

GUIDELINES FOR IMPROVING ACADEMIC LEADERSHIP
OF ADMINISTRATORS IN GUANGXI SPORTS COLLEGES

YUAN HANG

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

Academic Year 2024

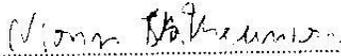
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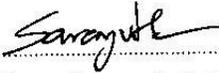
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Author Mr.Yuan Hang

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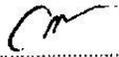

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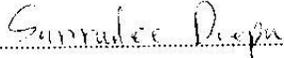
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|---------------|---|
| Thesis | Guidelines for improving academic leadership of administrators in Guangxi sports colleges |
| Author | Yuan Hang |
| Program | Educational Administration |
| Major Advisor | Assistant Professor Dr.Patchara Dechhome |
| Co-advisor | Associate Professor Dr.Niran Sutheeniran |
| Co-advisor | Assistant Professor Dr.Sarayuth Sethakajorn |
| Academic Year | 2024 |

ABSTRACT

The objectives of this research were: 1) to study the current situation of the academic Leadership of administrators in Guangxi Sports Colleges, 2) to develop the guidelines for improving academic Leadership of administrators in Guangxi Sports Colleges, and 3) to evaluate the adaptability and feasibility of the guidelines for improving academic Leadership of administrators in Guangxi Sports Colleges. The sample group of this study is 300 middle-level leaders and full-time teachers. The respondents were 24 middle-level and above leaders. Research instruments included:1) questionnaire, 2) Semi-structured interview, and 3) Evaluation form. The statistics used to analyze the data are percentage, mean, standard deviation, and content analysis.

The results were found that: 1) the current situation of academic leadership of administrators in Guangxi sports colleges in four aspects was at high level. 2) Guidelines for improving the academic leadership of administrators in Guangxi sports colleges, which contain 41 measures. There are 8 measures for vision strategic planning, 7 measures for academic background professional knowledge, 8 measures for the role of a mentor, and 8 measures for professional cooperation. 3) The adaptability and feasibility of guidelines for improving the academic leadership of administrators in Guangxi sports colleges in four aspects were at high level.

Keywords: Guidelines for Improving, Academic Leadership, Administrators in Guangxi Sports Colleges

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|----------------------|--|
| ชื่อเรื่อง | แนวทางการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหาร คณะวิทยาศาสตร์การกีฬาในมณฑลกวังสี |
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| อาจารย์ที่ปรึกษาหลัก | ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโฮม |
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| อาจารย์ที่ปรึกษาร่วม | ผู้ช่วยศาสตราจารย์ ดร.สรายุทธ์ เศรษฐขจร |
| ปีการศึกษา | 2567 |

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันภาวะผู้นำทางวิชาการของผู้บริหารคณะวิทยาศาสตร์การกีฬาในมณฑลกวังสี 2) เพื่อเสนอแนวทางการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารคณะวิทยาศาสตร์การกีฬาในมณฑลกวังสี และ 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารคณะวิทยาศาสตร์การกีฬาในมณฑลกวังสี กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารระดับกลาง และอาจารย์ประจำ รวมทั้งสิ้น 300 คน ผู้ให้ข้อมูลสัมภาษณ์ ได้แก่ ผู้บริหารระดับกลางหรือสูงกว่า จำนวน 24 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบบสัมภาษณ์แบบกึ่งโครงสร้าง และแบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) สภาพปัจจุบันภาวะผู้นำทางวิชาการของผู้บริหารคณะวิทยาศาสตร์การกีฬาในมณฑลกวังสี โดยภาพรวมอยู่ในระดับสูง 2) แนวทางการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารคณะวิทยาศาสตร์การกีฬาในมณฑลกวังสี ประกอบด้วย 4 ด้าน รวมทั้งสิ้น 41 มาตรการ ได้แก่ 1) การวางแผนกลยุทธ์วิสัยทัศน์ จำนวน 8 มาตรการ 2) ด้านความรู้วิชาชีพทางวิชาการ จำนวน 7 มาตรการ 3) ด้านบทบาทที่เลี้ยง จำนวน 8 มาตรการ และ 4) ด้านความร่วมมือทางวิชาชีพ จำนวน 8 มาตรการ 3) ผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารคณะวิทยาศาสตร์การกีฬาในมณฑลกวังสี อยู่ในระดับสูง

คำสำคัญ: แนวทางการพัฒนา ภาวะผู้นำทางวิชาการ ผู้บริหารคณะวิทยาศาสตร์การกีฬา
ในมณฑลกวังสี

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Chapter 1

Introduction

Rationale

There are many definitions of leadership. In different historical periods, the connotation of leadership is constantly evolving. But their common characteristics: first, leadership reflects a process, is the process of the interaction between leaders and subordinates. Second, leadership is equivalent to influence, which refers to the influence of a leader on his subordinates. Third, leadership occurs in organizational teams or groups. Fourth, the occurrence of leadership is based on a certain task situation. Among the related leadership theories, there are the trait theory of leadership, the behavior theory of leadership and the contingency theory of leadership (Song Yonghua, 2017).

The study of academic leadership began in Western countries at the end of the 20th century. In the field of higher education, academic leadership is not a simple concept. Leaders should understand and follow the laws of higher education, keep up with The Times and national higher education policies, base themselves on the current situation of higher education, and be proficient in teaching methods and skills (Sallis and Jones, 2002).

Like the essence of leadership, the essence of academic leadership is to build and implement a vision.

This paper summarizes the connotation of academic leadership in colleges and universities as follows: in different academic affairs and activities, by virtue of their own leadership characteristics and leadership behaviors, they influence and promote their followers, constantly move forward, and realize the common vision of academic innovation.

Research Questions

1. What is the current situation of academic Leadership of administrators in Guangxi Sports Colleges?
2. What are the factors affecting the development of academic Leadership of administrators in Guangxi Sports Colleges?
3. According to the main factors determined by statistics, combined with the current situation and problems, how to make use of education management science to develop the promotion strategy of academic leadership of sports colleges in Guangxi?

Objectives

1. To study the current situation of the academic leadership of administrators in Guangxi sports colleges.
2. To develop the guidelines for improving academic leadership of administrators in Guangxi sports colleges.
3. To evaluate the suitability and feasibility of the guidelines for improving academic leadership of administrators in Guangxi sports colleges.

Scope of the Research

Population and the Sample Group

Population

The population were 12 sports colleges in universities in Guangxi, total 62 administrators, total 740 teachers, total 802.

The Sample Group

The sample group were 12 sports colleges in universities in Guangxi. by using proportional random sampling. According to krejcie and Mogan (1970) sampling total 52 administrators, total 248 teachers, total 300.

The Interview

The interviewees in this research were 24 administrators of sports colleges in universities in Guangxi. The qualifications of interviewees are as follows: 1) at least 5 years of work experience in administrators of sports colleges in universities, 2) have

extensive experience in information leadership, 3) graduated with master's degree or above.

Expert Group

The experts for evaluation of the adaptability and feasibility of guidelines for improving the academic leadership for administrators of sports colleges were 11 administrators of sports colleges in universities. The qualifications of the experts are as follows: 1) at least 10 years of work experience in administrators of sports colleges in universities, 2) have extensive experience in information leadership, 3) graduated with doctor's degree, 4) academic title is associate professor or above.

The Variable

According to the analyzed of related theories and research, characteristics of academic leadership of administrators are as follows: 1) vision strategic planning, 2) academic background professional knowledge, 3) the role of a mentor, 4) professional cooperation.

Advantages

1. The subject of academic leadership is defined as the physical education discipline leadership in colleges and universities and attempts to define its connotation. It can enrich the relevant theoretical research of academic leadership, enrich the research of Chinese higher education leadership, promote the establishment and improvement of its theoretical system, and further expand the research of academic leadership.

2. The construction of structural dimension is the analysis and interpretation of the internal structure of academic leadership in higher education, which can provide a basis for the development of evaluation tools for academic leadership in universities and contribute to the development of human resources research in higher education.

3. It has practical guiding significance for the selection, appointment, assessment, career planning and training of academic leaders in sports colleges of higher education, provides substantive guidance for the role of academic leaders in higher education, ensures the improvement of the teaching, scientific research and

decision-making level of academic leaders, and thus promotes the sustainable development of disciplines.

Definition of Terms

Educational management refers to the concept of education management in my opinion is as follows: education management cannot be separated from the management of education by the state, and management must first have an overall requirement and plan for the development of education throughout the country. To this end, educational policies should be formulated, the construction of the rule of law in education should be strengthened, and educational personnel, financial and business administrative activities should be carried out. Educational management can not be separated from the activities of school management, school management will implement the national educational guidelines and policies to complete the national educational tasks and achieve the national training goals.

Leadership refers to Leadership is a behavioral activity in which leaders use their leadership to lead and influence the cohesion of members in the organization to play a role in achieving the established goals and tasks of the organization under a certain objective environment, including the leader, the led, the leadership environment and leadership.

Academic leadership refers to the concept of academic leadership is defined in this study as the leadership behavior shown by university discipline leaders when they exert their influence in the process of leading the discipline organization construction at their own level.

Vision strategic planning refers to administrators of the college comprehensively plan scientific research, teaching and cooperation, pay attention to future scientific research innovation, formulate teaching quality policies, promote interdisciplinary cooperation, strategically plan the introduction of academic talents, emphasize the construction of scientific research platforms and laboratories, have social service planning, set academic exchange systems and incentives, ensure the security of scientific researchers, set academic reward indicators for teachers, and regularly evaluate academic achievements. Attach importance to the suggestions of

teachers and students, flexibly adjust the vision planning, and actively interpret the academic development vision to the school.

Academic background professional knowledge refers to administrators of the college pays attention to the evaluation of teachers' academic qualifications, professional titles, overseas study guarantees, emphasizes professional influence, scientific research achievement indicators, and advocates academic honor. Be familiar with subject development, have academic innovation thinking, focus on educational technology, have management and leadership skills, and promote team research cooperation. Emphasis on academic ethics, thorough implementation of management policies, clear academic team management system.

The role of a mentor refers to administrators of the college actively advocate communication between tutors and students, emphasize that teachers cultivate students' independent thinking, set up incentive mechanisms to promote academic participation, and pay attention to cultivating innovative ability and outstanding talents. Customized academic networks and career plans require the establishment of a high level of trust between teachers and students, the importance of mutual influence between teachers and students, and the ability to accept student suggestions. Clearly define the role of the tutor, encourage students to actively participate in the project research, and often provide guidance. These measures together build a positive academic exchange and guidance system, and promote the common growth of teachers and students.

Professional cooperation refers to administrators of the college attaches great importance to professional cooperation and exchange, which is essential for the improvement of academic ability. It emphasizes interdisciplinary cooperation, pays attention to the exchange and sharing of academic achievements, and is committed to the construction of professional cooperation training paths. Leadership leads a positive cooperative atmosphere, allocates academic resources, integrates teacher professional cooperation, promotes cross-college and cross-subject cooperation, and realizes administrative and academic mutual assistance and complementarity. Improve the efficiency and quality of team collaboration by sharing knowledge, experience and

academic resources. This series of measures has built a positive academic cooperation system and promoted the overall development of the college.

Sports colleges in Guangxi refers to Guangxi college of physical education is a college of physical education established in higher education institutions in Guangxi Zhuang Autonomous Region. The College of Physical Education is a college established for training professional sports talents, promoting sports scientific research and promoting sports culture. Its main mission is to carry out undergraduate, postgraduate and doctoral education related to sports disciplines, with a faculty dedicated exclusively to sports education and research. And carry out relevant scientific research and social services, cultivate senior talents with professional knowledge and skills in sports, and promote the development of sports.

Research Framework

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

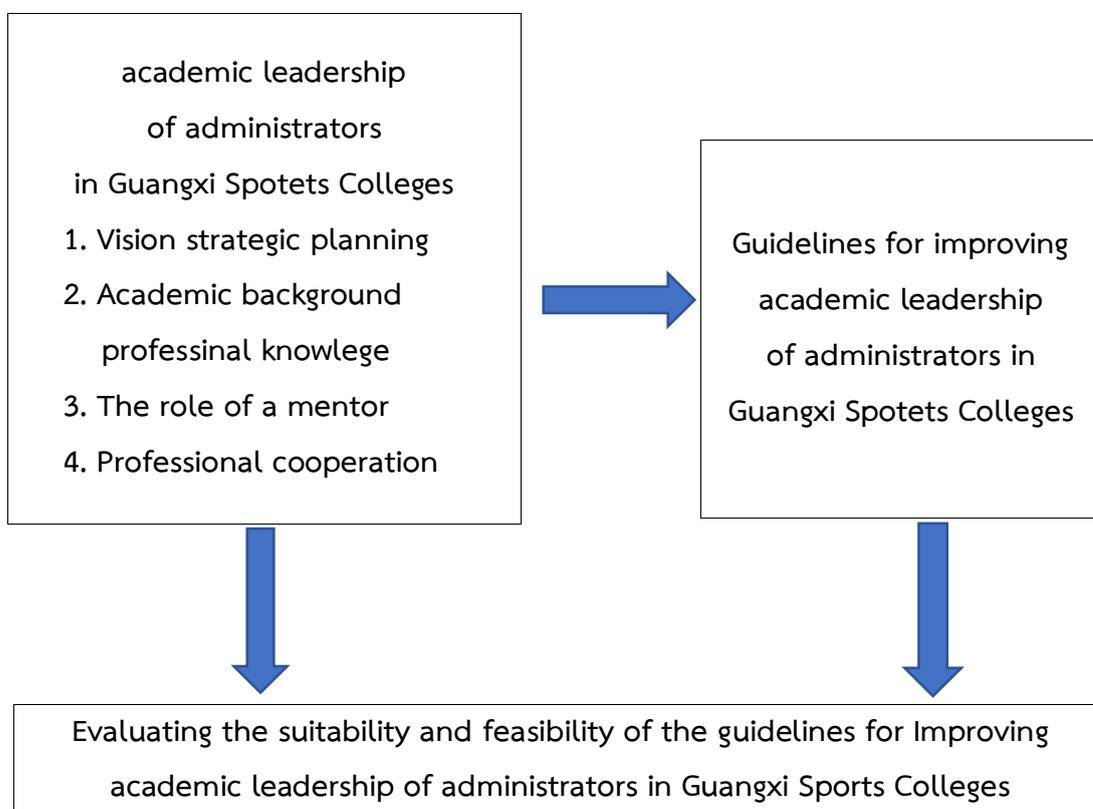


Figure 1.1 Research Framework

Chapter 2

Literature Review

This study systematically analyzes the concept of educational management, the concept of leadership, the theory of academic leadership and the concept of sports colleges in Guangxi by using education management and relevant research theories at home and abroad. This paper describes the characteristics of the research through bibliometrics and analyzes the shortcomings of the current theoretical research. It mainly includes the following aspects:

1. Concept of Education Administration
2. Concept of leadership
3. Concept of academic leadership
4. Context of sports colleges in Guangxi
5. Related research

The details are as follows.

