends of relevant industries, in order to adjust academic research directions and curriculum settings, and make talent cultivation more in line with social needs. Finally, it is necessary to encourage teachers and students to unleash their innovative spirit, bravely try new research directions and methods in the process of adjusting and updating academic visions, and stimulate the innovative vitality of teachers and students through the establishment of innovation funds, providing innovation practice platforms, and other means.

Interviewee 20:

Middle-level administrators need to adjust and update their academic vision when facing changes in the social and educational environment. To achieve this goal, firstly, it is necessary to promote interdisciplinary cooperation, break down disciplinary barriers, achieve resource sharing, and inject new vitality into academic research by building interdisciplinary platforms and organizing academic exchange activities. Secondly, it is necessary to continuously improve the academic evaluation system, adjust evaluation standards and optimize evaluation methods according to actual situations, in order to stimulate teachers' innovative enthusiasm and promote the healthy development of academic research. Finally, it is necessary to focus on team building, enhancing team cohesion and enhancing overall competitiveness by establishing effective communication mechanisms and building a common goal vision.

Question 2:

How do middle-level administrators in public universities in Guizhou encourage and support team members to improve their professional competence?

Interviewee 1:

Middle-level administrators in public universities in Guizhou can take various measures to encourage and support team members to improve their professional competence. Firstly, a professional training program can be established, including internal training, external seminars, and other forms, to help team members keep up with industry trends and the latest research. Secondly, provide resource support to ensure that team members can easily access the necessary learning resources. Regular evaluation and feedback are also essential. Through one-on-one evaluation, understand the career development goals of team members and provide specific feedback. In addition, establish a culture of knowledge sharing, provide project challenges, and establish a reward system to motivate team members to learn and develop. Finally, work together with each team member to develop a personal development plan to ensure that their professional growth aligns with the organization's strategic goals. Through these measures, middle-level administrators can promote the professional competence of team members and drive the development of the entire team.

Interviewee 2:

Professional competence is crucial for the personal growth of team members and the overall development of the team. Therefore, the first step is to establish clear professional development goals and work together with team members to develop personal and team professional development plans to stimulate learning motivation. Secondly, provide abundant learning resources, including internal academic lectures, seminars, etc., to broaden horizons and enhance literacy. At the same time, encourage participation in practice and research, combine theoretical knowledge with practical work, and continuously improve professional skills and practical abilities. Establishing a sound incentive mechanism is also crucial, motivating team members to demonstrate outstanding professional competence through awards and commendations. Finally, as a leader, set an example, constantly improve one's own

qualities, pay attention to the growth needs of team members, provide full support and care, help solve difficulties and problems, and jointly promote the development of the team.

Interviewee 3:

Encouraging and supporting team members to improve their professional competence requires starting from multiple aspects, including clarifying professional development goals, providing academic exchange opportunities, supporting research and innovation, strengthening professional training and further education, establishing incentive mechanisms, creating a good academic atmosphere, focusing on personal growth, and strengthening cooperation and communication with external institutions. These measures help to stimulate the learning motivation of team members, promote the improvement of the team's scientific research level and academic influence.

Interviewee 4:

The key to inspiring team members to enhance their professional competence lies in cultivating their awareness of self-directed learning. Middle-level administrators should actively encourage team members to make full use of resources in their spare time, such as reading relevant professional books and participating in online courses, in order to continuously improve their professional skills. In supporting the self-learning process of team members, middle-level administrators should provide flexible working hours and a relaxed working environment, creating an atmosphere conducive to learning and development. In addition, regularly organizing team sharing meetings is also an effective way to promote knowledge sharing and interaction, stimulating internal learning enthusiasm within the team through sharing, and forming a virtuous learning cycle. Through these measures, a positive and learning oriented team can be created, contributing to the overall team development and improving professional competence of middle-level administrators in universities.

Interviewee 5:

Middle-level administrators play an important role in improving the professional competence of team members. They should provide continuous learning and training opportunities for team members, organize internal training, and invite expert guidance to help members continuously improve their professional skills.

Meanwhile, middle-level administrators should encourage team members to participate in scientific research projects and academic activities, provide support and guidance, and establish a positive working atmosphere and team culture. As role models, middle-level administrators should focus on self-improvement and set good examples. Through these measures, team members can continuously improve their professional competence and practical abilities, and make greater contributions to the development of the team.

Interviewee 6:

Improving the professional competence of team members is an important task for middle-level administrators in universities. To achieve this goal, multiple measures can be taken. Firstly, encourage team members to participate in professional training and seminars within the industry to update their knowledge and skills; Secondly, establish a mentor system to allow experienced members to guide newcomers and form a learning community; In addition, support members to participate in scientific research projects and improve their problem-solving abilities; Finally, advocating interdisciplinary cooperation and promoting the improvement of comprehensive literacy. These measures help to expand the professional knowledge and skills of members, and promote the improvement of the professional competence of the entire team.

Interviewee 7:

Middle-level administrators in universities should create an environment that motivates team members to improve their professional competence. Through clear career development paths and promotion mechanisms, as well as regular personal career planning and resource support, team members should be encouraged to achieve higher achievements in their professional fields. In addition, they should actively promote the transformation and application of scientific research achievements, provide professional support and industrial training, encourage team members to participate in academic exchange activities, and support them in applying for and participating in various scientific research projects to cultivate their independent research abilities and promote the improvement of the team's professional literacy.

Interviewee 8:

Middle-level administrators in universities should attach importance to providing diverse training opportunities for team members, including organizing professional seminars, workshops, and inviting industry experts to give lectures. These training activities can deepen the professional knowledge of team members, enhance their practical abilities, and expand their horizons, keeping them competitive and professional keen. By stimulating learning enthusiasm, this effort not only enhances the overall level of the team, but also injects more vitality into academic research and practical work in universities.

Interviewee 9:

To encourage team members to improve their professional competence, middle-level administrators can provide abundant academic resources and research platforms, including academic journal subscriptions, experimental equipment, academic exchange activities, etc; Encourage participation in scientific research projects to enhance research, innovation, and problem-solving abilities; Pay attention to the career development plans of members, provide personalized training and development opportunities; Create a positive, open, and inclusive research atmosphere, promote free exchange and cooperation; Regularly evaluate and provide feedback on work results, provide rewards and incentives for members, and guide continuous improvement of professional competence.

Interviewee 10:

To enhance the professional competence of team members, they should be actively encouraged to participate in academic research projects and practical work, combine theoretical knowledge with practical applications, and improve their problem-solving abilities. Participating in academic research projects can enable members to understand the forefront of the discipline, cultivate independent thinking and problem-solving abilities; Practical work deepens the understanding of professional knowledge, enhances practical skills and innovative thinking. Middle-level administrators should provide resources and mentor support, including experimental equipment, data materials, mentor guidance, etc., and organize training courses and

invite experts and scholars to share experiences, helping team members improve their professional competence and practical abilities.

Interviewee 11:

To encourage team members to improve their professional competence, middle-level administrators can adopt multiple strategies. Firstly, actively promote team members to participate in international professional training and academic activities, including applying for international conferences, seminars, etc., and provide financial support and organizational assistance. Secondly, advocate for team members to participation in international projects, provide application guidance and training to expand their international perspective and professional abilities. At the same time, promote the improvement of foreign language skills, organize language exchange activities, and support the planning and management of international cooperation projects. Finally, encourage team members to share international experience, regularly organize experience exchange meetings, and comprehensively pay attention to the professional development needs of members, so that the team has a higher level of international cooperation and communication and global competitiveness.

Interviewee 12:

Middle-level administrators in universities should actively promote mutual learning among team members and promote the common improvement of professional competence. To achieve this goal, a dedicated knowledge sharing platform can be established within the organization to provide members with a space for communication, sharing, and learning. Middle-level administrators can encourage members to share research findings and practical experience, present their findings through papers, reports, experimental data, and other forms, and promote interdisciplinary discussions by introducing experts from other fields to participate or guide the discussions. Regularly organize internal discussions, sharing sessions, and other activities to strengthen the academic atmosphere, build a learning oriented organization, promote the common growth of team members, and achieve continuous iteration and innovation of knowledge.

Interviewee 13:

Middle-level administrators in universities can have regular one-on-one communication with team members to gain a deeper understanding of their career planning and development needs, in order to support the improvement of their professional competence. Firstly, middle-level administrators should pay attention to the individual needs of each member, understand their areas of interest and the skills they wish to improve, and provide personalized suggestions, including recommending relevant resources and activities. Secondly, encourage members to try new methods and ideas in their work, and provide support and guidance to help them exercise and improve their professional skills. At the same time, work together with members to establish clear career development goals and plans, stimulating their enthusiasm and initiative. Finally, through regular evaluations and feedback, help members review their career development progress and adjust their plans in a timely manner to ensure continuous progress and drive the development of the entire team. This personalized approach enables middle-level administrators to play a crucial role in enhancing the professional competence of team members.

Interviewee 14:

Middle-level administrators should actively ensure that team members participate in challenging projects to improve their professional competence. Firstly, middle-level administrators should carefully select and design projects with certain difficulties and unknown factors, stimulate the interest and thirst for knowledge of members, and thus improve their problem-solving abilities. Secondly, during the project process, middle-level administrators need to provide comprehensive support, including resources and communication channels, to promote team collaboration and learning. Once again, middle-level administrators should provide timely guidance and motivation to members when facing difficulties, helping them overcome difficulties and build confidence. Finally, middle-level administrators should summarize and evaluate after the project is completed, draw lessons from it, optimize project processes, and improve team execution and professional competence.

Interviewee 15:

Middle-level administrators in universities can encourage and support team members to improve their professional competence through various measures. Firstly, regularly organize internal and external professional training and development opportunities to ensure that team members keep up with the latest developments in academic research and educational concepts, while providing opportunities to participate in academic conferences, seminars, and further education courses. Secondly, establish a positive academic atmosphere, encourage members to participate in academic activities, such as publishing papers, participating in research projects, and providing necessary resources and support. In addition, emphasis is placed on personalized support and coaching, providing one-on-one guidance, recommending relevant resources and materials, as well as career planning advice to stimulate personal potential. Finally, encourage and advocate for self-directed and continuous learning, cultivate team members' awareness of self-directed learning, and advocate for a lifelong learning attitude by providing flexible working hours and environments. Through these measures, middle-level administrators strive to create a team environment full of academic vitality and personalized care, motivating team members to continuously improve their professional competence.

Interviewee 16:

Middle-level administrators in universities should actively encourage and support team members to improve their professional competence and establish a positive working environment. Firstly, middle-level administrators should value teamwork and communication, regularly organize team building activities to strengthen communication and cooperation among members, promote better understanding and support, and cultivate a culture of mutual growth. Secondly, establish incentive mechanisms to recognize and reward members who have demonstrated outstanding performance in professional development, stimulating their enthusiasm and creativity. At the same time, pay attention to the mental health and stress management of team members, provide support and resources, and strive to create a caring and supportive work environment, so that team members can better improve their professional competence while maintaining physical and mental health.

Interviewee 17:

The professional competence of team members is crucial for team work, therefore, it is necessary to encourage and support team members to improve their professional competence. Middle-level administrators should provide various opportunities for professional development, including regularly organizing internal and external training, inviting experts and scholars to give lectures, and encouraging participation in academic conferences, seminars, and other activities to broaden the academic perspectives and communication platforms of team members. In addition, middle-level administrators should encourage team members to participate in academic research and projects, provide sufficient support and resources, regularly organize project progress reports and experience sharing, and promote communication and cooperation within the team.

Interviewee 18:

Encouraging and supporting team members to improve their professional competence is crucial for the development of the school and team building. Firstly, a professional development platform should be established to provide diverse learning and development opportunities, including regularly organizing internal and external professional training, seminars, and workshops, and establishing an online learning platform. Secondly, it is necessary to promote interdisciplinary and collaborative research among team members, establish interdisciplinary research projects and teams, and establish interdisciplinary communication mechanisms. Finally, resource support should be provided to ensure sufficient supply of scientific research funds, strengthen laboratory facility construction, and establish an academic achievement reward mechanism to stimulate the work enthusiasm and innovative spirit of team members.

Interviewee 19:

In order to further encourage and support team members to improve their professional competence, middle-level administrators can take a series of measures, including establishing incentive mechanisms, encouraging innovative practices, and regularly conducting personal development plans. Firstly, establish a complete reward system to recognize team members who have achieved significant results in academic

research, teaching reform, etc., stimulate their enthusiasm and creativity, and create an atmosphere of competition and cooperation. Secondly, support team members in innovative practices in teaching, scientific research, and other areas, provide necessary technical and resource support, and inject new vitality into the academic career of universities. Finally, develop personalized career development plans with each team member to help them clarify short-term and long-term development goals, and provide corresponding training courses, opportunities for further education, and career guidance to continuously improve their professional competence.

Interviewee 20:

As middle-level administrators of public universities in Guizhou, improving the professional competence of team members is crucial. To this end, a series of measures can be taken: first, establish clear goals and visions to ensure that team members understand the development direction of the school; Secondly, provide continuous professional development opportunities, including internal training and external activities, to follow up on academic progress; Then, establish an incentive mechanism to commend the members who have achieved results; Encourage innovation and practice, provide resource support; Promote team collaboration and communication, organize team activities; Finally, focus on personal growth and career development, and provide personalized support through one-on-one communication. These measures will encourage and support team members to improve their professional competence.

Question 3

How do middle-level administrators in public universities in Guizhou integrate team opinions and suggestions when making decisions, in order to reach consensus and improve the effectiveness of decision-making?

Interviewee 1:

It is crucial for middle-level administrators to integrate the team's opinions and suggestions in the decision-making process. Firstly, it is important to have sufficient communication and encourage team members to express their opinions and ideas, ensuring that everyone has the opportunity to participate. Secondly, efforts should be made to reach consensus, carefully consider the opinions of each member, and find

solutions that can meet the needs of the majority, in order to improve the effectiveness of decision-making and team cohesion. Establishing clear decision-making standards is also crucial, including consistency goals, resource utilization, and risk assessment, to help evaluate various opinions and suggestions and make the best decisions. In addition, it is necessary to establish an effective feedback mechanism, regularly collect feedback from team members, understand their views on decision-making, and promptly identify and solve problems. Finally, through regular training and development, we aim to enhance the overall team's abilities, enabling team members to better participate in decision-making and provide valuable opinions and suggestions.

Interviewee 2:

Middle-level administrators can integrate team opinions and suggestions in the decision-making process by establishing an open communication platform that encourages team members to freely express their opinions; Listen to diverse voices, covering members from different levels and professional backgrounds to obtain more comprehensive information; Encourage critical thinking, challenge assumptions, and provide deeper thinking; Establish a working group to discuss issues in depth and provide substantive suggestions; Using voting or consensus building tools to integrate team opinions and find the best solution; Establish a feedback mechanism, timely understand the opinions of team members on the decision-making process and results, and continuously improve decision-making methods and processes.

Interviewee 3:

Integrating the opinions and suggestions of the team is crucial for middle-level administrators to make decisions. To effectively reach consensus in the decision-making process, it is recommended to first establish an open communication culture, encourage team members to speak freely, and ensure that every voice is given equal attention. Secondly, diverse team members should be involved, covering diverse perspectives and professional backgrounds, in order to obtain a more comprehensive perspective. Thirdly, establish a dedicated mechanism for soliciting opinions, regularly collect the opinions and suggestions of team members, in order to have a more comprehensive understanding of problems and solutions. Secondly, external experts are introduced to participate in the decision-making process to obtain objective and

professional advice, while avoiding internal biases. Advocate interdisciplinary communication, promote intellectual collision, stimulate innovation, and find more comprehensive solutions for complex problems. Finally, conduct regular team evaluations, identify issues and adjust decision-making processes in a timely manner to improve the overall decision-making level of the team.

Interviewee 4:

Integrating the opinions and suggestions of the team to reach consensus is a key step in improving the effectiveness of decision-making for middle-level administrators in universities. Firstly, clarifying common goals is the foundation, which helps team members better understand the background and expected outcomes of decision-making, providing clear direction for decision-making. Secondly, actively listening to the voices of each team member, especially those viewpoints that may be overlooked, can provide a more comprehensive understanding of the problem and avoid getting stuck in limited thinking. Organizing team discussions is an important step, encouraging members to express different perspectives to stimulate innovative thinking and find common understanding and consensus points. In addition, seeking the opinions of external experts can provide an objective and independent perspective to help evaluate various possible impacts and solutions, ensuring that decisions are based on sufficient information and professional opinions.

Interviewee 5:

Middle-level administrators in universities should integrate team opinions and suggestions in the decision-making process to reach consensus. Firstly, establish open communication channels, establish an open and transparent atmosphere, and ensure that everyone has the opportunity to express their opinions. Secondly, clarify the decision objectives and expected outcomes, aligning team members in a common direction. Once again, advocate for open discussions and debates, provide sufficient space to express dissent, and ultimately reach consensus. In addition, utilizing modern technological tools to promote team collaboration and information sharing, and enhancing communication efficiency. Finally, regularly organize team building activities to enhance teamwork and cohesion, establish trust relationships, and better share and accept opinions.

Interviewee 6:

Middle-level administrators can adopt a democratic centralism approach to integrate team opinions and suggestions, in order to reach consensus and improve the effectiveness of decision-making. Firstly, encourage open communication, create a safe and inclusive environment, allowing each member to freely express their views. Secondly, listen carefully to the suggestions of team members, understand the logic behind different viewpoints, and maintain fairness and objectivity. Next, middle-level administrators need to weigh and integrate various opinions, considering the overall interests and long-term goals of the school. In addition, it is necessary to search for the maximum common divisor, obtain the most widely accepted opinions or solutions, and ensure broad support for decision-making. It is also important to focus on feedback and evaluation, and to adjust and improve the decision-making process in a timely manner. Establishing transparency and trust is crucial, ensuring that the decision-making process is transparent to team members and conveying the reasons and logic behind the decision.