Concept of Education Administration

Firestone, William A, and Carolyn Riehl. (2006, p.147) A New Agenda for Research in Educational Leadership.

Huang Ping (2018, p.67-70) Research on the Basic Elements and Countermeasures of the collaborative mechanism of College Education Management.

Ding Yadong & Xue Haiping (2017, p.57) Tracing hot topics of education management research in China -- Based on literature metrology and co-word analysis of Modern Education Management (2009-2016).

Xie Zhongqing (2017, p.53-55) Research on the Educational management of Ethnic Minority Students in universities under the new "Five Forces Model".

Wei Fahui & Yue Song (2017, p.61-64) A Study on the Effectiveness of wechat Public Platform in College Student Education Management -- A case study of 15 undergraduate universities in Shandong Province.

Shan Xiaofang (2017, p.104-106) The Integration and penetration of the Concept of "People-oriented" in College Education Management.

Chen Wen,et al. (2017, p.67-69) Transformation of college students' Education management mode and Countermeasures in the Era of Big Data.

Zhang Guol (2016, p.57-59) Discussion on the Thinking Shift and Practical Path of University Education Management in the era of Big Data.

Yang Haiping & Li Jiayu (2015, p.58) Research on Educational management of MOOC.

Zheng Lihai (2015, p.32-36) On the Reform of educational management Mode in the era of Big Data.

Mu Jianya (2015, p.127-131) Construction of long-term Mechanism of college students' Education Management in WeChat Field.

Feng Ning, Liu Qian. Research on the application of the Two-factor Theory in University Education Management (2015, p.48)

An Shiyi (2015, p.103-105) Process Nature and Characteristics of Contemporary Educational Management.

Jin Baohua (2014, p.30-36) Human's Free Development: The Ultimate Good in Educational Management.

Gu Chao & Li Qingli (2014, p.88-91) On the Multi-dimensional reform and innovation of graduate education Management in colleges and universities.

Yang Jian-ying, et al (2014, p.92-95) Problems and Countermeasures in the Education Management of Minority college students in Mainland colleges and Universities in Xinjiang.

Dong Lingbo & FENG Zengjun (2014, p.17-20) Relational leadership theory and its application in Educational Management .

Zhang Weikun & Huang Wei (2013, p.26-31) Progress and Reflection on the theoretical research of Educational Management in China in Recent Ten Years.

Cheng Jinkuan & Dong Hui (2012, p.1-5) Postmodern Ideas and Propositions of Western educational Management Theory.

Li Menlou & Guo Jia (2011, p.22-25) Practice and Reflection on Informatization of Graduate Education Management.

Dong Lisheng (2011, p.48-50) Analysis on the Bottleneck of College physical education Management.

Yushan Usman (2010, p.21-24) A Brief analysis of the current situation of Education Management of Xinjiang Minority Students in Mainland Colleges and Universities.

Yuan Huifang (2010, p.27-32) PENG Hongbin. From Educational Administration to Educational Leadership - The creation of Educational Leadership as a discipline. Before the 1980s.

Jin Yongdong & Li Xia (2010, p.91-94) Role Transformation of Graduate Tutors in Graduate Education Management.

Fan Huaqiang (2010, p.26-28) Rethinking College Education Management from the perspective of College Students' Rights, the rights that college students should enjoy include the right to development.

Wen Zhongbo & Zhong Yuquan (2009, p.153-156) University education management process reengineering and optimization countermeasures.

Jin Baohua & Sun Miantao (2009, p.30-36) Western humanistic educational management Ethics and its Enlightenment. Western humanistic educational management ethics is an educational management ethics based on subjectivist philosophy.

Jiang Lijing & Peng Hongbin (2009, p.77-79) The root causes and coping strategies of human rule in Educational Management. the essence of human rule is to deal with problems too flexibly.

Wang Qiuli (2008, p.160-171) Reform of Educational Management Operation Mechanism from the Perspective of Governance Theory. The governance theory advocates the diversification of governance subjects.

To sum up, the concept of education management in my opinion is as follows: education management cannot be separated from the management of education by the state, and management must first have an overall requirement and plan for the development of education throughout the country. To this end, educational policies should be formulated, the construction of the rule of law in education should be strengthened, and educational personnel, financial and business administrative activities should be carried out. Educational management can not be separated from the activities of school management, school management will implement the national educational guidelines and policies in order to complete the national educational tasks and achieve the national training goals.

Concept of Leadership

Li Chunlin (2023, p.5-8) Research on the Formation mechanism of University innovation team Leadership from Vertical to Sharing.

Lai Jianfeng (2021, p.121-123) College Teachers and Leadership Training. a training course on educational leadership in Chinese colleges and universities for senior management cadres above the middle level.

Zhang Lixia & Li Yunqing (202, p.45-481) An Analysis on the Development of college Leadership and General Education under the background of "double first-class".

Huang Dexin,et al. (2021, p.94-97) Research on Improving the subjective well-being of scientific and technological innovation Talents from the perspective of Leadership. improving the subjective well-being of scientific and technological innovation talents is crucial to national development.

Xu Yao (2021, p.67) The empathic advantage of female Leaders and the construction of empathic Leadership.

Liu Sanbao & Li Kai (2021, p.45-46) Cultivating College Students' Leadership with Socialist Core Values. Cultivating new students' leadership with socialist core values education.

Xu Shuo (2020, p.89) Research on the Leadership Structure of University discipline Leaders.

Liu Zhaoxin (2019, p.65-67) Analysis on Leadership Construction to Strengthen Execution. the traditional dichotomy logic of "decision - execution" does not help solve the dilemma of policy implementation.

Yang Mengxi, et al. (2019, p.80-94) Knowledge map and Evolution of leadership Studies in the Chinese context: Bibliometrics (1949-2018).

Zhang Jingjie (2019, p.115-117) Cognitive Differences and Leadership Improvement in Cross-cultural Communication. there are four cognitive differences in cross-cultural communication.

Galuga & Chen (2019, p14) Lei. Embodied Leadership: How the Body Affects Leadership .

Nannar Keohan (2018, p.104-110) Contemporary Challenges to Higher Education Leadership in the United States .in the current situation.

Chen Xiaoping. (2016, p.206-207). Empirical research on the construction of primary and secondary school principals' leadership Model.

Guo Aimei (2016, p.117-123) Paradigm Shift in Gender and Leadership Studies.

Zhang Lu & Hu Junchen. (2016, p.12-14) Research on the integration Path of "Leadership and followability" in the era of Human resources 2.0.

Meng Yi & Luo Changkun (2015, p.27-33) Academic Supervisor Leadership and graduate Creativity: Linear or Curved Correlation.

Xiao Mingzheng & Long Fengzhao (2015, p.58-66) Morality and Law in the Formation and Play of Leadership.

Xie Ye & Huo Guoqing (2014, p.140-147) Research on Leadership Structure of scientific research Team.

To sum up, my understanding of leadership is as follows: Leadership is a behavioral activity in which leaders use their leadership to lead and influence the cohesion of members in the organization to play a role in achieving the established goals and tasks of the organization under a certain objective environment, including the leader, the led, the leadership environment and leadership.

Concept of Academic Leadership

Song Zhiyan. (2022, p.50-52) The Construction of Academic Leadership of Interdisciplinary Organizations in Chinese Universities. Under the background of "double first-class" construction.

Lu Ying (2021, p.33) Academic Leadership in First-class Universities: Basic Characteristics, Hierarchical Diffusion and Implementation Strategies.

Mahone (2020, p.71) From Management to Governance: Stimulating the Vitality of Schools through Academic Leadership. and from "management" to "governance" is a major theoretical and practical innovation of the Party's governance. Although there is only a word difference.

Jia Liying (2020, p.,61). A Study on the Connotation and Structural Dimension of Academic Leadership of University Academic Leaders.

Wang Haolin & Wang Wen. (2019, p.53-55).A Review of Academic leadership research at home and abroad.

Sun Sun (2017, p.97-100) Reflections on University Academic Leadership under the "Double First-class" Strategy.

Lu Ye (2016, p.34-38) Academic Leadership: The Logical Starting Point for Reconstructing the Governance System of Modern Universities.

Wang Likun (2015, p.161-164) Current Situation and Enlightenment of Academic Leadership in Foreign Universities Academic leadership is the soul of university development.

Wang Likun (2015, p.9-11) Research on Academic Leadership Based on University Charter Construction.

Li Wei (2014, p.44-45) Reconstruction and Development of Academic Leadership of Principals With the rapid development of educational reform.

Sun Y. (2009, p.103-108), University President: The Medieval Origins of Academic Leadership.

Chen Jinfeng (2021, p.90-93) The Core factors affecting the effectiveness of university development strategic planning.

Liu Qiang (2019, p.29) On Strategic Management and Conformal Development of Colleges and Universities.

Yu Yongda (2021, p.38) Effectively Improving the leadership of the Rural revitalization Strategy.

Ma Yantao. (2016, p.28-29). Strategic thinking ability is the core leadership.

Wang Yang (2013, p.91) Research on the leadership of administrators of Secondary Schools based on the leadership theory.

The Drivers of Library Performance Excellence Management -- Leadership and Strategic Management.

To sum up, this study defines the concept of academic leadership as the leadership behavior of university discipline leaders who exert influence in leading the construction of discipline organizations at this level.

Table 2.1 Meaning of Academic Leadership

| Author | Time | Basic view |
|---------|------|---|
| Ramsden | 2010 | Academic leaders need to manage and allocate various resources, master the methods to deal with problems, be able to reflect and understand flexibility. |
| 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 Chang Meng | 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. |
| Lu Ye | 2018 | Academic leadership acts on individual university teachers and is strong and powerful as a kind of leadership. |
| Marshall | 2019 | 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 |
| 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. |

Table 2.2 The frequency of elements of statistical information leadership

| Initials | Vision and strategic planning | Academic background professional knowledge | The role of a mentor | Professional cooperation | Academicethics | Academic reputation | Innovation ability | Quality of teaching and research |
|----------|-------------------------------|--|----------------------|--------------------------|----------------|---------------------|--------------------|----------------------------------|
| F.W.A | √ | | √ | | | √ | | √ |
| HP | √ | √ | √ | √ | √ | | | |
| DY | | | √ | √ | | √ | √ | |
| XZ | √ | √ | | | √ | | | |
| WF | √ | | √ | √ | √ | √ | √ | √ |
| SX | | √ | √ | √ | | | | |
| CW | √ | √ | | √ | √ | | √ | √ |
| ZG | √ | √ | √ | | √ | √ | √ | |
| YHP | | √ | | √ | | | | |
| ZLH | √ | √ | √ | √ | √ | | √ | √ |
| MJY | √ | | √ | √ | | √ | | |
| FN | √ | √ | √ | | √ | √ | √ | √ |
| ASY | | √ | | √ | | | | √ |
| JBH | √ | | √ | √ | √ | √ | √ | |
| GC | | √ | | √ | | | | √ |
| YJY | √ | √ | √ | √ | | √ | | √ |
| DLB | √ | | √ | | √ | | √ | |
| ZW | | √ | √ | √ | | | √ | √ |
| CJ | √ | √ | | √ | √ | √ | | |

Table 2.2 (Continue)

| Initials | Vision and strategic planning | Academic background professional knowledge | The role of a mentor | Professional cooperation | Academicethics | Academic reputation | Innovation ability | Quality of teaching and research |
|--------------|-------------------------------|--|----------------------|--------------------------|----------------|---------------------|--------------------|----------------------------------|
| LML | √ | | √ | | √ | | | |
| DL | | √ | √ | √ | | √ | | |
| YS | √ | √ | | √ | √ | | √ | √ |
| YH | √ | | √ | √ | √ | | | |
| JYD | √ | √ | | √ | | | √ | |
| FH | | | √ | | | √ | | √ |
| WZ | √ | √ | | √ | √ | | √ | |
| JB | √ | √ | √ | √ | | | | √ |
| JL | √ | √ | √ | | √ | √ | | |
| WQ | | √ | | √ | | | √ | √ |
| LC | √ | √ | √ | √ | | √ | √ | |
| LJ | | | | | √ | | | |
| ZL | √ | √ | √ | √ | | √ | √ | √ |
| HD | √ | √ | √ | | | | | |
| XY | | | √ | √ | √ | √ | | |
| LS | √ | √ | | √ | √ | | | √ |
| XS | √ | √ | √ | √ | | √ | √ | |
| LZ | | √ | √ | √ | | | | √ |
| YM | √ | | √ | √ | √ | √ | | |
| ZJ | | √ | √ | | | | | |
| GC | √ | √ | √ | √ | | | | |
| Total | 26 | 28 | 27 | 29 | 19 | 17 | 16 | 17 |

According to table 2.2 shows that among the relevant literatures consulted, the first four influencing factors are significant, and their frequencies are all between 25 and 30, while the frequencies of the remaining influencing factors are all below. Summarizing them into 4 features, including: 1) vision strategic planning, 2) academic background professional knowledge, 3) the role of a mentor, and 4) professional cooperation.