Interviewee 7:

It is crucial for middle-level administrators in universities to integrate the opinions and suggestions of the team in the decision-making process. In order to truly integrate these opinions, it is necessary to establish a team atmosphere of mutual trust and respect, making members feel comfortable and safe, and willing to express their opinions. Regularly organizing team meetings is an important communication platform to ensure that everyone has sufficient time to speak up and encourage constructive feedback. When integrating opinions, it is important to prioritize recommendations based on facts and data, which are the foundation of decision-making. At the same time, emphasis is placed on providing suggestions for solving practical problems, bringing practical value to decision-making.

Interviewee 8:

The integration of team opinions and suggestions by middle-level administrators in universities is key to improving the effectiveness of decision-making. Firstly, special attention should be paid to the perspectives of frontline employees, and mutual trust should be established through regular face-to-face communication,

encouraging them to share their opinions. Secondly, collaborate with relevant departments to explore solutions and gain a more comprehensive understanding of the problem. Using consensus building tools such as voting to facilitate broader consensus when there are significant differences of opinion. Regularly review the effectiveness of decision-making implementation, draw lessons learned, and provide reference for future decision-making. Finally, provide training and development opportunities to enhance the team's decision-making ability and professional competence.

Interviewee 9:

Middle-level administrators should attach importance to the integration of team opinions in the decision-making process. To ensure consensus, open and inclusive communication channels should be established, a mechanism for soliciting opinions should be established, teamwork should be advocated, professional seminars should be organized, and various viewpoints should be balanced under democratic centralism. After the decision is executed, an evaluation mechanism needs to be established to continuously improve and enhance the quality of the decision.

Interviewee 10:

Integrating team opinions is crucial in the decision-making process of middle-level administrators in universities. Wise decisions should stem from team wisdom, encouraging open discussions and debates, and allowing each member to fully express their views. Reaching consensus requires listening, understanding, and respecting the opinions of each member, with particular emphasis on the novel value of minority opinions. Develop clear decision-making standards to ensure reasonable and objective decision-making. Establish an effective feedback mechanism, understand the opinions of team members, identify potential issues, and provide opportunities for adjustment and improvement.

Interviewee 11:

It is crucial for middle-level administrators to integrate the team's opinions and suggestions in the decision-making process. To achieve this goal, a series of strategies and steps can be taken. Firstly, clarify the goals and expected outcomes to ensure that each team member understands the importance of decision-making.

Secondly, create an open and inclusive communication environment, fully listen to and understand the opinions and suggestions of team members. Thirdly, promote diversity and comprehensiveness by inviting team members from different perspectives to examine issues. Next, integrate and coordinate various opinions, find common ground and fit points. Then, through discussion, negotiation, and compromise efforts, consensus is reached. At the same time, timely collect feedback and continuously improve the decision-making process, providing training and development opportunities for the team. Consider introducing external resources, clarifying responsibilities and division of labor, and establishing incentive mechanisms. Pay attention to cultural differences, continuously evaluate and adjust decisions.

Interviewee 12:

Middle-level administrators should integrate the team's opinions and suggestions in the decision-making process to enhance the effectiveness of decision-making. Firstly, encourage team members to express independent opinions, whether or not they are consistent with mainstream views, to ensure the comprehensiveness and inclusiveness of decision-making. Secondly, by organizing small working groups to discuss, emphasis is placed on equal participation, with a particular focus on recommendations based on actual facts and data, in order to establish a unified consensus. Finally, scientific evaluation methods such as SWOT analysis are used to comprehensively evaluate various suggestions, in order to improve the quality of decision-making and the team's confidence in decision-making.

Interviewee 13:

Middle-level administrators in universities should integrate the opinions and suggestions of team members in the decision-making process and can take various measures. Firstly, through open discussions and cross departmental collaboration, regular meetings are held to encourage departments to freely express their views and obtain diverse opinions. Secondly, engage in one-on-one communication to gain a deeper understanding of team members' perspectives and doubts, and establish mutual trust. When integrating opinions, it is necessary to balance the interests of all parties and strive to reach consensus. In addition, when summarizing opinions in team meetings, attention should be paid to suggestions based on facts and data, respecting

different opinions, and seeking the greatest possible consensus. Finally, establish an efficient feedback mechanism, collect feedback from team members, and conduct in-depth analysis and research to make necessary adjustments and improvements based on feedback, ensuring that decisions are in line with the actual situation.

Interviewee 14:

Middle-level administrators in universities should actively promote team members to participate in academic seminars and academic affairs meetings, in order to broaden their horizons and form consensus. When integrating opinions, it is important to clearly establish decision-making standards to ensure that decisions are reasonable, objective, consistent, and fair. At the same time, managers should maintain in-depth communication with team members, coordinate different perspectives, and form a comprehensive and balanced consensus to enhance the effectiveness of decision-making and maintain harmonious team relationships.

Interviewee 15:

Middle-level administrators in universities can integrate team opinions and suggestions in various ways to enhance the effectiveness of decision-making. Suggestions include organizing regular team meetings and providing an open discussion platform; Encourage diverse team members to participate in order to gain a broader perspective; Promote group cooperation, stimulate innovative thinking, and enhance team cohesion; Develop team communication skills to ensure that each member can effectively express their views and negotiate consensus. These measures help to create a more inclusive and creative decision-making environment, thereby improving the quality and effectiveness of decision-making.

Interviewee 16:

Middle-level administrators in universities can integrate team opinions and suggestions in the decision-making process by establishing open communication channels, using professional evaluation tools, and establishing feedback mechanisms, in order to enhance the comprehensiveness, scientificity, and effectiveness of decision-making. This includes encouraging team members to provide opinions and suggestions at any time, using tools such as SWOT analysis and brainstorming to evaluate opinions, and collecting team feedback to continuously optimize the decision-making process.

Interviewee 17:

Middle-level administrators should listen to and respect different opinions when improving decision-making effectiveness, creating an open and inclusive atmosphere; Fully collect and analyze relevant information, including academic, business, financial, and other aspects, to enhance the scientificity of decision-making; Cultivate team awareness and spirit of cooperation, enhance team cohesion through training and team building activities; At the same time, scientific decision-making methods and techniques such as SWOT analysis and risk assessment are applied, emphasizing logical analysis and data support, avoiding subjective speculation, and continuously improving the scientificity and accuracy of decision-making. These measures collectively promote the achievement of team consensus and effective decision-making.

Interviewee 18:

Middle-level administrators in universities can integrate team opinions and suggestions by creating an open communication environment, promoting cross departmental cooperation, clarifying responsibilities and division of labor, and establishing feedback mechanisms, thereby improving the effectiveness of decision-making. This includes regularly organizing team meetings, breaking down departmental barriers, clarifying responsibilities and establishing accountability systems, as well as regularly collecting feedback from team members and making necessary adjustments and improvements based on feedback.

Interviewee 19:

Middle-level administrators in universities should have a deep understanding of the opinions and concerns of team members during the decision-making process, and obtain comprehensive information through one-on-one and private communication. When integrating team opinions, it is important to balance the interests of all parties, reach consensus through thorough discussion and negotiation, and prioritize recommendations based on facts and data. At the same time, using scientific methods for decision-making, including data analysis and logical reasoning, to improve the scientificity and accuracy of decision-making. These measures collectively

promote the effectiveness of decision-making, ensuring the support and execution of the team.

Interviewee 20:

Middle-level administrators in universities should establish a feedback mechanism to improve the effectiveness of decision-making, collect and analyze feedback from team members on decision-making, and ensure that decision-making is consistent with the actual situation; When integrating team opinions, pay attention to balancing the interests of all parties and reach consensus through full discussion and negotiation; And continuously improve and optimize the decision-making process, regularly evaluate and reflect, encourage team members to propose improvement suggestions, and stimulate the team's innovation and enterprising spirit. These measures collectively contribute to improving the quality and effectiveness of decision-making.

Question 4

How should middle-level administrators in public universities in Guizhou promote team communication and cooperation?

Interviewee 1:

Middle-level administrators need to promote team communication and cooperation, and their primary task is to propose clear team goals and visions. In this way, each team member can clearly define their own direction of effort and coordinate with team goals, forming a collaborative work mode. Clear goals and visions not only help to break down communication barriers, promote smooth cooperation, but also enhance team cohesion, inspire members to work towards common goals, and achieve more efficient collaborative cooperation.

Interviewee 2:

Middle-level administrators need to establish good communication channels in addition to setting clear goals. Regular team meetings are a very effective way to provide a platform for each team member to express their opinions and opinions, promoting smooth communication and sharing of information. This open environment encourages team members to actively participate in discussions, share viewpoints and experiences, which helps to deepen understanding within the team and provide

diverse problem-solving perspectives. Regular team meetings can also timely convey important information and decisions, ensuring that team members have a clear understanding of the overall direction and development, increasing transparency, and improving the work efficiency and cooperation of team members.

Interviewee 3:

Middle-level administrators should focus on cultivating a team culture that encourages collaboration and sharing, in order to promote communication and collaboration within the team. This culture should inspire mutual support and cooperation among team members, creating an atmosphere of joint effort. In such an environment, team members are more willing to share personal experiences and knowledge, effectively improving the overall work efficiency of the team. By encouraging team members to support each other and work together to solve problems, middle-level administrators can shape a culture of close cooperation, stimulate trust among team members, and create an open atmosphere, making each member aware of their indispensable role in the team. In a positive culture, members are more willing to share personal experiences and knowledge, thereby improving the overall professional level of the team, promoting innovation and problem-solving, and promoting common progress within the team.

Interviewee 4:

Middle-level administrators need to establish effective incentive mechanisms to promote team communication and cooperation. By rewarding members who make positive contributions, it stimulates the team's work enthusiasm and creativity, and creates a positive and upward atmosphere. This mechanism not only recognizes individual efforts, but also strengthens the importance of teamwork, promoting information sharing, support, and integration. When establishing mechanisms, middle-level administrators need to ensure that rewards are fair and reasonable to enhance team cohesion and cooperation spirit.

Interviewee 5:

Middle-level administrators should attach importance to the training and development of team members when promoting team communication and cooperation. Given the rapid updating of knowledge and skills, it is crucial to regularly

organize training courses and workshops to enhance the professional abilities and collaborative spirit of members. This not only enhances individual performance, but also strengthens the overall strength of the team, promoting interaction, communication, and trust among members, thereby enhancing team cohesion. Therefore, incorporating training into team development strategy planning is crucial to lay a solid foundation for the long-term development of the organization.

Interviewee 6:

As a middle-level administrator, one should lead by example, demonstrate a high level of cooperation and mutual assistance attitude, and become a role model for the team. By actively participating in cooperation, paying attention to member development, and advocating for a positive work atmosphere and values, we can stimulate the enthusiasm and creativity of team members. This not only promotes teamwork and mutual assistance, but also lays a solid foundation for the long-term development of the team.

Interviewee 7:

Middle-level administrators play a crucial role in promoting team communication and cooperation in public universities in Guizhou. To achieve this goal, it is first necessary to clarify common goals, unify team thinking, and stimulate member motivation; Secondly, establishing trust is crucial. Middle-level administrators should lead by example, treat members fairly, encourage mutual assistance and cooperation, and create a positive atmosphere; Finally, regular team meetings are an important way to strengthen communication, share ideas, and solve problems, which can help improve team cohesion and work efficiency. These suggestions will help middle-level administrators effectively promote team communication and cooperation in public universities in Guizhou.

Interviewee 8:

As a middle-level administrator in a university, promoting team communication and cooperation is crucial. Suggest establishing open communication channels first, such as regular team meetings and workshops, to encourage members to freely express their opinions; Secondly, implement a reward mechanism to provide material and non-material rewards to individuals or groups who perform outstandingly

in collaboration, motivating teamwork; In addition, establish an effective conflict resolution mechanism, intervene in fair handling in a timely manner, and maintain a harmonious atmosphere within the team. These measures will promote team communication and cooperation to jointly achieve team goals.

Interviewee 9:

Middle-level administrators in universities have the following suggestions for promoting team communication and cooperation: firstly, promote open discussions, encourage team members to freely express their opinions, create a positive and safe discussion environment, stimulate team creativity and problem-solving ability, and thus improve work efficiency. Secondly, encourage team building activities such as team lunches and outdoor activities to strengthen team cohesion and cooperation spirit, help team members better understand each other, establish closer connections, alleviate work pressure, and improve team morale and satisfaction. Finally, regularly evaluate team performance, set clear performance indicators, objectively and impartially evaluate team performance, provide specific suggestions and guidance, help the team continuously improve, and jointly achieve higher performance goals.

Interviewee 10:

Middle-level administrators in universities can approach team communication and cooperation from multiple perspectives. Firstly, establishing effective communication channels is crucial, including regular team meetings and the use of tools such as email and instant messaging for daily communication. Secondly, it is crucial to establish a positive team culture by organizing team building activities, celebrating team achievements, and recognizing outstanding members to cultivate a sense of belonging and mission among team members. Meanwhile, paying attention to employee well-being is also an indispensable part, including providing necessary support and resources, paying attention to employee mental health and stress management, to ensure that employees feel satisfied and supported in their work. These measures jointly promote team communication and cooperation, and promote efficient development of the team.

Interviewee 11:

As middle-level administrators in universities, the key to promoting team communication and cooperation lies in clarifying team goals and responsibilities, providing necessary training and support, and establishing cross departmental cooperation. Through clear goal planning and division of responsibilities, it is possible to ensure efficient collaboration among team members and avoid work redundancy. Providing training and support can help improve the skill level of team members, enabling them to better adapt to the constantly changing work environment. Meanwhile, encouraging cross departmental cooperation can promote collaborative work within the school, stimulate innovative thinking, solve problems, and improve overall performance. These measures jointly create a positive and dynamic academic environment, promoting the continuous development of the department.

Interviewee 12:

In order to strengthen team communication and cooperation, middle-level administrators need to take a series of measures. Firstly, improving transparency in management is crucial. Through clear information sharing and goal communication, team members can establish a clear understanding of the overall work direction and cultivate their trust in management. Secondly, training team communication skills is equally important. Through regular training and activities, team members can enhance their communication and cooperation abilities in effective listening, clear expression, and conflict resolution. Finally, make full use of technological tools to strengthen communication, introduce online collaboration and communication tools, accelerate information flow, improve team response speed, and promote real-time cooperation and collaborative work. These measures collectively promote close collaboration among team members and facilitate efficient completion of projects and tasks.

Interviewee 13:

Middle-level administrators in public universities in Guizhou can consider the following suggestions in promoting team communication and cooperation: firstly, encourage open problem discussions, create an open environment, and allow team members to freely raise questions, share opinions and suggestions, thereby promoting innovation and comprehensive problem discussions. Secondly, provide diversified

communication channels and consider the different communication preferences of team members, including face-to-face, phone, email, and instant messaging, to ensure the flexibility of information flow. Finally, advocating an open leadership style, encouraging subordinates to share their opinions, participate in the decision-making process, enhance employees' sense of participation and responsibility, and thus promote more active cooperation.

Interviewee 14:

Middle-level administrators in universities should establish an open working environment to promote team cooperation and communication, encourage the exchange of opinions and ideas among members, and stimulate innovation motivation. At the same time, promote cross departmental cooperation, strengthen connections and information flow between different teams, and promote knowledge sharing and experience exchange. In addition, providing continuous training and development opportunities to keep team members updated on knowledge, improve collaboration efficiency, and demonstrate attention to individual and professional development of members to enhance team cohesion and work motivation. These measures jointly promote team cooperation and communication, and improve the overall performance of the team.

Interviewee 15:

For middle-level administrators in public universities in Guizhou, promoting team communication and cooperation is crucial for building a positive organizational culture. To this end, middle-level administrators should advocate for a transparent and open work environment, encourage team members to share information and experience, and enhance mutual understanding and trust. At the same time, promote communication within and outside the team, broaden the perspective and knowledge exchange of team members through organizing cross departmental activities and cooperation. In addition, implementing participatory management, inviting team members to participate in decision-making and providing feedback to enhance their sense of belonging and responsibility. These measures jointly promote team communication and cooperation, laying a solid foundation for building a good organizational culture.

Interviewee 16:

Middle-level administrators can strengthen team communication and cooperation through the following three points: first, strengthen team identity and sense of belonging, and enhance the cohesion and sense of belonging of team members by creating team logos, organizing celebration activities, and other means; Secondly, organize diverse team building activities, such as team training and social gatherings, to promote tacit understanding and collaboration among team members; Finally, cultivate diversity and inclusiveness, respect and appreciate the diversity of team members, create an open and inclusive work environment, encourage members to learn from each other and freely express their opinions.

Interviewee 17:

Middle-level administrators in universities need to establish open communication channels, promote the flow of information within the team, and encourage members to freely share their views in strengthening team communication and cooperation. At the same time, stimulate innovative thinking, regularly organize creative seminars, and establish innovation rewards to recognize new ideas and improvements. In addition, establish a knowledge sharing mechanism, establish an internal knowledge base and sharing platform, and promote knowledge exchange and experience sharing among team members.

Interviewee 18:

Middle-level administrators in universities can strengthen team communication and cooperation by establishing a foundation of trust, clarifying common goals, and continuously learning and improving. Establishing a foundation of trust requires managers to make decisions and act in a fair and transparent manner, promoting mutual assistance and cooperation among team members. Clarifying common goals requires team members to have a clear understanding of the team's work objectives and significance, forming a unified mindset and motivation. In addition, encourage continuous learning and improvement, update knowledge and skills through participating in professional development courses and seminars, conduct regular team reflection and evaluation, identify and solve problems in collaboration, and continuously improve team collaboration efficiency.

Interviewee 19:

Middle-level administrators in universities need to attach importance to establishing good communication channels in strengthening team communication and cooperation, ensuring smooth information flow, reducing misunderstandings and obstacles, and improving collaboration efficiency. At the same time, provide psychological support and health care, establish employee assistance programs, care about the work life balance of team members, to promote the psychological health and overall well-being of team members. In addition, establish a regular feedback and evaluation mechanism to enable members to understand their performance in the team and areas for improvement, so as to better fulfill their roles and responsibilities and jointly improve team collaboration efficiency.