Context of Vision Strategic Planning

Chen, Jinfeng (2021, p.,90-93) Leadership and Execution: Core factors affecting the effectiveness of university development strategic planning.

Yu Yongda (2019, p.74) Improving the leadership of rural revitalization strategy.

Ma Yantao (2016, p.28-29) Strategic thinking ability is the core leadership."

Li Donglai & Xi Huijuan (2013, p.2-6) The Drive of Library Performance Excellence Management——Leadership and Strategic Management.

Suo Xiangdong (2010, p.147-149) Focusing on strategy and combining education with business to cultivate talents.

Hou Zhihong & Tao Rong (2006, p.46-48) Discussion on Strategic Management in Higher Vocational Colleges.

To sum up, vision strategic planning refers to administrators of the college comprehensively plan scientific research, teaching and cooperation, pay attention to future scientific research innovation, formulate teaching quality policies, promote interdisciplinary cooperation, strategically plan the introduction of academic talents, emphasize the construction of scientific research platforms and laboratories, have social service planning, set academic exchange systems and incentives, ensure the security of scientific researchers, set academic reward indicators for teachers, and regularly evaluate academic achievements. Attach importance to the suggestions of teachers and students, flexibly adjust the vision planning, and actively interpret the academic development vision to the school.

Context of Academic Background Professional Knowledge

Yang B. (2019, p.80) Research on Academic and professional background of Presidents of Science and Technology universities in Taiwan: Based on data analysis of 11 model science and technology universities.

Han Yu & Gao Fei (2019, p.86-89) A Study on the Educational Academic and Vocational Background of Principals in China's Higher Vocational Colleges: A Case study of 100 national model colleges.

Liu Yong & Shen Feifei (2014, p.124-126) Research on the Academic background of current deans of graduate schools: A case study of 985 universities in Mainland China and research universities in Hong Kong.

Wang M (2012, p.159). An analysis of the academic background of current presidents of public universities in Taiwan.

Guo Jun, et A. (2012, p.24-29) a study on the educational and academic background of Chinese university Presidents: A case study of 115 "Project 211" university presidents.

LAN Jinsong (2004, p.45-51) The Academic Background of the Presidents of American research Universities: An analysis of the educational background and working background of the presidents of 23 famous American universities.

To sum up, academic background professional knowledge refers to administrators of the college pay attention to the evaluation of teachers' academic qualifications, professional titles, overseas study guarantees, emphasizes professional influence, scientific research achievement indicators, and advocates academic honor. Be familiar with subject development, have academic innovation thinking, focus on educational technology, have management and leadership skills, and promote team research cooperation. Emphasis on academic ethics, thorough implementation of management policies, clear academic team management system.

Context of the Role of a Mentor

Li Xuchao (2023, p.105-108) The impact of leadership influence on team roles based on quality function.

Zhang Wenjing & Wang Zhongchang (2022, p.80-85) Role positioning, competency structure model and promotion Path of professional leaders in "double-high universities".

Jiang Jiongping (2022, p.80-85) Key abilities of professional group leaders in Higher vocational colleges: Components, development difficulties and improvement Countermeasures.

Yue Y. (2021, p.50) The Spirit of Retirement: A multi-case study of leader role identification in Shanghai geriatric Learning Team.

Huo Junliang & Wang Yongjie (2021, p.19-27) Research on Role positioning and Capacity Building of grassroots Party organizations in major Emergencies.

Gao Zhonghua, et al. (2020, p.66) A study on the multi-layer chain influence mechanism of distressed leadership on role performance in team context.

Chen Zhimin & Zhou Guorong (2020, p.15-34) International leadership and the construction of China's collaborative leadership role.

To sum up, the role of a mentor refers to administrators of the college actively advocate communication between tutors and students, emphasize that teachers cultivate students' independent thinking, set up incentive mechanisms to promote academic participation, and pay attention to cultivating innovative ability and outstanding talents. Customized academic networks and career plans require the establishment of a high level of trust between teachers and students, the importance of mutual influence between teachers and students, and the ability to accept student suggestions. Clearly define the role of the tutor, encourage students to actively participate in the project research, and often provide guidance. These measures together build a positive academic exchange and guidance system, and promote the common growth of teachers and students.

Context of Professional Cooperation

Jiao Fangju (2022, p.130-133) Analysis of professional cooperation among primary and secondary school teachers -- Based on stakeholder Theory.

Yan Yulei (2021, p.144) A case study of cooperation between universities and rural primary schools to promote rural teachers' professional development from the perspective of distributed leadership.

Hu Y. (2019, p.15). Qualitative Research on cross-professional leadership.

Zhang Pingping & Hu Yongmei (2018, p.15-24) The influence of principals' leadership on teachers' professional cooperation behavior.

Yu Qinfang (2014, p.79-84) Renewal of home-school cooperation Concept and Leadership Improvement of primary and secondary school Principals: From the perspective of Principal professional standards.

To sum up, professional cooperation refers to administrators of the college attaches great importance to professional cooperation and exchange, which is essential for the improvement of academic ability. It emphasizes interdisciplinary cooperation, pays attention to the exchange and sharing of academic achievements, and is committed to the construction of professional cooperation training paths. Leadership leads a positive cooperative atmosphere, allocates academic resources, integrates teacher professional cooperation, promotes cross-college and cross-subject cooperation, and realizes administrative and academic mutual assistance and complementarity. Improve the efficiency and quality of team collaboration by sharing knowledge, experience and academic resources. This series of measures has built a positive academic cooperation system and promoted the overall development of the college.

Context of Sports Colleges in Guangxi

Guangxi College of Physical Education is a college of physical education established in higher education institutions in Guangxi Zhuang Autonomous Region. The College of Physical Education is a college established for training professional sports talents, promoting sports scientific research and promoting sports culture. Its main mission is to carry out undergraduate, postgraduate and doctoral education

related to sports disciplines, with a faculty dedicated exclusively to sports education and research. And carry out relevant scientific research and social services, cultivate senior talents with professional knowledge and skills in sports, and promote the development of sports.

The main responsibility of sports colleges of Guangxi University is to train professional sports talents. It usually provides undergraduate and postgraduate education of sports majors, including sports teachers, coaches, athletes and sports administrators. For sports education, sports training, sports human science, social sports guidance and management and other majors. The college has relevant teaching, experiment and training facilities to provide students with systematic theoretical knowledge and practical skills training. To meet the needs of students in different fields.

The goal of sports colleges of Guangxi University is to cultivate sports professionals with professional quality and practical ability, and to provide talents support for the sports cause and social needs of Guangxi region. At the same time, the College is also committed to promoting sports research and academic exchanges, and providing theoretical and practical support for the development of sports. To promote the development and progress of physical education. Faculty and researchers usually conduct research projects and topics, publish academic papers, and participate in academic exchanges and collaborations.

In addition, sports colleges of Guangxi universities also assume the responsibility of social services, such as providing consultation, training and technical support to local sports organizations and social institutions to promote the development and popularization of sports.

To sum up, Sports colleges in Guangxi refers to Guangxi college of physical education is a college of physical education established in higher education institutions in Guangxi Zhuang Autonomous Region. The College of Physical Education is a college established for training professional sports talents, promoting sports scientific research and promoting sports culture. Its main mission is to carry out undergraduate, postgraduate and doctoral education related to sports disciplines, with a faculty dedicated exclusively to sports education and research. And carry out

relevant scientific research and social services, cultivate senior talents with professional knowledge and skills in sports, and promote the development of sports.

Table 2.3 Basic situation of sports colleges in Guangxi

| No | sports colleges in universities in Guangxi | Located in the city | sports colleges establishment period | For short |
|----|--|---------------------|--------------------------------------|-----------|
| 1 | Guangxi University | NanNing | 12 | GXU |
| 2 | Guangxi Normal University | GuiLin | 50 | GXNU |
| 3 | Guangxi Minzu University | NanNing | 30 | GXMU |
| 4 | Guangxi University of Science and Technology | LiuZhou | 27 | GUST |
| 5 | Nanning Normal University | NanNing | 29 | NNNU |
| 6 | Guangxi Science & Technology Normal University | LaiBin | 21 | GSTN |
| 7 | Guangxi Normal University for Nationalities | CongZuo | 18 | GNUN |
| 8 | Yulin Normal University | YuLin | 36 | YLNU |
| 9 | Hechi University | HeChi | 23 | HCU |
| 10 | Baise University | BaiSe | 22 | BSU |
| 11 | Hezhou University | HeZhou | 17 | HZU |
| 12 | Beibu Gulf University | QinZhou | 9 | BGU |

Related Research

Firestone, William A., and Carolyn Riehl. (2006) *A New Agenda for Research in Educational Leadership*. The study is co-funded by the American Educational Research Association, Division A, and the Council on University Education Administration to set a challenging agenda for educational leadership research. The distinguished scholars in the book discuss a wide range of issues.

Huang Ping (2018) *Research on the Basic Elements and Countermeasures of the Collaborative Mechanism of College Education Management*. The purpose of constructing the collaborative mechanism of college education management is to make the college education management into an orderly system. It is necessary to clarify the cooperative elements of the system and break the boundaries between the elements to make it run in an orderly manner. Based on synergetic theory, the basic elements of educational management synergetic mechanism should include: functional structure synergetic, information control synergetic, public opinion guidance synergetic, decision execution synergetic and system innovation synergetic. The effective countermeasures to construct the collaborative mechanism of university education management are to carry out administrative reform of organizational structure and management mode, strive to construct a new pattern of data information in the new era, realize the subject-oriented "self-organization" ecology, improve the decision-making level of collaborative management, and pursue scientific system collaborative innovation.

Ding Yadong & Xue Haiping (2017) *Tracing hot topics of education management research in China -- Based on literature metrology and co-word analysis of Modern Education Management (2009-2016)*, Using Spss21 econometric statistics and Bicom co-word analysis system, 2809 papers in the journal *Modern Education Management (2009-2016)* were taken as samples to extract and analyze the first author, unit, fund, key words, etc. The findings are as follows: China's education management research mainly focuses on normal colleges; Liaoning, Jiangsu, Beijing and Zhejiang are the main research areas. The proportion of papers supported by the fund increased by 5.8% annually, and the papers gradually changed from quantity to quality. In recent years, the fields of higher education, universities, educational policy

and educational equity have become the hot spots of educational management research.

Xie Zhongqing (2017) Research on the Educational management of Ethnic Minority Students in universities under the new "Five Forces Model" concept, there are five forces to promote the educational management of ethnic minority students in universities, namely, policy tension, integration attraction, development impetus, cooperation impetus and innovation ability. It is helpful to improve the effectiveness and pertinence of minority education management in colleges and universities by examining the current work of minority education management with the new "five forces model" and analyzing its predicament and countermeasures.

Wei Fahui & Yue Song (2017) A Study on the Effectiveness of wechat Public Platform in College Student Education Management -- A case study of 15 undergraduate universities in Shandong Province. To do a good job in college student education management, we must keep up with the changes of The Times. As an important symbol of the new media era, the public wechat platform is the media form with the largest number of users and the most attention, and also provides a new way for colleges and universities to carry out college student education and management.

Shan Xiaofang (2017) The Integration and penetration of the Concept of "People-oriented" in College Education Management, in order to improve China's comprehensive national strength in the 21st century, the strategy of strengthening the country by talents is implemented. The strategy of strengthening the country by talents requires all colleges and universities to cultivate higher quality and more comprehensive talents and continuously deliver human resources for the country. Therefore, college education management must instill the concept of "people-oriented", take college students as the main body of education management work, as the starting point and landing point of all work. "People-oriented" requires that all kinds of work from "things" centered, to "people" centered. This article starts from the importance of the concept of "people-oriented", expounds its role in the development of colleges and universities, and then analyzes the concrete situation of the implementation of the concept of "people-oriented" in our colleges and

universities at the present stage, and finally puts forward the concrete methods and ways to improve the concept of "people-oriented" in colleges and universities, so as to improve the level of education and make efforts to achieve the goal of high-quality talents.

Chen Wen, et al. (2017) Transformation of college students' Education management mode and Countermeasures in the Era of Big Data, Big data has a profound impact on education. In the era of big data, the educational management model has realized six changes, including forward-looking management prediction, systematic management decision-making, change of management process rights, personalized management services, coordination of management objects, and objectification of management evaluation. The coping strategies of college education management in the era of big data are put forward.

Zhang Guol (2016) Discussion on the Thinking Shift and Practical Path of University Education Management in the era of Big Data. In the era of big data, the application of data has become a strong support for the sustainable development of education. For university teaching management, how to apply big data to education management has become an important topic that administrators and scholars pay attention to. By using the method of literature and logical analysis, this paper makes an in-depth analysis of the transformation of college education management thinking brought by big data, and puts forward the practical way of applying big data thinking in college education management according to the characteristics of big data and college education management.