Interviewee 20:

Middle-level administrators in universities should establish a reasonable incentive mechanism to enhance team communication and cooperation, stimulate the enthusiasm and creativity of team members, and give recognition through material rewards, spiritual rewards, or promotion opportunities. At the same time, establish clear goals and plans to ensure that team members have a clear understanding of the overall direction and plan of the team, thereby better coordinating work and improving the efficiency and quality of team collaboration. In addition, paying attention to the personal development and growth of team members, providing necessary training and support, can help stimulate work enthusiasm and creativity, and promote the long-term development of the team.

Question 5:

How should middle-level administrators in public universities in Guizhou actively seek and utilize external academic resources?

Interviewee 1:

Middle-level administrators in public universities in Guizhou need to first have a deep understanding and clarification of the academic needs of the school when actively seeking and utilizing external academic resources. This requires establishing effective communication mechanisms with various academic units on campus, and through regular meetings and exchanges, mastering the research directions, progress

of scientific research projects, and teaching needs of each unit. In the communication process, it is necessary to clarify the school's advantageous disciplines and development direction, understand the overall strength of the school, and formulate targeted academic demand plans. At the same time, identify the disciplinary areas that need to be strengthened, clarify the focus of introducing external resources, to meet the needs of the school's future development strategy.

Interviewee 2:

In order to fully utilize external academic resources, it is crucial for middle-level administrators in public universities in Guizhou to establish an external contact network. Middle-level administrators can establish connections with peers and obtain the latest academic updates by participating in academic activities both domestically and internationally; Actively seeking cooperation opportunities with well-known universities, research institutions, and enterprises to promote academic exchanges and practical applications; Joining international academic organizations, participating in international affairs, and obtaining academic resources from an international perspective; And actively participate in international cooperation projects, introduce advanced foreign technologies and management experience, and enhance the international influence of the school.

Interviewee 3:

In order to better utilize external academic resources, middle-level administrators in public universities in Guizhou need to take a series of specific measures. Firstly, middle-level administrators need to regularly search and collect the latest academic resources, including research results, academic papers, professional databases, etc., to ensure that school teachers and students have access to cutting-edge knowledge. Secondly, these resources need to be integrated into the school library or related platforms for easy access and use by teachers and students. In addition, middle-level administrators should actively seek external financial support by applying for government research projects or collaborating with enterprises to obtain more research funding and resources, and promote the scientific research development and academic progress of the school.

Interviewee 4:

Middle-level administrators in public universities in Guizhou can actively seek and make full use of external academic resources by promoting academic exchange and cooperation, inviting external experts and scholars to exchange ideas, and supporting the participation of teachers in external academic activities; Simultaneously establish industry university research cooperation, closely cooperate with enterprises, and promote the industrialization of scientific research achievements; In addition, it is necessary to actively apply for academic project funding, participate in national and local academic projects, strengthen cooperation with external academic institutions, in order to obtain research funding and promote the scientific research development of the school. These measures help to enhance the academic level and overall competitiveness of the school.

Interviewee 5:

As middle-level administrators in universities, actively utilizing external academic resources is crucial, which can be achieved through the following channels: firstly, building an academic information sharing platform, utilizing modern information technology to facilitate teachers and students to access external academic resources, and encouraging them to share their achievements on the platform, promoting academic exchanges. Secondly, regularly obtain and integrate external academic resources, such as the latest research results and academic journals, for use by teachers and students, and seek external financial support, such as government research projects and corporate collaborations, to obtain more research funding. During this process, managers should actively understand relevant policies and projects, and strengthen communication and cooperation with the government and enterprises to enhance the competitiveness of the school.

Interviewee 6:

In order to continuously improve and fully utilize external academic resources, middle-level administrators in public universities in Guizhou need to establish a tracking, evaluation, and feedback mechanism. Middle-level administrators need to establish a scientific evaluation system, regularly conduct comprehensive evaluations of the quality and utilization of resources, as well as their contribution to

academic achievements, in order to understand the effectiveness of resource utilization and identify existing problems. Based on the evaluation results, middle-level administrators need to make necessary adjustments and optimizations to resources, such as updating and supplementing, improving integration methods, and strengthening academic resource training for teachers and students. In addition, they should actively collect opinions and suggestions from teachers and students on external academic resources, obtain feedback through questionnaires, symposiums, and other methods, in order to better meet the needs of teachers and students, improve the utilization of academic resources, and promote the academic progress and overall competitiveness of the school.

Interviewee 7:

As middle-level administrators in public universities in Guizhou, we should actively seek and utilize external academic resources. Firstly, it is necessary to clarify the academic resource needs and positioning of the school, including research materials, technological equipment, and industry guidance. Based on the school's characteristics and advantages, key areas for resource enhancement should be determined. Secondly, middle-level administrators should establish a wide network of cooperation, promote joint research and project cooperation through inter school and enterprise cooperation, and obtain practical experience and project support. In addition, using the Internet platform to join academic social networks, regularly browsing academic journals, websites, etc., to obtain the latest research trends and literature information is also an effective way to improve the academic level of the school.

Interviewee 8:

Middle-level administrators in public universities in Guizhou can adopt various strategies when seeking and utilizing external academic resources. Firstly, by regularly participating in academic conferences and seminars both domestically and internationally, one can learn about the latest research achievements and trends, while actively organizing academic activities both on and off campus to enhance the academic reputation of the school. Secondly, invite domestic and foreign experts to give lectures and seminars on campus, promote academic exchanges, and establish

cooperation with other universities and research institutions to share expert resources. Furthermore, establish an inter school exchange mechanism to promote communication and cooperation among different disciplines, establish interdisciplinary research teams, and encourage students to exchange ideas with students from other universities to broaden their academic horizons. Finally, strengthen intellectual property management, ensure that research results are reasonably recognized and rewarded, actively apply for patents, and promote the industrialization of scientific research results.

Interviewee 9:

Middle-level administrators in universities should actively seek and utilize external academic resources when promoting academic development. On the one hand, middle-level administrators should proactively establish cooperative relationships with other universities, research institutions, or enterprises, strengthen connections through regular academic exchange activities, jointly carry out research projects, share resources and achievements, and thereby enhance research level and influence. On the other hand, middle-level administrators also need to actively seek external funding, such as national scientific research funds, corporate sponsorships, etc., to support the academic research and development of the school. In addition, encouraging teachers to participate in domestic and international academic conferences and seminars not only helps to improve their academic level, but also introduces more academic resources and cooperation opportunities for schools.

Interviewee 10:

Middle-level administrators in universities should actively seek and utilize external academic resources, which is one of their important responsibilities. To this end, middle-level administrators need to establish academic exchange platforms, utilize information technology to promote academic exchange and cooperation, share resources and achievements, and enhance the academic influence of the school. At the same time, actively seek the support and guidance of external experts to provide useful suggestions for academic development. Pay attention to policy dynamics and market demand, adjust research directions to better serve society and enhance the reputation of the school. In addition, it is crucial to strengthen cooperation with local

enterprises, promote the integration of industry, academia, and research, and improve the practical and innovative capabilities of schools.

Interviewee 11:

Middle-level administrators in public universities in Guizhou should actively create conditions, actively seek and utilize external academic resources. On the one hand, it is important to enhance opportunities to participate in academic conferences and seminars, stay up-to-date with the latest academic research trends, establish connections with peers, broaden academic horizons, and enhance the academic reputation of the school. On the other hand, actively inviting external experts to exchange ideas, building academic cooperation bridges, introducing cutting-edge academic concepts and methods, and providing guidance and suggestions for teachers and students in the school. According to the needs of the school, establish long-term cooperative relationships with experts in a targeted manner, jointly carry out research and apply for projects, achieve resource sharing and complementary advantages, improve the research level of the school, and create more practical opportunities and development space for teachers and students.

Interviewee 12:

In the context of globalization and knowledge intensive era, middle-level administrators in public universities in Guizhou should attach importance to partnerships with other universities and research institutions to fully utilize external academic resources. This kind of cooperation can not only achieve resource sharing, improve research efficiency, but also promote knowledge innovation and technological progress. Through cooperation, we can leverage the characteristics and advantages of different institutions, share resources, and jointly research and solve complex problems. In order to establish effective cooperation, it is necessary to find suitable partners, clarify cooperation details, and conduct regular evaluations and exchanges. Through these strategies and methods, we can promote the prosperity and development of academic research, and enhance the overall competitiveness of the school.

Interviewee 13:

Middle-level administrators in public universities in Guizhou actively cooperate with enterprises and governments, which is an effective way to obtain external academic resources. Through industry university research projects, schools can combine theoretical knowledge with practical applications, enhance the practicality and operability of research, and provide opportunities for faculty and staff to delve into the industry. At the same time, this cooperation also brings project funding support to the school, increases research funding, promotes laboratory construction and talent introduction, and enhances the school's competitiveness in the academic research field.

Interviewee 14:

Middle-level administrators in universities should actively use Internet resources and actively strive for and use external academic resources. Join academic social networks, exchange and cooperate with domestic and foreign peers, share experiences, and promote interdisciplinary cooperation; Pay attention to academic journals and websites, obtain authoritative and high-quality academic information, understand the forefront of disciplines and the latest research progress, and provide forward-looking support for school teaching and research; We will use the Internet platform to carry out global academic cooperation, invite internationally renowned scholars to give long-distance lectures, broaden our academic vision, and lay the foundation for the school to attract more international research cooperation.

Interviewee 15:

Middle-level administrators in universities need to have an open mindset and actively seek external academic resources. By actively participating in academic conferences, seminars, and other activities, middle-level administrators can establish direct connections with other scholars, share research results, and promote interdisciplinary cooperation. Meanwhile, utilizing modern information technologies such as academic databases and social media platforms, middle-level administrators can efficiently access the latest academic research results and trends. In addition, actively engaging in online cooperation and collaborating with scholars from around

the world to promote academic research can help establish a global academic cooperation network and bring more cooperation opportunities to the school.

Interviewee 16:

Middle-level administrators in universities need to clarify their own development needs and goals when seeking external academic resources, in order to ensure effective integration and maximum utilization of resources. Understand the research focus and direction of the school, be able to collaborate with well-known institutions in a targeted manner, jointly promote project research, integrate advantageous resources, and accelerate academic progress. Encouraging teachers to visit and participate in academic exchanges can broaden their academic horizons, improve their level, and attract outstanding talents to the school. At the same time, cooperation with external institutions such as enterprises and governments can promote the practical application of academic achievements, achieve the integration of industry, academia, and research, and bring project support and social reputation enhancement to the school.

Interviewee 17:

Middle-level administrators in universities should fully leverage their own characteristics and advantages when actively seeking and utilizing external academic resources. By deeply understanding the discipline direction, research characteristics, and teaching advantages of our school, we can find the connection with external resources, make cooperation more targeted, and promote the development of the school. Meanwhile, intellectual property protection is crucial to ensure that research results are properly protected and respect the achievements of others, comply with regulations, establish cooperation agreements, and prevent intellectual property disputes. In addition, encourage teachers and students to actively participate in external academic exchanges, improve overall academic level and cultivate talents, promote the integration of schools and external resources, and form an open and active academic atmosphere.

Interviewee 18:

Middle-level administrators in universities promote the establishment of stable cooperative relationships, which is crucial for actively seeking and utilizing

external academic resources. By signing cooperation agreements to clarify the rights and obligations of both parties, legal and institutional guarantees are provided for cooperation, and a foundation of trust is established. Regularly evaluate the quality and effectiveness of collaborative projects to ensure their continued effectiveness, and provide data support for adjusting collaboration methods and strategies. Middle-level administrators need to flexibly adjust their cooperation methods to adapt to project changes, while establishing a good communication mechanism to reduce misunderstandings, enhance trust, and improve cooperation efficiency.

Interviewee 19:

Middle-level administrators play a crucial role in finding and utilizing external academic resources, serving as both bridges and bonds. Middle-level administrators not only actively establish cooperative relationships with external institutions, enterprises, and other universities, introduce new academic resources, but also coordinate various resources within the school to ensure resource collaboration and maximize efficiency. By participating in academic conferences and seminars, establishing extensive network relationships, promoting inter school academic cooperation, and integrating resources such as teaching, research, and talent within the school, an organic cooperation system is formed to enhance the overall academic level of the school. At the same time, middle-level administrators need to pay attention to the development trends in the academic field and changes in external resources, flexibly adjust the school's development strategies and methods to ensure the sustainability and stability of resources, and ensure that the school can flexibly utilize external academic resources.

Interviewee 20:

Middle-level administrators should pay attention to the diversity and breadth of external academic resources when seeking and utilizing them. They should not only establish cooperative relationships with research institutions and universities, but also include diverse partners such as social groups and enterprises. This extensive cooperation helps to promote the development of applied research, enhance the reputation and social influence of the school, and provide more practical opportunities and social resources for teachers and students. Establishing cooperative relationships

with social organizations and enterprises is an important way to achieve diversity in academic resources. It can deeply participate in applied research, transform academic achievements into practical applications, and enhance the school's influence in society. Diversified cooperative relationships can also provide wider practical opportunities for school teachers and students, promote the integration of teaching and practical needs, and bring more social resource support to the school, improving research and teaching levels.

Evaluation Form

Research Title: Guidelines for Improving the Academic Leadership for Middle-Level Administrators in Public Universities in GuiZhou

Part 1: List of evaluation experts

No.	Expert	Education Background	Experience (year)	Work Unit
1	Professor	Doctoral degree	23	Zunyi Medical University
2	Professor	Doctoral degree	13	Guangxi University
3	Professor	Doctoral degree	15	Guizhou Normal University
4	Professor	Doctoral degree	13	Anhui Normal University
5	Professor	Doctoral degree	11	Southwest University
6	Professor	Doctoral degree	9	East China Normal University
7	Professor	Doctoral degree	18	Guangxi Normal University
8	Professor	Doctoral degree	15	Nanjing Normal University
9	Professor	Master's degree	25	Zunyi Medical University
10	Professor	Master's degree	18	Zunyi Medical University
11	Professor	Doctoral degree	14	Nanning Normal University

Part 2: Evaluation form

No	Guidelines	Suitability					Feasibility				
1. Expanding academic vision		5	4	3	2	1	5	4	3	2	1
1	Pay attention to information on policy adjustments, education reforms, and other aspects.										
2	Pay attention to the significant needs of national and social development.										

No	Guidelines	Suitability					Feasibility				
3	Conduct in-depth research on the changing trends in social and educational environments.										
4	Actively communicate and cooperate with other universities and research institutions to obtain more information and resources.										
5	Pay attention to the research dynamics and development trends of other disciplines, and strengthen interdisciplinary cooperation and communication.										
6	Strengthen cooperation and communication with grassroots teachers and students.										
7	Strengthen the transformation and application promotion of scientific research achievements, and strengthen industry university research cooperation.										
8	Cultivate innovative thinking and ability.										
9	Emphasize the combination of technological development and academic research.										
10	Cultivate an international perspective and strengthen international cooperation and exchanges.										
11	Pay attention to the dynamic adjustment of academic evaluation standards.										
2. Strengthening professional competence		5	4	3	2	1	5	4	3	2	1
1	Establish clear professional development goals.										
2	Provide necessary learning resources and mentor support.										
3	Provide academic exchange opportunities, strengthen professional training and further education.										
4	Encourage knowledge sharing and value teamwork and communication.										

No	Guidelines	Suitability					Feasibility				
5	Support project research and innovation.										
6	Create a good academic atmosphere.										
7	Establish a sound incentive mechanism.										
8	Pay attention to the personal growth of team members.										
9	Strengthen cooperation and communication with external institutions.										
10	Actively promote the transformation and application of scientific research achievements.										
11	Regularly evaluate and provide feedback on the work results of team members.										
3. Strengthening management skills		5	4	3	2	1	5	4	3	2	1
1	Establish open communication channels and encourage team members to provide their opinions and suggestions during the decision-making process.										
2	Diversified team members participate to ensure that diverse perspectives and professional backgrounds are included in decision-making discussions.										
3	When integrating team opinions, establish clear decision-making standards.										
4	Actively communicate and coordinate to promote cooperation and understanding within the team, in order to achieve common goals.										
5	When integrating team opinions, efforts should be made to find the maximum common divisor to ensure that the most widely accepted opinions or solutions can be obtained.										
6	Adopt a democratic centralism approach to integrate the opinions and suggestions of the										

No	Guidelines	Suitability					Feasibility				
	team, and consider and balance them from a global perspective, including considering the overall interests, long-term goals, and current needs of the school.										
7	Conduct regular training to enhance the overall team's abilities, enabling them to better participate in the decision-making process and provide valuable opinions and suggestions.										
8	Establish a dedicated mechanism for soliciting opinions, collect opinions and suggestions from team members through meetings, feedback forms, or online platforms, and understand their views and opinions on decision-making.										
9	Use scientific decision-making methods to improve the scientificity and accuracy of decision-making.										
4. Strengthening the construction of organizational culture		5	4	3	2	1	5	4	3	2	1
1	Clarify common goals and ensure that each team member understands the team's work objectives and significance.										
2	Establish trust by creating a positive atmosphere, making everyone willing to support each other, and strengthening mutual trust and dependence.										
3	Establish open communication channels to promote mutual understanding among team members.										
4	A reward mechanism that encourages collaboration, motivates team members to actively participate in team collaboration and work together to achieve team goals.										