Yang Haiping & Li Jiayu (2015) Research on Educational management of MOOC, the rapid development of MOOC has challenged educational management in many countries, which has triggered a series of problems such as teaching and learning methods, course learning quality, assessment methods, dropout rate, examination integrity, teacher-student communication, teaching mode reform and so on. To solve these problems, this paper puts forward the corresponding ideas and countermeasures: develop online game platform together with students to stimulate students' learning motivation; Cooperate to build a "secure online exam" to remotely monitor students taking exams in physical classrooms; Using automatic tools to

prevent cheating, using records and data mining technology to find students' answers suspicious; Use the third-party platform to realize real-time communication and interaction between teachers and students; The combination of online and offline teaching methods is adopted to solve the problem that science and engineering courses need to be conducted in the laboratory and the communicative competence of MOOC learners is degraded.

Zheng Lihai (2015) On the Reform of educational management Mode in the era of Big Data, an important issue in current educational management is that educational management needs professional advanced management tools and technologies, and the key to improving and upgrading educational management is to apply modern information technology means to provide an efficient and professional platform for educational management decision-making. This paper first clarifies the theoretical cognition of "instrumental rationality" in educational management: instrumental rationality is the necessary strategy and means for educational management to realize its management value; Secondly, the logical framework of education management is analyzed from four dimensions (goals, tasks, methods and benefits), and the basic characteristics of big data and its profound impact on education management are discussed. On this basis, the paper explores the construction of an education big data management model with "subject, object, resource and goal" as the core elements, and then discusses the action roadmap that meets the characteristics of education big data management Preliminary opinion: In today's era of big data, education management should be fully oriented towards data mining and big data, and realize mode transformation and mode innovation in education management theory, means, technology and culture.

Mu Jianya (2015) Construction of long-term Mechanism of college students' Education Management in WeChat Field. As an important part of China's spiritual civilization construction, college students' education management is related to the cultivation and shaping of their world outlook, outlook on life and values. With the emergence and popularization of WeChat, the freedom of speech has been continuously deepened, and the educational management of college students is facing unprecedented opportunities and challenges. Based on this background, this

paper analyzes in detail the opportunities and challenges of college student education management in the WeChat field and builds a long-term mechanism of college student education management from the perspectives of coordination mechanism, demand implementation mechanism, evaluation supervision mechanism and whole-process guarantee mechanism, aiming at providing referential information for college talent training and education work.

Feng Ning, Liu Qian. Research on the application of the Two-factor Theory in University Education Management (2015). The core issue of whether education management meets the requirements of the development of The Times lies in whether the human resources of the school can be effectively organized and utilized, and whether the enthusiasm of the staff can be mobilized. The two-factor theory can make this goal get a good theoretical support. This paper discusses the enlightenment brought by the two-factor theory to the university education management and its application in the university education management.

An Shiyi (2015) Process Nature and Characteristics of Contemporary Educational Management, Contemporary educational management is a process-oriented view of educational management process, reflecting some new process nature and characteristics. This process is an open generation process, an organic interaction process and a cooperative sharing process. It represents the innovation, creativity, dynamics and humanization of the contemporary educational management process, forms the infinite vitality and vitality of educational management, and promotes the common growth and development of educational management parties. This new view of the process reflects a new understanding of the nature of education and education management, a new understanding of the relationship between the process and the result of education management, the process and the goal of education management, and a new idea and a new design of how to realize the value and goal of education management.

Jin Baohua (2014) Human's Free Development: The Ultimate Good in Educational Management. The standard of good and evil in educational management is the basic theoretical issue in the study of educational management ethics. On the discussion of the standard of good and evil, there exist two different viewpoints in

the history of ethics, namely, the theory of ethical teleology and the theory of ethical deontology. The materialist view of history founded by Marx transcends the differences between the ethical purposive theory and the ethical deontological theory in the standards of good and evil, and "examines people as people acting in history", scientifically reveals the basic stipulation of the standards of good and evil, and provides a theoretical basis for judging and measuring the value of good and evil in education and management. The free development of human beings is the basic ethical stand that educational management must adhere to and the ultimate good that should be pursued. The educational management that promotes the free development of human beings is one that abides by humanity, promotes democracy, advocates fairness, adheres to public welfare and emphasizes efficiency.

Gu Chao & Li Qingli (2014) On the Multi-dimensional reform and innovation of graduate education Management in colleges and universities, the current problems in graduate education management are excessive number of graduate degree authorization points, excessive growth of enrollment scale, deviation of training goals and positioning, insufficient guidance from tutors to graduate students, outdated graduate education management model and ineffective implementation of reward and punishment system. The current problems of graduate education management are caused by the enthusiasm of universities to increase the degree authorization points, the overall decline in the quality of graduate students, the imperfect organizational structure and system implementation of graduate education management, and the imperfect quality control and feedback system of graduate education management. The solutions to the outstanding problems in the current graduate education management are to adjust the number of graduate degree authorization points, control the scale of graduate enrollment, re-examine the training objectives of graduate students, strengthen the management of the tutor team, and establish the graduate education management system.

Yang Jian-ying, et al. (2014) Problems and Countermeasures in the Education Management of Minority college students in Mainland colleges and Universities in Xinjiang. The recruitment and training of minority college students in mainland colleges and universities is of great significance to the economic and social

development and long-term stability of Xinjiang. On the basis of exchanges with students, participation in activities and field research, this paper analyzes the problems existing in the education management of Xinjiang minority students in mainland colleges and universities from the aspects of management teachers, mainland universities and relevant departments, and minority college students themselves, and puts forward countermeasures and suggestions from the aspects of matching and strengthening the management team, improving the level of education management and improving the comprehensive quality of minority college students .

Dong Lingbo & FENG Zengjun (2014) *Relational leadership theory and its application in Educational Management* (2014), relational leadership is a kind of leadership behavior that starts from the whole organization and is committed to building an organizational relationship with free communication and mutual trust among members of the organization, and is committed to achieving the common goals of the organization and individuals. Inclusivity, empowerment, goal achievement, ethics and process orientation are essential elements of relational leadership. Relational leadership has four characteristics: relational leadership is in the organization's relationships, leads in a conversational manner, integrates relationships with responsiveness and responsibility, and values learning and practice through participation. In order to promote relational leadership in education management, we should attach importance to the status and role of staff congress in school, attach importance to students' participation in school management and decision-making, build a good relationship between school and students, and strengthen the exchange and cooperation between school organizations and society.

Zhang Weikun & Huang Wei (2013) *Progress and Reflection on the theoretical research of Educational Management in China in Recent Ten Years*, In the past ten years, China's educational management theory research has made certain progress, which is reflected in the increase of the number of studies, the expansion of the research theme, the preliminary transformation of the research paradigm, the maturity of the research team, etc., and gradually formed some more mainstream key and hot fields, and produced a number of influential achievements. This paper further discusses the basic issues such as the construction of education management

discipline system, research object and discipline attribute, and clarifies the future research direction and focus. In the future, the research of educational management should continue to pay attention to the basic theoretical issues of the discipline, and should have the consciousness of problems and foresight, and insist on developing local educational management theories while comparing and learning from western successful experience.

Cheng Jinkuan & Dong Hui (2012) *Postmodern Ideas and Propositions of Western educational Management Theory*. The postmodern theory of Western educational management was conceived in the philosophy and thought of Western postmodernism, and first rose in the American educational management circle in the 1980s, becoming a prevailing trend of educational management in the contemporary west. From the values, organization, discipline and method advocated by the postmodern educational management theory, we can fully reveal its different ideas and propositions from the traditional educational management theory.

Li Menlou & Guo Jia (2011) *Practice and Reflection on Informatization of Graduate Education Management*, This paper systematically discusses the realization process, the structure and function of the information system and the practical results obtained in the application of the information management of graduate education in China University of Geosciences, analyzes and summarizes the key factors of the success or failure of the information construction of degree and graduate education management, in order to provide reference for the graduate education management departments of the sister universities.

Dong Lisheng (2011) *Analysis on the Bottleneck of College physical education Management*, college physical education management is the key to the realization of college physical education teaching goals. It is not only the process of specifying the macroscopic teaching objectives, but also the process of formulating, implementing and checking the relevant management rules and regulations, but also the process of providing services for the first-line physical education teaching and reflecting the needs of first-line teaching to higher departments. Therefore, it is very important to deeply analyze the problems existing in the management of college

physical education, to deeply analyze the bottlenecks restricting its development, and to actively explore the solutions.

Yushan Usman (2010) A Brief analysis of the current situation of Education Management of Xinjiang Minority Students in Mainland Colleges and Universities, Mainland colleges and universities have made great contributions to the training of high-level talents of Xinjiang minority ethnic groups over the years, but objectively speaking, there are obvious gaps between Xinjiang minority students studying in these colleges and universities in terms of ideological and political standards and academic level. On the one hand, it is due to the inherent conditions of Xinjiang minority students themselves. On the other hand, it is also caused by the inadequate education management of colleges and universities. The article points out that the mainland universities should take the education of Chinese ethnic identity as the main line and strengthen the ideological and political education of Xinjiang minority students. We should increase the quality education in the preparatory stage to really improve students' cross-cultural cognitive ability. Efforts should be made to explore ways to fundamentally improve the teaching quality of ethnic students, and stop "seeking the rate and lowering the standard" and "blindly taking care of". To achieve the real goal of educational management.

Yuan Huifang (2010) PENG Hongbin. From Educational Administration to Educational Leadership - The creation of Educational Leadership as a discipline. Before the 1980s, the management community was concerned with management issues. After the 1980s, due to the vigorous development of foreign leadership and other disciplines, educational leadership has gradually separated from its subordinate status in the past. After more than 20 years of development, the semantics of educational management and educational leadership have changed greatly. A large number of educational leadership training and research institutions have emerged, and the theoretical knowledge system of leadership has been very rich, including the basic concept of educational leadership, the basic content of effective leaders, educational leadership ability, and various theories of educational leadership. Educational leadership has become a subject related to educational management, cross, but relatively independent.

Jin Yongdong & Li Xia (2010) Role Transformation of Graduate Tutors in Graduate Education Management. Graduate education is an elite education in universities, and it shoulders the historical mission of cultivating innovative talents and building an innovative country. With the increasing scale of graduate students, the quality of graduate education has been widely concerned. As the first person responsible for graduate education, tutors play an important role in graduate education management. To explore the role transformation of tutors in the management of postgraduate education, give full play to the role of tutors and directly affect the quality of postgraduate education.

Fan Huaqiang (2010) Rethinking College Education Management from the perspective of College Students' Rights, the rights that college students should enjoy include the right to development, freedom and democracy. The abuse and expansion of university management power, the breeding and spreading of teachers' discourse hegemony, and the lack and failure of students' interest expression mechanism are the main obstacles to the realization of college students' rights. Therefore, it is necessary to strengthen the supervision and restriction of the management power of colleges and universities, build a democratic and equal relationship between teachers and students, and construct an effective decision-making mechanism of students' participation.

Wen Zhongbo & Zhong Yuquan (2009) University education management process reengineering and optimization countermeasures. the application of business process reengineering theory in the world industrial engineering has achieved success. The theory of college education management process reengineering is derived from the business management process reengineering theory. It has important theoretical and practical significance to study the process reengineering of college education management deeply. This paper expounds the origin and scientific connotation of college education management process reengineering, and points out the main problems affecting college education management process reengineering.

Jin Baohua & Sun Mianta (2009) *Western humanistic educational management Ethics and its Enlightenment*. Western humanistic educational management ethics is an educational management ethics based on subjectivist philosophy, which opposes the ethical view of "value-free" held by the scientific educational management view, and holds that educational management is "value-related" and cannot maintain "ethical neutrality". Although the philosophical basis of humanistic ethics in educational management determines that it is not an ethics in the scientific sense, it pays attention to the human factors in organizations, holds that organizational management and decision-making cannot be discussed without people, and emphasizes the importance of human values, ethical rationality and the role of human irrationality in management and decision-making, which still has important implications for the current educational management theory and practice.

Jiang Lijing & Peng Hongbin (2009) *The root causes and coping strategies of human rule in Educational Management*. The essence of human rule is to deal with problems too flexibly. The phenomenon of human rule exists widely in educational management. The rule of man mainly stems from the tradition of human culture, the short period of democratic politics and the absence of rule of law. Education of the rule of law must be based on human rights and democratic politics, otherwise, the phenomenon of the rule of man will continue to exist, and even if there is a sound legal text, it will be difficult to implement. In order to change the phenomenon of human rule in education management, we must implement democratic politics, dilute the human factor, enhance the transparency of management, and perfect the law enforcement procedures of education.

Wang Qiuli (2008) *Reform of Educational Management Operation Mechanism from the Perspective of Governance Theory*. The governance theory advocates the diversification of governance subjects, the cooperative partnership among governance subjects, the diversification of governance means and the responsibility, openness, transparency and effectiveness of governance operating mechanisms, which have great inspiration and reference significance for establishing and improving the accountability mechanism, participation mechanism, openness mechanism and coordination mechanism of education management in China.

Li Chunlin (2023) *Research on the Formation mechanism of University innovation team Leadership from Vertical to Sharing*. University innovation team is the backbone of scientific and technological innovation in China. Based on this, the paper analyzes the necessity and feasibility of college innovation team leadership from vertical to sharing, discusses the connotation definition and reshaping of college innovation team shared leadership, and the existing problems of college innovation team leadership from vertical to sharing, and finally puts forward its specific formation mechanism. It includes the establishment of multi-role positioning mechanism of subject and object, the embodiment mechanism of core values, the mechanism of diversified organizational forms, and the mechanism of scientific allocation of power.

Lai Jianfeng (2021) *College Teachers and Leadership Training*. a training course on educational leadership in Chinese colleges and universities for senior management cadres above the middle level. Middle-level cadres mainly study execution-related courses. Ordinary teachers generally study courses related to their major. There is a logical reason for such a distinct curriculum. According to the arrangement of work tasks in colleges and universities, ordinary full-time teachers or grassroots teaching and research section directors are mainly lecturing, and at the same time, they need to constantly improve their professional and technical ability, teaching methods and scientific research ability. Middle-level cadres need to assume more management responsibilities and be familiar with the ability of management methods, target tools, review tools and other executive levels.

Zhang Lixia & Li Yunqing (2021) *An Analysis on the Development of college Leadership and General Education under the background of "double first-class"*. Under the background of "double first-class" construction, colleges and universities carry out student leadership education with strong practical demands and internal appeals, which is inherently coupled and consistent with general education. However, from the current situation of leadership education of college students in China, there are still problems and contradictions such as misunderstanding and deviation of leadership education, incomplete leadership curriculum system, imperfect leadership education practice and weak leadership education teachers. All institutions of higher learning need to further clarify the concept of first-class talent training, carry on the

general education platform, and explore ways to coupling the two through improving the leadership curriculum system, expanding the education field, integrating teacher resources, enriching off-campus practical education forms, and promoting the international development of leadership education.

Huang Dexin, et al. (2021) Research on Improving the subjective well-being of scientific and technological innovation Talents from the perspective of Leadership. Improving the subjective well-being of scientific and technological innovation talents is crucial to national development. It is found that the subjective well-being of scientific and technological innovation talents is generally at a medium and low level. Factors such as age and professional title significantly affect the subjective well-being of scientific and technological innovation talents, while gender, educational background and management (administrative) position have no significant influence on it. From the perspective of leadership, taking advantage of the subjective well-being of scientific and technological innovation talents to improve innovation performance should do the following: Pay attention to improving the subjective well-being of scientific and technological innovation talents and enhance their endogenous innovation power; Create a positive and relaxed organizational atmosphere to lay the foundation for talent happiness; Improve the evaluation criteria and evaluation mechanism of professional titles, optimize talent development channels; The age structure analysis method is used to strengthen the analysis of talent team and improve the personalized incentive effect. Strengthen the spirit of encouragement, help scientific and technological innovation talents to establish a "science and technology to serve the country" lofty ideal; Build a platform to enhance the team belonging of talents.

Xu Yao (2021) The empathic advantage of female Leaders and the construction of empathic Leadership. In the workplace, female leaders have more empathic advantage, which is embodied in caring for others and bridging the psychological gap; Effective communication to enhance organizational cohesion; Respect others and promote teamwork; Build trust and enhance leadership; Positive output, the establishment of intelligent organization and other aspects. However, the lack of limited or even uncontrolled empathy can lead female leaders to fall into the

"emotional trash can", the spotlight effect, the messianic illusion and the "human trap". To avoid the misunderstanding of empathy, we should strengthen self-cultivation and abide by the boundary of sense from the two aspects of strengthening leaders' self-construction and organization construction. Clear identity consciousness, abide by the boundary of power and responsibility; Cultivate organizational culture and abide by the boundary between public and private; Improve institutions and mechanisms, and strictly abide by the boundaries of reward and punishment.

Liu Sanbao & Li Kai (2021) Cultivating College Students' Leadership with Socialist Core Values. Cultivating new students' leadership with socialist core values education, strengthening theoretical integration and consolidating the theoretical foundation of college students' leadership education; Strengthen the value shaping and reform the ideas of college students' leadership education; Strengthen emotional identification and enrich the connotation of leadership education; Strengthen the system innovation, improve the leadership education system of college students.

Xu Shuo (2020) Research on the Leadership Structure of University discipline Leaders. Under the background of "double first-class" construction, university discipline leaders play an increasingly prominent role in discipline construction. How to give full play to the role of university subject leaders and make them lead the development of the subject with high quality is an important issue of great concern in both theory and practice of higher education. From the current situation, the understanding of the leadership of university discipline leaders is not clear, its internal structure is not clear, causing obstacles to theoretical research and practical work. Theory and practice call for the leadership of university discipline leaders. The purpose of this study is to explore the leadership structure of academic leaders. According to the organizational characteristics of university disciplines, this paper studies the leadership of university discipline leaders by using the transformational leadership theory, drawing on the view that the process of university discipline construction is actually the process of organizational change. On the basis of theoretical analysis, a questionnaire on the leadership of academic leaders was compiled, and then 36 universities in Beijing were investigated, and the leadership structure of academic leaders was determined through empirical research.

Liu Zhaoxin (2019) Analysis on Leadership Construction to Strengthen Execution. the traditional dichotomy logic of "decision - execution" does not help solve the dilemma of policy implementation, and the comprehensive implementation of reform policies should highlight the leadership construction to drive the improvement of execution. It is necessary to fully realize that leadership is the key to connecting decision making and execution, and excellent leadership is the guarantee to eliminate the obstruction of execution. With the goal of promoting implementation, leadership construction in the new era should focus on improving organizational integration capabilities, goal cohesion capabilities, resource absorption capabilities, policy learning capabilities, and risk prevention and control capabilities.

Yang Mengxi, et al. (2019) Knowledge map and Evolution of leadership Studies in the Chinese context: Bibliometrics (1949-2018), As a quantification of the existing international literature on Leadership studies and a quantitative supplement to the traditional qualitative review in China, this paper is published on the Web of China under the title of "Leadership" in the fields of management and applied psychology since the founding of New China 70 years ago (1949-2018) English papers of top international journals in Science database and Chinese papers of important journals in China in CNKI database were used to draw the keyword co-occurrence knowledge map and keyword strategy map of leadership research in the context of China by using visualization scientific tools such as Citespace, showing the research panorama, development trajectory, research hotspots and research trends in this field Trend.

Zhang Jingjie (2019) Cognitive Differences and Leadership Improvement in Cross-cultural Communication. there are four cognitive differences in cross-cultural communication: one-way time and multi-direction time, power distance, individualism and collectivism, and the meaning of silence. A correct understanding of the four cognitive differences in cross-cultural communication is helpful to eliminate management obstacles, strengthen the construction of harmonious team culture, enhance team cohesion and centripetal force, and effectively improve leadership.

Galuga & Chen (2019) Lei embodied Leadership: How the Body Affects Leadership .Although more and more Western leadership studies have begun to

rethink the relationship between leadership and the body, the question of how and how embodied factors affect leadership has not been clarified. This is the key to understanding and applying embodied leadership. Starting from embodied cognition theory, this paper challenges the theoretical foundation of mainstream leadership theory in ontology, epistemology and methodology. Leadership can be interpreted as an embodied interactive practice process between leaders and followers. It can be understood from several aspects. First, the body directly affects the sensory and perceptual experience of the leader and the led at the most basic sensory and perceptual level, which is the key premise for the formation of leadership relationship and the construction of leadership, and affects the willingness and degree of the leader or follower to integrate into the leadership process. On the other hand, with the influence of sensory and perceptual experience, the corresponding embodied leadership knowledge will be formed, which is conducive to the leader's understanding and grasp of the invisible and untouchable side of the leadership process. Secondly, the physical presence experience affects key issues such as self-awareness, interpersonal communication, problem solving, identity and meaning construction in leadership practice. The influence of embodied factors on leadership can be realized in three ways: the physiological-physical way, the way of situation and situation action, and metaphor. At a deeper level, these ways of influencing have specific psychological mechanisms underlying them. Embodied is a basic characteristic of leadership, trying to grasp leadership and its essence more completely from the body.

Nannar Keohan (2018) *Contemporary Challenges to Higher Education Leadership in the United States*. In the current situation, American higher education faces four major issues: enormous financial pressures, threats to academic freedom, global cooperation and competition under political constraints, and how to define the purpose and mission of colleges and universities. In the face of these difficulties, higher education leadership in the United States is based on the principle of "shared governance," in which different institutions play a legitimate role in the decision-making process, including the trustees (board of trustees), the president and his administration team, and the faculty. In the face of various difficulties, each unit can

play an important role in the role of good leadership, and any organization can consider all points of view before making a prudent decision, and decisions made with the appropriate participation of all members are more likely to be successfully implemented and have lasting effects.

Chen Xiaoping (2016) Empirical research on the construction of primary and secondary school principals' leadership Model. This paper mainly uses key behavior event interviews and questionnaire survey and other research methods to build a primary and secondary school principals' leadership model, which provides important reference for the leadership development of primary and secondary school principals.

Guo Aimei (2016) Paradigm Shift in Gender and Leadership Studies .Over the years, gender and leadership studies have undergone a major paradigm shift: from the "difference perspective" to the "equality perspective"; In the study of metaphor, it shows the evolution from "glass ceiling effect" to "labyrinth" and "glass cliff". In the research methodology, it shows the transformation from "identity homogenization" to "staggered paradigm". The paradigm shift of gender and leadership studies not only helps to correct the essentialist tendency of "identity homogenization" in traditional leadership theories and gender and leadership studies, but also promotes the attention to diverse marginalized groups and reveals the complex diverse experiences of female leaders. Moreover, it is helpful to promote the reform of research methodology, so as to clarify the impact of diverse and interlaced social identity on the experience and behavior of female leaders, reveal the production mechanism of power and social inequality, and promote the realization of feminist value goals.

Zhang Lu & Hu Junchen (2016) Research on the integration Path of "Leadership and followability" in the era of Human resources 2.0. 2014 is called the first year of the economic "new normal". The change of economic growth trend not only affects the social and economic fields, but also influences and changes the ultimate goal of economic development -- human resources. Driven by the three driving factors of institutional environment, economic foundation and technological change, China's human resources have also entered a new normal, that is, the "human resources 2.0 era". How to integrate "leadership and followership" has become the forefront and hot topic in the current leadership research and business

management practice, and has also become an important guarantee of organizational performance. From the perspective of leader-subordinate interaction, the paper puts forward the integrated path model of "leader-follower", which can provide reference for enterprises to optimize human resources, awaken and motivate employees further and improve organizational performance during the period of economic transition in China.

Meng Yi & Luo Changkun (2015) Academic Supervisor Leadership and graduate Creativity: Linear or Curved Correlation. Academic supervisor leadership is an important factor affecting graduate creativity. Based on relevant theories, this paper proposes and answers research questions about the relationship between academic supervisor leadership and postgraduate creativity. The results of curve fitting and hierarchical regression analysis of 677 sample data show that the leadership of academic tutors is related to the creativity curve, which is a positive U-shaped curve. The research findings make up for the lack of relevant theories, and provide practical reference for the leadership practice of academic tutors and innovative education management in colleges and universities.

Xiao Mingzheng & Long Fengzhao (2015) Morality and Law in the Formation and Play of Leadership. the Fourth Plenary Session of the 18th CPC Central Committee adopted the programmatic document governing the country according to law. To rule the country according to law, the key lies in administering officials according to law. Among officials, morality is the foundation and law is the key. Leaders and the role mechanism and value of morality and law in their leadership, moral requirements and legal procedures in the selection and appointment of leaders and leadership power, the role of morality and law in every link of leadership management, and the design of legal system and moral quality requirements to further standardize and enhance the leadership authority and leadership of leaders. All of them are the core issues of combining the rule of virtue with the rule of law. Morality and law play different roles in the formation and play of leadership, and both promote each other and are indispensable. On the one hand, we should make use of legal authority and moral performance to make leaders have legal leadership and sufficient authority, and build a certain platform for leaders to show their social

influence and behavior protection; On the other hand, the restriction of the legal system and the normative role of moral behavior should be used to make the leadership authority and leadership play more standardized, more reasonable, more public and more sustainable. The construction and promotion of leadership based on the combination of rule of virtue and rule of law is the development trend of Chinese official governance in the future.

Xie Ye & Huo Guoqing (2014) Research on Leadership Structure of scientific research Team . Research team leadership is one of the decisive factors of innovation ability and competitiveness of scientific research team. On the basis of defining the connotation and basic characteristics of the leadership of scientific research teams, this paper interviewed 41 scientific and technological innovators and applied content analysis to analyze the situational characteristics and characteristics of the leaders that affect the leadership of scientific research teams in China. Based on the analysis results and related theories, this paper proposed seven research hypotheses on the leadership of scientific research teams The empirical research results show that the leadership of the scientific research team consists of science and technology appeal, science and technology insight, science and technology motivation, science and technology push and science and technology leadership.

Song Zhiyan (2022) The Construction of Academic Leadership of Interdisciplinary Organizations in Chinese Universities. Under the background of "double first-class" construction, interdisciplinary academic organizations in Chinese universities are developing vigorously. To promote the efficient operation of interdisciplinary organizations and produce excellent results, it is necessary to strengthen the construction of academic leadership based on the reform of interdisciplinary organization system and management and operation system, and the construction of organizational leader leadership as the core. Among them, the reform of organizational system and management operation system is the guarantee, and the leadership construction of organizational leaders is the core.

Lu Ying (2021) *Academic Leadership in First-class Universities: Basic Characteristics, Hierarchical Diffusion and Implementation Strategies*. The academic leadership of first-class universities has become the core focus of the construction of "double first-class", and first-class universities have an impact on individuals in their organizations, institutions outside the organization and the public through the synergy formed by academics. Academic leadership is a kind of professional influence, a dual leadership of individuals and organizations, and a multi-dimensional embodiment of teaching scholarship, applied scholarship, integration scholarship and discovery scholarship. In the process of deepening the construction of "double first-class", we should frame the reasonable boundary of university academic leadership, further weaken the "boundary" between the university and other organizations, make the university a place for public communication, start from the leadership construction of the academic team, reform the academic evaluation system, realize the "cross-employment" of teachers among different organizations, realize the reasonable flow of teachers, and further promote a distributed academic leadership ecosystem.