No	Guidelines	Suitability					Feasibility				
5	Encourage team building activities, strengthen team cohesion and collaborative spirit.										
6	Pay attention to employee well-being, understand their needs and concerns, provide appropriate psychological counseling, and ensure that employees feel satisfied and supported in their work.										
7	Advocate for an open leadership style, increase transparency in decision-making, and enhance team members' sense of participation and responsibility.										
8	Cultivate diversity and inclusivity, respect the diversity of team members, and encourage team members to learn from each other.										
9	Establish an effective conflict resolution mechanism to ensure that conflicts are properly resolved and maintain a harmonious atmosphere within the team.										
5. Exploring academic resources		5	4	3	2	1	5	4	3	2	1
1	Clarify the needs and positioning of academic resources, identify the academic fields and resource gaps that need to be strengthened.										
2	Establish an external communication network, actively participate in academic conferences, seminars, and forums both domestically and internationally, encourage teachers to visit and learn abroad, and establish connections with peers.										
3	Invite experts from domestic and foreign professional fields to give lectures and seminars on campus, establish cooperation with other										

No	Guidelines	Suitability					Feasibility				
	universities and research institutions, and promote the sharing of expert resources.										
4	Continuously monitor the latest developments in the academic community, regularly search and collect the latest academic resources.										
5	Seek external financial support to obtain more research funding and resources.										
6	Establish industry university research cooperation, establish close contacts with enterprises, and carry out industry university research cooperation projects.										
7	Use modern information technology and Internet resources to build an academic information sharing platform.										
8	Pay attention to policy dynamics and market demand, adjust academic research direction and focus according to actual situations, in order to better serve society and bring more social reputation and resources to the team.										

Appendix D

The Results of the Quality Analysis of Research

Instruments

1. Results of IOC

Academic Leadership of Middle-level Administrators in Public Universities in Guizhou	For Experts					IOC	Proposal
	1	2	3	4	5		
I. Academic Vision							
1. Middle-level administrators participate in the development of the school or department's medium to long-term and short-term academic vision plan.	1	1	1	1	1	1	valid
2. Middle-level administrators share common academic values with team members.	1	1	1	1	1	1	valid
3. Middle-level administrators describe their goals and direction of progress to team members.	1	1	1	1	1	1	valid
4. Middle-level administrators propose guiding academic goals based on their academic vision.	1	1	1	1	1	1	valid
5. Middle-level administrators expand the influence of academic vision in different contexts.	1	1	1	1	1	1	valid
6. Middle-level administrators inspire and motivate followers through academic vision.	1	1	1	1	1	1	valid
7. Middle-level administrators attract and cultivate academic talents through their academic vision.	1	1	1	1	1	1	valid
8. Middle-level administrators enhance academic team cohesion through their academic vision.	1	1	1	1	1	1	valid
9. Middle-level administrators adapt and update the academic vision in response to changes in the social and educational environment.	1	1	1	1	1	1	valid
10. Middle-level administrators collaborate with other teachers, students, and managers to achieve common academic goals.	1	1	1	1	1	1	valid
11. Middle-level administrators facilitate interdisciplinary or cross-departmental	1	1	1	1	1	1	valid

Academic Leadership of Middle-level Administrators in Public Universities in Guizhou	For Experts					IOC	Proposal
	1	2	3	4	5		
collaboration and communication to promote academic goals.							
II. Professional Competence							
1. Middle-level administrators have a deep understanding and recognition of their professional field.	1	1	1	1	1	1	valid
2. Middle-level administrators pay attention to the academic forefront in this field and have a strong sense of innovation.	1	1	1	1	1	1	valid
3. Middle-level administrators are able to independently propose solutions when facing professional challenges.	1	1	1	1	1	1	valid
4. Middle-level administrators often participate in training and further education to enrich and enhance their professional knowledge and abilities.	1	1	1	1	1	1	valid
5. Middle-level administrators can lead their peers in researching academic issues.	1	1	1	1	1	1	valid
6. Middle-level administrators can effectively guide students in academic research.	1	1	1	1	1	1	valid
7. Middle-level administrators are willing to discuss academic issues, share experiences, and explore cutting-edge academic hot topics with colleagues or students.	1	1	1	1	1	1	valid
8. Through the professional guidance of middle-level administrators, subordinates are better able to fulfil their research tasks and face challenges.	1	1	1	1	1	1	valid
9. Middle-level administrators can apply professional knowledge to develop long-term strategies for the school or department.	1	1	1	1	1	1	valid

Academic Leadership of Middle-level Administrators in Public Universities in Guizhou	For Experts					IOC	Proposal
	1	2	3	4	5		
10. Middle-level administrators often encourage and support team members to improve their professional skills.	1	1	1	1	1	1	valid
III. Management Skills							
1. Middle-level administrators have good team communication skills.	1	1	1	1	1	1	valid
2. Middle-level administrators always ensure that every member of the team has a clear understanding of their roles and responsibilities.	1	1	1	1	1	1	valid
3. Middle-level administrators can listen to and understand the opinions of others, and accurately reflect their thoughts and feelings.	1	1	1	1	1	1	valid
4. Middle-level administrators respect others, and provide help to others in your work.	1	1	1	1	1	1	valid
5. Middle-level administrators always consider the team's opinions and suggestions when making decisions to reach consensus.	1	1	1	1	1	1	valid
6. Middle-level administrators encourage team members to showcase their creativity and ideas.	1	1	1	1	1	1	valid
7. Middle-level administrators are able to provide clear guidance and support when the team faces difficulties or challenges.	1	1	1	1	1	1	valid
8. Middle-level administrators continuously seek methods and strategies to improve team efficiency.	1	1	1	1	1	1	valid
9. Middle-level administrators are good at prioritizing things and ensuring that important tasks are completed on time.	1	1	1	1	1	1	valid

Academic Leadership of Middle-level Administrators in Public Universities in Guizhou	For Experts					IOC	Proposal
	1	2	3	4	5		
10. Middle-level administrators can handle conflicts and issues within the team in a fair and transparent manner.	1	1	1	1	1	1	valid
11. Middle-level administrators focus on team building, encourage team spirit, and ensure that every member can work towards a common goal.	1	1	1	1	1	1	valid
12. Middle-level administrators have good emotional management skills, strong stress resistance, and can adapt and actively respond to various changing environments and things.	1	1	1	1	1	1	valid
IV. Organizational Culture							
1. Middle-level administrator's department encourages continuous learning.	1	1	1	1	1	1	valid
2. Middle-level administrator's department supports individual development.	1	1	1	1	1	1	valid
3. Middle-level administrator's department respects the suggestions and perspectives of faculty and staff.	1	1	1	1	1	1	valid
4. Middle-level administrator's department encourages teamwork and communication.	1	1	1	1	1	1	valid
5. Middle-level administrator's department values academic-centred internal management.	1	1	1	1	1	1	valid
6. Middle-level administrator's department has a good atmosphere for academic research.	1	1	1	1	1	1	valid
7. Communication between management and teachers in the middle-level administrator's department is smooth and equal.	1	1	1	1	1	1	valid
8. The management and teachers of the department where the middle-level administrator's	1	1	1	1	1	1	valid

Academic Leadership of Middle-level Administrators in Public Universities in Guizhou	For Experts					IOC	Proposal
	1	2	3	4	5		
is located jointly discuss academic development goals.							
9. The department managers and teachers in which middle-level administrators are located lead each other in academic aspects and progress together.	1	1	1	1	1	1	valid
10. Leaders have full trust in middle-level administrators and are able to tolerate errors and failures in the process of academic team building.	1	1	1	1	1	1	valid
V. Academic Resources							
1. Middle-level administrator's department has provided a wealth of academic resources to support them.	1	1	1	1	1	1	valid
2. Middle-level administrator's department has provided sufficient research funds to support academic activities.	1	1	1	1	1	1	valid
3. Middle-level administrator's department has provided suitable platforms to support the presentation and sharing of research findings.	1	1	1	1	1	1	valid
4. There are ample opportunities for academic co-operation and exchange in the middle-level administrator' department.	1	1	1	1	1	1	valid
5. The process of accessing and using academic resources is very convenient in the middle-level administrator' department.	1	1	1	1	1	1	valid
6. Middle-level administrators can proactively seek and utilize external academic resources.	1	1	1	1	1	1	valid
7. Middle-level administrators can effectively manage and allocate the department's human, material, financial and other resources.	1	1	1	1	1	1	valid

Academic Leadership of Middle-level Administrators in Public Universities in Guizhou	For Experts					IOC	Proposal
	1	2	3	4	5		
8. Middle-level administrators can allocate scientific research projects reasonably and fairly.	1	1	1	1	1	1	valid
9. Middle-level administrators can effectively communicate information and maintain relationships within and outside the discipline.	1	1	1	1	1	1	valid
10. Middle-level administrators can utilize environmental resources to promote academic development based on changes in the external environment.	1	1	1	1	1	1	valid

2. Reliability Analysis

Reliability analysis of research instruments

To ensure the reliability and validity of the data collected by the questionnaire, the researcher conducted a reliability and validity analysis of the questionnaire using SPSS software.

Cronbach Alpha

N of items	n	Cronbach α
52	351	.974

From the table above, it can be seen that the reliability coefficient value is 0.974, 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.