Mahone (2020) *From Management to Governance: Stimulating the Vitality of Schools through Academic Leadership*. and from "management" to "governance" is a major theoretical and practical innovation of the Party's governance. Although there is only a word difference, there is a big difference between the two. The former attaches importance to norms, control and administrative power, while the latter emphasizes the people-centered people-oriented thought and humanistic spirit, as well as democracy based on the rule of law, and attaches more importance to democratic consultation and full participation. As an organic part of the national social system, schools should conform to the requirements of The Times, realize the transformation from "management" to "governance", establish a modern school system, improve the level of education, and promote high-quality development. Education is of great importance to the state and the Party.

Jia Liying (2020) *A Study on the Connotation and Structural Dimension of Academic Leadership of University Academic Leaders*. On October 24, 2015, The State Council issued the Notice on the Overall Plan for Coordinating and Promoting the construction of world-class universities and first-class disciplines, which proposed five

major construction tasks such as "building first-class teaching staff, cultivating top-notch innovative talents, improving the level of scientific research, inheriting and innovating excellent culture, and promoting the transformation of achievements", among which, building first-class teaching staff is "double one" Flow "construction task first and the basis of the other four tasks. For universities, first-class teaching staff is the key to build first-class disciplines, create first-class results and train first-class talents. Academic leaders are one of the most important human resources of a university and an indispensable group to demonstrate the core competitiveness of a university. As the leader and organizer of the discipline construction, the discipline leader should not only have the characteristics of profound knowledge, academic depth and innovation, but also shoulder the important responsibility of strengthening the discipline construction and promoting the development of the discipline, among which the academic leadership of the discipline leader plays a crucial role. At present, academic leadership has gradually become a research hotspot in the field of higher education in various countries, and the domestic research on academic leadership is still in its infancy. The existing achievements include research on the academic leadership of university presidents, university teachers and postgraduate tutors, etc., but there are almost no studies on the academic leadership of university academic leaders. Therefore, the definition of the connotation and structural dimension of academic leadership of academic leaders is the basis of relevant research.

Wang Haolin & Wang Wen (2019) A Review of Academic leadership research at home and abroad. Academic leadership is the soul and foundation of a university. In recent years, scholars at home and abroad have conducted different levels of research on how to form effective academic leadership. This paper reviews the connotation research, main body analysis, research methods and existing problems of academic leadership at home and abroad, in order to provide inspiration and help for the promotion of academic leadership in China.

Sun Sun (2017) Reflections on University Academic Leadership under the "Double First-class" Strategy. building world-class universities and first-class disciplines is a major strategic decision made by the Party Central Committee and The State Council, and the construction of "double first-class" cannot be separated from the construction of effective academic leadership of universities, so it is necessary to establish and improve the implementation mechanism of university charter; Strengthen the construction of academic organizations, establish and effectively run academic committees; Improve the methods for selecting and appointing university presidents; Deep understanding of university culture to promote power sharing and joint management; University presidents should form a more comprehensive cognitive framework and interpretive cognitive strategies, and take the road of model presidents.

Lu Ye (2016) Academic Leadership: The Logical Starting Point for Reconstructing the Governance System of Modern Universities. The organizational function of modern universities follows the power operation mechanism of the "dual common track" of administrative management and academic governance, and the allocation of various resources within the higher education system is also the balance result of the coordination between administrative power and academic power after the game. To seek the power source of modern university governance, build modern university governance system, and finally realize the modernization of university governance ability and governance system, we must rely on the organization system inside the university. The academic attribute of the whole university education system determines that the governance of universities must adhere to academic orientation, clarify the basic issues of "how to govern, how to govern and how to govern" in the academic thinking mode, clarify the subject and boundary between academic power and administrative power, and realize the aggregation and improvement of governance ability in the reconstruction of modern university governance system.

Wang Likun (2015) Current Situation and Enlightenment of Academic Leadership in Foreign Universities Academic leadership is the soul of university development. Due to historical and realistic reasons, academic leadership in Chinese universities is in a state of "weakening" and "vacuuming". By analyzing the current situation of academic leadership in four foreign university models and combining with the national conditions of our country, the paper points out that the formation of effective academic leadership in universities requires the participation of multiple subjects, positive interaction and the establishment of a common vision.

Wang Likun (2015) Research on Academic Leadership Based on University Charter Construction. Academic leadership is the soul and foundation of a university. In order to form effective academic leadership, it is necessary to break the current "deadlock" of increasing administrative tendency. The key to breaking the situation lies in promoting the construction of university charter and restricting and regulating the power involved in university management. Taking this as a logical starting point, the paper explores the path of building effective academic leadership, so as to truly run schools according to the laws of education, talent growth and academic development.

Li Wei (2014) Reconstruction and Development of Academic Leadership of Principals With the rapid development of educational reform, the leadership level of principals plays a pivotal role in the development of schools. Principal leadership refers to the ability of school administrators to lead, lead and interact with teams to achieve school development goals. It mainly includes the principal's strategic planning ability, decision-making ability, executive ability, academic leadership ability and the principal's personality charm. The leadership of the principal is invisible, but it is everywhere. "A good principal is a good school ", among many aspects of the principal's leadership, academic leadership is the most important. However, for China in the transition period, the academic leadership of the president has gradually lost its due importance, and the administrative identity has become increasingly strong, even replacing the single structure of the academic identity. The important significance of the academic leadership of the president is from the president

Sun Y. (2009) *University President: The Medieval Origins of Academic Leadership*. The leadership system with the president as the core is a common feature of modern western universities, but universities in different countries have their own characteristics and differences in the leadership system of the university president. Examining the origin and development of the position of the university president and its leadership in the Middle Ages will help us correctly understand and understand the common points and differences between the leadership system of the university president in different countries. The position and authority of school principals are of great significance.

Chen Jinfeng (2021) *The Core factors affecting the effectiveness of university development strategic planning*. A university's development strategic planning is the top-level design and the blueprint and road map of a university's career development in a certain period of time in the future. Whether the university's development strategy planning can effectively guide the development of a university in a certain period of time in the future, that is to say, the effectiveness of the university's development strategy planning is closely related to the formulation, implementation and evaluation of the university's development strategy planning. This correlation is at the work level, that is, at the "thing" level, and the key factor determining the effectiveness of the work is the people, including the university leaders and the led. Therefore, in essence, the key factor affecting the effectiveness of university development strategy planning is people, and the core elements are people's leadership and execution. The main influencing factors of this article are: the effectiveness of development strategic planning, and the formulation, implementation and evaluation of university development strategic planning.

Liu Qiang (2019) *On Strategic Management and Conformal Development of Colleges and Universities*. Heilongjiang Higher Education Research. In recent years, with the transformation of China's higher education from extensional development to conformal development, in order to better cope with the severe challenges of the complex internal and external environment, colleges and universities began to use strategic management concepts and thinking to promote the change of school organization and management mode, actively plan the future development of

schools, and enhance the core competition of school development. At the same time, the conformal development of colleges and universities also puts forward a series of new requirements for strategic management, such as requiring the strategic management of schools to continuously enhance the linkage with the conformal development, effectively enhance the strategic leadership of schools, make full use of information technology such as big data, activate the internal power of strategic planning of colleges and universities, and enhance the scientific and effectiveness of strategic management of colleges and universities. Facing the future, the effective practice of the conformal development of colleges and universities in China urgently needs to promote the in-depth development of school strategic management, such as "strengthen the strategic analysis of school development environment, accurately plan the strategic blueprint of school development; Establish the new growth pole of the school's characteristic development, and lead the school's rapid innovative development; Constantly improve the leadership of school strategy and ensure the scientific and effective implementation of school strategy."

Yu Yongda (2021) Effectively Improving the leadership of the Rural revitalization Strategy . the rural revitalization strategy is an important part of the national strategy, and in order to effectively promote the rural revitalization strategy planning within the established time limit, it is necessary to continuously improve the leadership in the implementation process. In this regard, local governments should continuously improve their leadership in rural revitalization strategic planning, rural revitalization strength cultivation, rural revitalization strategic layout, and rural revitalization strategy implementation capabilities.

Ma Yantao (2016) Strategic thinking ability is the core leadership. Excellent leaders, especially senior leaders, must possess strategic thinking ability. To improve the ability of leading cadres, we must pay attention to the core ability of strategic thinking, because without strategic thinking, the overall work will be difficult to achieve relaxation and effective development. Strengthen philosophical cultivation and cultivate strategic thinking. Strategic thinking ability can only be improved through the training of philosophy.

Wang Yang (2013) Research on the leadership of administrators of Secondary Schools based on the leadership theory. with the advent of economic globalization and the information age, people are in an era of change in which "change is the only constant theme". The leadership environment has undergone tremendous changes, and more and more people attribute the success of organizations to the key factor of leadership. At present, the background of the return of college system, the development of higher education, and the smooth development of the work of the secondary college put forward new requirements and challenges to the leadership of the secondary college administrators. This paper focuses on three key elements: leadership theory, secondary college and college administrators, in order to provide useful reference for related research.

The Drivers of Library Performance Excellence Management -- Leadership and Strategic Management. For library management, leadership and strategy are both key driving factors for library innovation and transformation development. Taking the construction of the new library as an opportunity, Dongguan Library has taken the initiative to transform from traditional services to modern services, established and improved the organization and management mechanism, actively fulfilled its social responsibility, actively introduced, promoted and implemented performance excellence management through strategy formulation, strategic deployment and strategic adjustment, and accumulated useful experience in the field of library leadership and strategy.

Focusing on strategic education combined with professional training of talents (2010), in recent years, with the full implementation of the spirit of "giving priority to education development, building a strong country with human resources" proposed by the 17th National Congress of the Communist Party of China and large-scale training of cadres, financial vocational education has also been booming. Among the institutions in the financial system, the Industrial and Commercial Bank of China Hangzhou Financial Training Institute has carried out a series of innovative development measures and achieved remarkable results in the training of financial talents in recent years, which can reflect the active exploration and intentional practice of financial vocational educators in our country from one side, and also

highlight the intellectual support role of financial education for the development of banking business. May provide some reference and inspiration for people in the industry.

Chen, Jinfeng (2021) Leadership and Execution: Core factors affecting the effectiveness of university development strategic planning. The development strategy planning of a university is the top-level design, which is the blueprint and road map for the future development of a university in a certain period of time. Whether the university's development strategy planning can effectively guide the development of a university in a certain period of time in the future, that is to say, the effectiveness of the university's development strategy planning is closely related to the formulation, implementation and evaluation of the university's development strategy planning. This correlation is at the work level, that is, at the "thing" level, and the key factor determining the effectiveness of the work is the people, including the university leaders and the led. Therefore, in essence, the key factor affecting the effectiveness of university development strategy planning is people, and the core elements are people's leadership and execution.

Yu Yongda (2019) Improving the leadership of rural revitalization strategy. Rural revitalization strategy is an important part of the national strategy, in order to effectively promote the rural revitalization strategy planning within the established time limit, we must constantly enhance the leadership in the implementation process. In this regard, local governments should continuously improve their leadership in rural revitalization strategic planning, rural revitalization strength cultivation, rural revitalization strategic layout, and rural revitalization strategy implementation capabilities.

Ma Yantao (2016) Strategic thinking ability is the core leadership." Those who do not plan for the future will not plan for the time; He who does not plan for the overall situation cannot plan for the region." Excellent leading cadres, especially senior leading cadres, must have the ability of strategic thinking. To improve the ability of leading cadres, we must pay attention to the core ability of strategic thinking, because without strategic thinking, the overall work will be difficult to achieve relaxation and effective development. Strengthen philosophical cultivation

and cultivate strategic thinking. Strategic thinking ability can only be improved through the training of philosophy. Marxist philosophy is a scientific worldview and methodology, strengthening philosophical cultivation and cultivating strategic thinking consciousness.

Li Donglai & Xi Huijuan (2013) *The Drive of Library Performance Excellence Management——Leadership and Strategic Management*. For library management, leadership and strategy are both key driving elements of library innovation and transformation development. Taking the new library construction as an opportunity, Dongguan Library took the initiative to transform from traditional services to modern services, established and improved the organizational management mechanism, actively fulfilled social responsibilities, actively introduced, promoted and implemented excellent performance management through strategy formulation, strategic deployment and strategic adjustment, and accumulated beneficial experience in the field of library leadership and strategy.

Suo Xiangdong (2010) *Focusing on strategy and combining education with business to cultivate talents*. In recent years, with the full implementation of the spirit of "giving priority to the development of education, building a strong country with human resources" and large-scale training of cadres proposed by the 17th National Congress of the Communist Party of China, financial vocational education has also been booming. Among the institutions in the financial system, the Industrial and Commercial Bank of China Hangzhou Financial Training Institute has carried out a series of innovative development measures and achieved remarkable results in the training of financial talents in recent years, which can reflect the active exploration and intentional practice of financial vocational educators in our country from one side, and also highlight the intellectual support role of financial education for the development of banking business. May provide some reference and inspiration for people in the industry.

Hou Zhihong & Tao Rong (2006) *Discussion on Strategic Management in Higher Vocational Colleges*. *Journal of Minxi Vocational and Technical College*. Strengthening the research of strategic management in higher vocational colleges is the requirement of the innovation of school management and the vigorous

development of vocational education in the new century. Strategic management in higher vocational colleges includes strategic planning, strategic implementation and strategic evaluation. Higher vocational colleges should cultivate the ability of system thinking, and formulate school strategic planning on the basis of strategic analysis. Improve the level of strategy implementation by improving the learning ability and leadership of the organization; Establish a strategic evaluation system and improve the level of strategic management.

Yang B. (2019) Research on Academic and professional background of Presidents of Science and Technology universities in Taiwan: Based on data analysis of 11 model science and technology universities [. Through the research and analysis of the basic characteristics, academic background and professional background of the current presidents of Taiwan's science and technology universities, it is found that the presidents of these universities all have doctoral degrees and professor titles, and one of them is female. All of them have studied in more than 2 universities, and more than 4/5 have studied abroad and have backgrounds in science, engineering, management, education and other disciplines. Half of the principals have stayed in school, nearly half have worked in multiple schools, and a few have worked in enterprises. Most of the principals often have multiple jobs in and out of school, and less than half have worked for more than 5 years. Based on the research results, the presidents of Taiwan universities of Science and technology need to carry out reforms in the construction of learning mechanism, management by objectives and assessment system, and increase the proportion of women in order to improve their management and development capabilities.

Han Yu & Gao Fei (2019) A Study on the Educational Academic and Vocational Background of Principals in China's Higher Vocational Colleges: A Case study of 100 national model colleges. This study takes the basic information of the presidents of 100 national demonstration higher vocational colleges as sample data, uses SPSS statistical software to conduct an empirical analysis of the interviewees' career and educational and academic background, and conducts a comparative study on the basic characteristics of the presidents of China's higher vocational colleges, especially excellent higher vocational colleges, as well as outstanding undergraduate

colleges in China and foreign universities. At the same time, it puts forward some policy suggestions on the selection, training and development of the presidents of higher vocational colleges.

Liu Yong & Shen Feifei (2014) Research on the Academic background of current deans of graduate schools: A case study of 985 universities in Mainland China and research universities in Hong Kong. Taking the basic information of the current deans of the graduate schools of 39 985 universities as sample data, this paper makes an empirical analysis of their educational and professional backgrounds, and compares them with the academic backgrounds of the graduate education leaders in 5 research universities in Hong Kong. The research found that most of the graduate school deans of 985 universities in the mainland are presidents or vice presidents concurrently, and their disciplinary background and professional experience are relatively simple. Compared with Hong Kong universities, their international vision and corporate government practice experience need to be improved.

Wang M. (2012) An analysis of the academic background of current presidents of public universities in Taiwan. Academic background is intrinsically related to the university president's philosophy and ability of governing the university, which affects the development trend of the university. Based on this consideration, this paper describes and analyzes the academic background of the current presidents of 12 public universities in Taiwan from two aspects of educational background and professional background. The phenomenon of "Alma mater color" is very common in the selection of presidents of Taiwan public universities. The selection of principals tends to be "external selection mode "; The current president has a doctor's degree from a famous foreign university, and has the experience of working in universities, research institutions or government departments; The current president had little experience as a university vice president before taking office.

Guo Jun, et A. (2012) a study on the educational and academic background of Chinese university Presidents: A case study of 115 "Project 211" university presidents. As the chief academic leader of a university, the academic background of a university president has an important impact on its educational philosophy and practice. Using the basic information of the presidents of 115 "Project 211" universities

as sample data, this paper uses SPSS statistical software to make an empirical analysis of the current educational and academic background of the presidents of Chinese universities, and proposes that the selection of the presidents of universities should take into account alumni and elites from other universities, internal selection and external selection, knowledge background of science and technology, humanities and social sciences, doctoral education and teaching. The teaching background should pay attention to the study background of well-known universities and international vision, and pay attention to the scientific literacy and comprehensive management ability of higher education.

LAN Jinsong (2004) *The Academic Background of the Presidents of American research Universities: An analysis of the educational background and working background of the presidents of 23 famous American universities*. The academic background of a university president is an important reference for becoming a president and selecting a president. On the basis of defining the connotation of academic background, this study systematically describes and analyzes the academic background of the presidents of 23 famous universities in the United States from the two fields of educational background and working background. The results show that the presidents of research universities in the United States tend to "external selection model". The presidents of its famous private "liberal arts oriented" universities are mainly liberal arts scholars, the presidents of famous private "science and technology oriented" universities are mostly from science (engineering) majors, and the presidents of famous public comprehensive universities are roughly equal in number from liberal arts and science majors. The presidents of the top private universities in the United States have longer terms, while the presidents of the top public universities have shorter terms. Almost all presidents of American research universities have doctorates from prestigious universities. The presidents of its top public universities almost all have multiple work experience, while the presidents of its top private universities are difficult to generalize.

Li Xuchao (2023) The impact of leadership influence on team roles based on quality function. Team management is a kind of management mode that manages and makes decisions according to the wisdom and ability of the team. Among them, effective coordination and division of team roles can improve the cohesion and strengthening of team organization, and leadership plays a crucial role in team management. Understanding the influence of leadership on team roles can strengthen the realization of team vision goals and form a good team support system. Through the analysis of team role and the influence of leadership, the paper uses quality function expansion method to optimize the leadership management mode, enhance the team role function, enhance the team cohesion and improve the team competitiveness.

Zhang Wenjing & Wang Zhongchang (2022) Role positioning, competency structure model and promotion Path of professional leaders in "double-high universities". Professional leaders in "double-high universities" are the leaders in promoting the construction of high-level "double-high universities", and through the analysis of their job responsibilities, the role of professional leaders is positioned as the model, leader and leader of professional construction. According to the role positioning of professional leaders and the iceberg model theory, the competency structure model of professional leaders is constructed, including professional construction demonstration, professional construction leadership and professional construction leading. In order to improve the competence of professional leaders in "double-high universities", this paper puts forward some practical approaches, such as enhancing the role identity of professional leaders, constructing the training system of professional leaders, guaranteeing the professional empowerment of professional leaders, establishing the incentive mechanism of professional leaders, and promoting the professional self-development of professional leaders.

Jiang Jiongping (2022) Key abilities of professional group leaders in Higher vocational colleges: Components, development difficulties and improvement Countermeasures. Based on the theory of key competence and the training needs of professional group leaders, this paper constructs a model of key competence elements of professional group leaders in higher vocational colleges, which consists

of four first-level indicators, namely, cross-border adaptability, resource integration, innovation and development, and management leadership, and 11 second-level indicators by using behavioral event interview. Based on the factor model, this paper analyzes the development status of key capabilities of professional group leaders, and finds that there are shortcomings in the definition of standards, selection conditions, classified training and institutional management system. It is necessary to enhance key capabilities of professional group leaders by strengthening the participation of multiple subjects, building a school-enterprise community of shared future, strengthening vocational education research and modern governance system, etc. Help build high-level professional groups.

Yue Y (2021) *The Spirit of Retirement: A multi-case study of leader role identification in Shanghai geriatric Learning Team*. This paper explores the role identity mechanism of the leader of the senior learning team in the process of "becoming" the team leader, explores the subjectivity of the lifelong development of the person reflected in the role reconstruction after retirement, and the sublimation of the retirement spirit from it interprets the definition of the role identity of the senior learning team leader and the connotation of the retirement spirit. This study expands the interdisciplinary application field of role identity theory, demonstrates the retirement spirit of senior learning team leaders, further explores the theoretical connotation of senior education, and puts forward suggestions on cultivating senior learning team leaders.

Huo Junliang & Wang Yongjie (2021) *Research on Role positioning and Capacity Building of grassroots Party organizations in major Emergencies*. The primary organization of the Party is the foundation of all the work and combat effectiveness of the Party, and the foundation of the Party's governance. Giving full play to the role of grass-roots party organizations in the handling of major emergencies in the political guarantee, organizational mobilization and vanguard role of party members is a valuable experience for the Party and the country to successfully cope with major emergencies. In the prevention and control of the COVID-19 epidemic, grass-roots Party organizations have consciously assumed the responsibility of leading the epidemic prevention and control, coordinating social resources, organizing the people

and channeling social psychology. However, due to the weakening of the political functions of some grass-roots party organizations, the diversification of grass-roots governance subjects, the diversity of the interests of the masses, and the network of information dissemination, grass-roots Party organizations are facing new challenges in their role in the prevention and control of COVID-19. The construction of primary-level Party organizations in the new era should take improving the ability to cope with major emergencies as an important goal, further strengthen the construction of political capacity, governance capacity, mass work capacity and network capacity, and constantly strengthen the political leadership, social mobilization, mass organization and public opinion guidance in major emergencies.

Gao Zhonghua, et al. (2020) A study on the multi-layer chain influence mechanism of distressed leadership on role performance in team context. In recent years, the anxious leadership style has been embodied in the Chinese entrepreneurs represented by Huawei CEO Ren Zhengfei, and has triggered a hot discussion in the management practice circle. However, this leadership style has not received enough attention in the academic research field, and the mechanism of the influence of worried leadership on performance level is still unclear. In this study, two nested samples of independent team leaders were obtained by questionnaire survey to test the research hypothesis, aiming to reveal the multi-layer chain influence mechanism of distressed leadership on team role performance based on the team effectiveness process model. The results show that the team defensive focus and the continuous mediating of the team self-leadership have an impact on the overall team role performance and the individual team role performance. This means that the concerned leader can improve the team effectiveness by shaping the team emergence state of team defense focus, stimulating the team introspection, a team transformation process, and improving the team role performance from different levels.

Chen Zhimin & Zhou Guorong (2020) International leadership and the construction of China's collaborative leadership role. Global governance requires international leadership, but international leadership has long been in deficit. The election of President Trump and his "America First" domestic and foreign policies have

made the problem of international leadership deficit more prominent. The author will conduct an in-depth discussion on the issue of international leadership, analyze the existing research at home and abroad, and on this basis, systematically comb out the concept of international leadership as well as the goals, means, methods, fields, performance and legitimacy of international leadership. The author then makes a brief assessment of the international leadership practice of the United States after the Cold War, distinguishes the international leadership model adopted by the United States government in different periods, and points out the existing problems of each. He believes that the core issue facing China now is not whether to participate in international leadership, but how to understand and conduct international leadership. To this end, China should build a collaborative international leadership role with Chinese characteristics. This role will emphasize international collaborative leadership, co-leadership, engaging leadership, and empowering leadership so that while actively participating in the supply of international leadership, it avoids the misconception that international leadership is equated with hegemonic or dominant leadership, that international leadership is equated with self-interested leadership, that international leadership is equated with coerced leadership, and that international leadership is equated with contracted leadership.

Jiao Fangju (2022) Analysis of professional cooperation among primary and secondary school teachers -- Based on stakeholder Theory. As one of the ways of teacher professional development, teacher professional cooperation is very important. Based on stakeholder theory, this paper analyzes the stakeholders of teacher professional cooperation, reveals the problems in teacher professional cooperation, such as lack of willingness of teachers to cooperate, environmental atmosphere aggravating teacher isolation, administrative intervention and cooperative operation, and puts forward corresponding strategies to achieve the best effect of teacher professional cooperation.

Yan Yulei (2021) A case study of cooperation between universities and rural primary schools to promote rural teachers' professional development from the perspective of distributed leadership. Rural education is an important strategic support for rural revitalization. The cooperation between universities and primary and

secondary schools to promote teachers' professional development has been widely practiced, forming a valuable cooperation model, but the cooperation between universities and primary and secondary schools is mostly concentrated in the cooperation with urban schools. Although there have been some cooperation practices between universities and rural schools, on the whole, how can universities and rural schools really promote rural areas The development of village schools and the promotion of village teachers' professional development are still lack of in-depth discussion. Distributed leadership is a theoretical school that has been widely concerned by the international academic circle since the end of last century. Its main purpose is to rebuild the new relationship of school education distribution and coordinated development, and promote the development of school quality and equity. The cooperation between universities and rural primary schools to promote teachers' professional development accords with the essence of distributed leadership theory.

Hu Y (2019) Qualitative Research on cross-professional leadership. The aim of this study is to explore the leadership needed for successful cross-professional education and cross-professional collaborative practice from the perspective of healthcare professionals and educators. Methods: The study adopted Strauss and Corbin's rooted theory.

Zhang Pingping & Hu Yongmei (2018) The influence of principals' leadership on teachers' professional cooperation behavior. In the process of creating a cooperative school atmosphere, the leadership of the principal is crucial. By using the concepts of "atmosphere level" and "atmosphere intensity" in the field of organizational psychology, this paper evaluates teachers' perceived leadership effectiveness of principals, and explores the relationship between principals' leadership level, leadership atmosphere intensity and teachers' professional cooperation behavior using a multilevel linear model. Based on the analysis of the nationwide survey data, the results show that the perceived leadership effectiveness, leadership level and leadership atmosphere of primary and secondary school teachers have significant positive predictive power on teacher professional cooperation, and the leadership atmosphere intensity has a moderating effect on the

relationship between primary school principals' leadership and teacher professional cooperation. The empirical research provides a useful reference for school improvement work based on evidence, such as the assessment and promotion of principals' leadership and the diagnosis of school management.

Yu Qinfang (2014) *Renewal of home-school cooperation Concept and Leadership Improvement of primary and secondary school Principals: From the perspective of Principal professional standards*. The principal is the soul of a school, the key to realize the benign cooperation between the school and the family, and the decisive factor to lead the school to the modern school system. Based on principals' professional standards and focusing on principals' concept of home-school cooperation, this study randomly selected principals of public primary and secondary schools in Shanghai to conduct a questionnaire survey, and found that principals' understanding of home-school cooperation was different, with partial understanding and lack of consciousness in varying degrees. In this regard, the educational administrative departments and schools themselves should take effective measures to update the principals' concepts of service responsibility, win-win cooperation and school-running value, and strengthen and give play to the principals' leadership in building a new home-school cooperation system and mechanism.

Chapter 3

Research Methodology

This research focuses on improving the academic leadership for administrators of sports colleges in universities in Guangxi. To study the current situation and provide guidelines and evaluation guidelines for improving the academic leadership for administrators of sports colleges in universities in Guangxi. The researchers have the following procedures.

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 for administrators of sports colleges in universities in Guangxi.

The population / Sample Group

The Population

The population of this research 12 sports colleges in universities in Guangxi, 62 administrators and 740 teachers, total 802.

The Sample Group

The sample group of this research were 12 sports colleges in universities in Guangxi. by using proportional random sampling. According to Krejcie and Morgan (1970) sampling 52 administrators and 248 teachers, total 300.