3. Experts fill in data on suitability and feasibility of guidelines for improving the academic leadership of middle-level administrators in public universities in Guizhou

Variable/	Suitability/expert											Feasibility/expert										
no	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11
1. Expanding academic vision																						
1	5	5	4	4	3	5	3	4	4	4	4	5	4	3	5	5	5	5	5	5	5	5
2	5	5	4	3	3	4	2	4	4	5	3	5	5	3	5	5	5	5	5	5	5	5
3	4	4	4	3	5	5	4	5	3	5	4	3	4	2	5	5	5	5	5	5	5	5
4	4	3	3	4	5	4	3	4	4	5	4	3	4	3	5	5	5	5	5	5	5	5
5	5	4	5	4	4	4	3	4	3	4	5	3	5	3	5	5	5	5	5	5	5	5
6	4	3	4	5	4	4	3	3	4	5	4	4	4	3	5	4	5	4	4	5	5	5
7	5	3	4	5	3	3	4	5	4	4	4	5	4	5	5	4	5	5	4	4	5	4
8	5	5	4	5	4	5	5	4	3	4	3	4	5	4	4	5	5	5	4	5	5	4
9	5	5	3	5	4	4	4	4	4	4	4	5	4	3	4	5	4	4	5	5	5	5
10	3	5	5	1	4	5	4	3	4	4	4	5	4	4	5	4	5	5	5	4	4	5
11	5	5	4	4	5	5	4	5	4	5	4	4	5	4	5	5	5	5	4	5	5	4
2. Strengthe-ning professional competence																						
1	5	5	5	2	3	4	3	5	4	5	4	5	5	3	5	5	5	5	5	5	5	5
2	4	4	5	3	3	4	3	5	4	3	4	4	5	3	5	5	5	5	5	5	5	5
3	5	4	5	2	4	4	4	5	5	4	5	2	4	5	5	5	5	5	5	5	5	5
4	5	5	5	4	5	4	4	5	4	4	4	3	4	4	5	5	5	5	5	5	5	5
5	5	4	5	4	5	5	5	5	4	4	4	3	4	4	5	5	5	5	5	5	5	5
6	5	4	5	4	4	5	5	5	4	5	4	5	3	4	5	5	5	5	5	5	5	5
7	5	5	4	5	4	4	4	5	4	5	4	5	4	4	5	5	5	5	5	5	5	5
8	4	4	5	3	4	4	4	5	3	4	4	3	4	4	5	5	5	5	5	5	5	5
9	5	5	5	4	4	4	5	5	4	4	4	5	3	4	5	5	5	5	5	5	5	5
10	3	4	5	5	4	3	4	5	4	5	3	3	3	4	5	5	5	5	5	5	5	5
11	5	4	5	5	4	4	4	5	3	4	4	5	4	4	5	5	5	5	5	5	5	5
3. Strengtheni-ng management skills																						
1	5	4	5	4	5	4	5	4	3	4	5	4	3	4	5	5	5	5	5	5	5	5

Variable/ no	Suitability/expert											Feasibility/expert										
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11
2	3	4	4	5	5	3	5	5	3	4	4	3	4	4	5	5	5	5	5	5	5	5
3	4	4	5	5	5	4	5	5	4	4	3	3	4	4	5	5	5	5	5	5	5	5
4	5	4	5	5	5	4	5	5	4	4	5	5	3	3	5	5	5	5	5	5	5	5
5	5	3	3	4	3	4	5	3	5	3	5	5	3	2	5	5	5	5	5	5	5	5
6	5	3	3	5	3	4	3	4	4	4	4	4	3	2	5	5	5	5	5	5	5	5
7	5	3	5	4	3	4	3	4	5	4	4	4	3	4	5	5	5	5	5	5	5	5
8	4	4	4	5	3	4	3	4	5	4	4	3	3	3	5	5	5	5	5	5	5	5
9	4	5	4	4	3	5	4	5	4	3	4	4	4	5	4	5	5	4	5	4	4	5

4. Strengtheni-ng organization-al culture

Variable/ no	Suitability/expert											Feasibility/expert										
1	3	4	5	4	3	3	3	5	5	4	4	3	4	4	5	5	5	5	5	5	5	5
2	3	4	5	4	3	3	3	5	5	4	3	3	4	4	5	5	5	5	5	5	5	5
3	3	5	5	4	3	3	3	4	4	5	4	3	4	3	4	5	4	5	4	4	4	4
4	3	5	5	3	3	4	3	4	4	5	4	2	5	3	5	4	5	4	3	3	5	3
5	3	5	2	3	3	4	3	4	5	3	4	2	4	3	5	4	2	5	5	5	4	5
6	5	4	2	3	5	4	4	4	4	4	4	3	4	3	5	4	4	5	2	3	5	5
7	5	5	3	2	5	4	4	3	4	3	5	5	5	3	4	5	3	5	5	5	2	5
8	5	5	2	2	5	4	4	3	4	4	4	4	5	3	2	3	4	5	5	5	5	3
9	4	5	3	4	5	5	3	4	5	3	5	3	4	4	3	5	4	5	4	5	3	5

5. Exploring academic resources

Variable/ no	Suitability/expert											Feasibility/expert										
1	3	4	3	5	4	4	4	4	5	3	4	3	3	3	5	4	5	5	3	5	3	2
2	4	5	5	4	4	4	4	3	4	3	4	4	4	3	5	5	5	4	5	3	5	5
3	5	4	5	3	3	4	4	5	4	4	4	5	4	5	5	5	5	4	5	2	5	5
4	5	5	5	3	3	4	3	5	4	4	3	5	4	4	5	5	5	5	5	3	3	3
5	4	4	5	4	3	4	3	5	3	5	4	4	3	4	5	5	3	4	3	3	5	5
6	5	5	5	5	3	4	3	5	4	5	4	4	4	3	5	5	2	5	2	5	5	3
7	3	5	5	4	4	4	4	4	5	4	3	4	4	4	5	4	3	3	2	3	4	5
8	4	5	3	2	4	5	3	4	5	3	3	4	3	4	5	4	3	4	4	5	4	5

Appendix E

Certificate of English

BSRU BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Ms. Wang Qin

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 25th January 2021

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Accept Research

ที่ อว ๘๐๐๕.๔/ ๐๘๒

มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย
๗๙ หมู่ ๑ ตำบลลำไทร อำเภอวังน้อย
จังหวัดพระนครศรีอยุธยา ๑๓๑๗๐
โทรศัพท์ ๐ ๓๕๒๔ ๘๐๐๐-๕ โทรสาร ๐ ๓๕๒๔ ๘๐๓๔
www.mcu.ac.th

๒๙ พฤษภาคม ๒๕๖๗

เรื่อง ตอบรับผลงานบทความได้รับการตีพิมพ์

เรียน คุณหวัง ฉิน, ผศ.ดร.พัชรา เดชโฮม, รศ.ดร.นิรันดร์ สุธีนิรันดร์, ผศ.ดร.ศรายุทธ เศรษฐขจร

        ตามที่ท่านได้ส่งบทความเรื่อง "**แนวทางการพัฒนาภาวะผู้นำทางวิชาการสำหรับผู้บริหาร
ระดับกลางในมหาวิทยาลัยของรัฐกุ้ยโจว**" เพื่อตีพิมพ์ในวารสาร มจร การพัฒนาสังคม (JMSD) นั้น กอง
บรรณาธิการได้พิจารณาบทความโดยเสนอต่อคณะกรรมการผู้ทรงคุณวุฒิกลั่นกรองจำนวน ๓ ท่าน (Peer
Review) ตรวจแก้ไขเพื่อความสมบูรณ์ของบทความก่อนลงตีพิมพ์ กองบรรณาธิการจึงขอแจ้งให้ท่านทราบว่า
บทความที่ท่านส่งมาได้ผ่านการกลั่นกรอง และอยู่ในขั้นตอนการตีพิมพ์ในวารสาร มจร การพัฒนาสังคม ปีที่ ๙
ฉบับที่ ๓ (กันยายน - ธันวาคม ๒๕๖๗)

        อนึ่ง วารสาร มจร การพัฒนาสังคม ได้รับอนุมัติจัดทำวารสารตามมติสภามหาวิทยาลัยในคราว
ประชุมครั้งที่ ๑๐/๒๕๕๙ วันที่ ๑๔ มกราคม ๒๕๖๐ มีวัตถุประสงค์เพื่อเป็นเวทีเผยแพร่ผลงานวิจัย และ
ผลงานทางวิชาการของคณาจารย์ นักวิชาการ นักวิจัย นิสิต ทั้งในและนอกสถาบัน โดยมีกำหนดออกวารสาร
ปีละ ๓ ฉบับ ทั้งนี้ วารสาร มจร การพัฒนาสังคมได้ผ่านการรับรองคุณภาพ และอยู่ในฐานข้อมูลของศูนย์ดัชนี
การอ้างอิงวารสารไทย TCI : Thai-Journal Citation Index Centre วารสารกลุ่มที่ ๒ (๑๐ มกราคม ๒๕๖๒
- ๓๑ ธันวาคม ๒๕๖๗) กองบรรณาธิการขอขอบคุณทุกท่านที่ให้ความสนใจและส่งผลงานวิชาการเพื่อตีพิมพ์
ในวารสาร มจร การพัฒนาสังคม มา ณ โอกาสนี้

        จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.โกนิฏฐ์ ศรีทอง)
บรรณาธิการบริหาร

Research Profile

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