Table 3.1 Lists of university and sample size

| No | Sports colleges in universities in Guangxi | College leadership population | Sample group |
|--------------|--|-------------------------------|--------------|
| 1 | Guangxi University | 77 | 29 |
| 2 | Guangxi Normal University | 142 | 51 |
| 3 | Guangxi Minzu University | 74 | 28 |
| 4 | Guangxi University of Science and Technology | 58 | 22 |
| 5 | Nanning Normal University | 49 | 19 |
| 6 | Guangxi Science & Technology Normal University | 84 | 30 |
| 7 | Guangxi Normal University for Nationalities | 45 | 18 |
| 8 | Yulin Normal University | 83 | 31 |
| 9 | Hechi University | 53 | 20 |
| 10 | Baise University | 50 | 19 |
| 11 | Hezhou University | 55 | 21 |
| 12 | Beibu Gulf University | 32 | 12 |
| Total | | 802 | 300 |

According to table 3.1, it showed that the population of this research 12 sports colleges in universities in Guangxi, 62 administratorss, 740 teachers, total 802. The sample group of this research were 12 sports colleges in universities in Guangxi. by using proportional random sampling. According to krejcie and Mogan(1970) sampling 52 administratorss, 248 teachers, total 300.

Research Instruments

Questionnaire

The instrument to collect the data for objective one, to study the current situation of improving academic leadership of administrators in Guangxi sports colleges was questionnaire. The questionnaire designed based on academic leadership in four following aspects: 1)vision strategic planning, 2)academic background professional knowledge, 3)the role of a mentor; 4) Professional cooperation. The questionnaire was provided into two parts:

Part 1: The personal information of respondents.

Part 2: Survey about the current situation of improving academic leadership of administrators in Guangxi sports colleges. There are 15 questions for vision strategic planning, 15 questions for academic background professional knowledge, 13 questions for the role of a mentor, and 14 questions for Professional cooperation, total 40 questions. The criteria for data interpretation based on five-point Likert's scale, as follows: 5 express the level of academic leadership for administrators of sports colleges at strongly high level

4 express the level of academic leadership for administrators of sports colleges at high level

3 express the level of academic leadership for administrators of sports colleges at medium level

2 express the level of academic leadership for administrators of sports colleges at low level

1 express the level of academic leadership for administrators of sports colleges at low level

The data interpretation for average value based on Rensis Likert (1932).

The data interpretation are as follows:

4.50 – 5.00 express highest level

3.50 – 4.49 express high level

2.50 – 3.49 express medium level

1.50 – 2.49 express low level

1.00 – 1.49 express lowest level

Constructing a questionnaire process

The construction process of questionnaire was as follows:

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

Step 2: Constructing the questionnaire about the current situation of improving academic leadership of administrators in Guangxi sports colleges. Then sending the questionnaire outline of questionnaire to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by five experts. $IOC=1$.

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

Step 5: The questionnaire was distributed to 52 administrators of sports colleges in universities in Guangxi for try-out. The reliability of the questionnaire was obtained by Conbach's Alpha Coefficient. The reliability=0.975.

Step 6: The questionnaire was applied to 300 administrators of sports colleges in universities in Guangxi.

Data Collection

The data collection for objective 1: to study the current situation of the academic leadership for administrators of sports colleges in universities in Guangxi. as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 300 administrators of sports colleges in universities in Guangxi.

Step 2: The researcher distributed the questionnaire to 300 administrators. total of 300 questionnaires.

Data Analysis

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

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 the academic leadership for administrators of sports colleges in universities in Guangxi in four following aspects: 1) vision strategic planning, 2) academic background professional knowledge, 3) the role of a mentor; 4) Professional cooperation was analyzed by Mean and standard deviation.

Phase 2: To formulate guidelines for improving academic leadership of administrators in Guangxi sports colleges.

Key informations

The interviewees

The interviewees in this research were 24 administrators of sports colleges in universities in Guangxi. The qualifications of interviewees are as follows: 1) at least 5 years of work experience in administrators of sports colleges in universities, 2) have extensive experience in information leadership, 3) graduated with master's degree or above.

Research Instruments

Structured Interview

The instrument to collect the data for objective two is to formulate the academic leadership for administrators of sports colleges in universities in Guangxi. The structured interview was designed based on the current situation of the academic leadership for administrators of sports colleges in universities in Guangxi and academic leadership in four following aspects: 1) vision strategic planning, 2) academic background professional knowledge, 3) the role of a mentor, 4) Professional cooperation. 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 four aspects: 1) vision strategic planning, 2) academic background professional knowledge, 3) the role of a mentor, and 4) Professional cooperation. for administrators of sports colleges in universities in Guangxi.

Constructing a structured interview process

The construction process of the structured interview is as follows:

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

Step 2: Construct the structured interview about suggestions for developing the current situation of academic leadership based on four aspects: 1) vision strategic planning, 2) academic background professional knowledge, 3) the role of a mentor, and 4) Professional cooperation. 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 formulate the guidelines for Improving academic leadership of administrators in Guangxi sports colleges, as follows:

Step 1: The researcher requested a requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University requiring to interview high-level administrators from 12 private universities in Guangxi.

Step 2: The researcher interviews the administrator 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 administrators in Guangxi sports colleges was analyzed by content analysis.

Phase 3: To evaluate the suitability and feasibility of guidelines for Improving academic leadership of administrators in Guangxi sports colleges.

Key informations

Expert group

The experts for evaluation of the adaptability and feasibility of guidelines for improving the academic leadership for administrators of sports colleges were 11 administrators of sports colleges in universities. The qualifications of the experts are as follows: 1) at least 10 years of work experience in administrators of sports colleges in universities, 2) have extensive experience in information leadership, 3) graduated with doctor's degree, 4) academic title is associate professor or above.

Research Instruments

Evaluation form

The instrument to collect the data for objective three, to evaluate the model for developing the innovative leadership of middle-level administrators in private

universities in Guangxi. The evaluation form designed based on model for Improving academic leadership of administrators in Guangxi sports colleges in four following aspects: 1) vision strategic planning, 2) academic background professional knowledge, 3) the role of a mentor, and 4) Professional cooperation. 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 model for Improving academic leadership of administrators in Guangxi sports colleges. The criteria for data interpretation based on a five-point Likert's scale, as follows:

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

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

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

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

1 refers to the suitability and feasibility of the guideline 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 an evaluation form process

The construction process of the evaluation form is as follows:

Step 1: Construct the evaluation form about development guidelines for Improving academic leadership of administrators in Guangxi sports colleges.

Step 2: The evaluation form was applied to 11 administrators of sports colleges in universities.

Data Collection

The data collection for objective 3: to evaluate the model for Improving academic leadership of administrators in Guangxi sports colleges, 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 administrators. 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 model for Improving academic leadership of administrators in Guangxi sports colleges is analyzed by Mean and standard deviation.

Chapter 4

Data Analysis Results

The research in the guidelines for improving academic leadership of administrators in Guangxi sports colleges. The objectives of this research were 1) To study the current situation of the academic Leadership of administrators in Guangxi Sports Colleges. 2) To develop the guidelines for improving academic Leadership of administrators in Guangxi Sports Colleges. 3) To evaluate the adaptability and feasibility of the guidelines for improving academic Leadership of administrators in Guangxi Sports Colleges. 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 the academic leadership of administrators in Guangxi sports colleges. The researcher presented the data by Mean and standard deviation.

Part 3: The analysis results of interview data about the guidelines for improving academic leadership of administrators in Guangxi sports colleges.

Part 4: The analysis results of the evaluation of the suitability and feasibility of guidelines for improving academic leadership of administrators in Guangxi sports colleges. The researcher presented the data by Mean and standard deviation

Results of Data Analysis

The researcher analyzed the data in 3 parts as follows:

Part 1: The analysis results of the respondents' personal information, classified by work unit, gender and educational background. The researcher presented the frequency and percentage.

Table 4.1 Number of people and percentage of respondents

(n = 300)

| No | Personal information | Frequency | Percentage |
|----|--|------------|------------|
| | Guangxi Normal University | 51 | 16.83 |
| | Guangxi Minzu University | 28 | 9.52 |
| | Guangxi University of Science and Technology | 22 | 7.30 |
| | Nanning Normal University | 19 | 6.34 |
| | Guangxi Science & Technology Normal University | 30 | 9.84 |
| | Guangxi Normal University for Nationalities | 17 | 5.71 |
| | Yulin Normal University | 30 | 9.84 |
| | Hechi University | 19 | 6.35 |
| | Baise University | 18 | 6.03 |
| | Hezhou University | 20 | 6.67 |
| | Beibu Gulf University | 11 | 3.81 |
| | Total | 300 | 100 |

Table 4.1 (Continue)

(n = 300)

| No | Personal information | Frequency | Percentage |
|-------------------------------|------------------------------|-----------|------------|
| Gender | Male | 168 | 55.87 |
| | Female | 132 | 44.13 |
| | Total | 300 | 100 |
| Age | 30 years old and below | 79 | 26.35 |
| | 31 ~ 40 years old | 122 | 40.63 |
| | 41 ~ 50 years old | 66 | 21.90 |
| | 51 years old and above | 33 | 11.11 |
| | Total | 300 | 100 |
| Educational background | Doctor's degree | 29 | 9.52 |
| | Master's degree | 73 | 24.44 |
| | Bachelor's degree | 198 | 66.03% |
| | Other | 0 | 0 |
| | Total | 300 | 100 |
| Experience years | 5 years and below | 102 | 33.97 |
| | 6 ~ 15 years | 135 | 45.08 |
| | 16 ~ 25 years | 39 | 13.02 |
| | 26 years and above | 24 | 7.94 |
| | Total | 300 | 100 |
| Academic title | Junior title | 8 | 2.54 |
| | Intermediate title | 17 | 5.71 |
| | Associate professional title | 73 | 24.44 |
| | Senior professional title | 199 | 66.35 |
| | Other | 3 | 0.95 |
| | Total | 300 | 100 |

Table 4.1 (Continue)

(n = 300)

| No | Personal information | Frequency | Percentage |
|-----------------|---|-----------|------------|
| Position | College leadership population | 36 | 12.06 |
| | Director of the teaching and Research section | 54 | 18.10 |
| | Full-time teacher | 143 | 47.62 |
| | Administrative teaching assistants | 63 | 20.95 |
| | other | 4 | 1.27 |
| | Total | 300 | 100 |

According to Table 4.1, the respondents are from 12 universities in Guangxi, of which 168 are male, accounting for 55.87%; and 132 females, accounting for 44.13%. There were 122 respondents aged between 31 and 40, accounting for 40.63% of those aged 30 and below. There were 79 people aged 30 and below, accounting for 26.35%; There were 66 people between 41 and 50 years old, accounting for 21.90%; There were 33 people aged 51 and above, accounting for 11.11%. Most of the interviewees had bachelor's degree, 198 of them, accounting for 66.03%; Followed by master degree, 73 people, accounting for 24.44%; There are 29 doctoral students, accounting for 9.52%. There were 102 respondents with working years of 5 years or less, accounting for 33.97%; There were 135 people from 6 years to 15 years, accounting for 45.08%; There were 39 people from 16 years to 25 years, accounting for 13.02%; There were 24 people with 26 years and above, accounting for 7.94%. The titles of the interviewees were mainly junior titles, with 199, accounting for 66.35%; There were 73 intermediate students, accounting for 24.44%; There are 17 deputy senior officers, accounting for 5.71%; Senior 8 people, accounting for 2.54%; There were 3 other professional titles, accounting for 0.95%. The job level of the interviewees were mainly full-time professors, 143 of them, accounting for 47.62%; There are 63 administrative and teaching assistants, accounting for 20.95%; There are 54 directors of the teaching and research department, accounting for 18.10%; There are 36 college leaders, accounting for 12.06%; There were 4 other personnel, accounting for 1.27%.

Part 2: The analysis result about the current situation of the academic leadership of administrators in Guangxi sports colleges. The researcher presented the data by Mean and standard deviation.

Table 4.2 The mean and standard deviation of the current situation of academic leadership of administrators in Guangxi sports colleges in four aspects
(n = 300)

| No | Academic Leadership of Administrators | \bar{X} | S.D. | Level | order |
|--------------|--|-------------|-------------|-------------|-------|
| 1 | Vision strategic planning | 3.77 | 1.21 | high | 3 |
| 2 | Academic background professional knowledge | 3.73 | 1.23 | high | 4 |
| 3 | The role of a mentor | 3.79 | 1.19 | high | 2 |
| 4 | Professional cooperation | 3.80 | 1.12 | high | 1 |
| Total | | 3.77 | 1.21 | high | |

According to table 4.2, found that the current situation of academic leadership of administrators in Guangxi sports colleges in four aspects was at high level ($\bar{X} = 3.77$). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was professional cooperation ($\bar{X} = 3.80$), followed by The role of a mentor ($\bar{X} = 3.79$), and Academic background professional knowledge was the lowest mean ($\bar{X} = 3.73$).

Table 4.3 The mean and standard deviation of the current situation of academic leadership of administrators in Guangxi sports colleges of vision strategic planning

(n = 300)

| No | Vision strategic planning | \bar{X} | S.D. | Level | order |
|----|--|-----------|------|-------|-------|
| 1 | Administrators has formulated plans and visions for the long, medium and short term scientific research development of the College | 3.74 | 1.26 | high | 11 |
| 2 | Administrators have corresponding requirements for future scientific research and innovation | 3.77 | 1.22 | high | 6 |
| 3 | Administrators have requirements for teaching quality and new planning policies | 3.76 | 1.18 | high | 9 |
| 4 | Administrators has policies and measures to promote interdisciplinary cooperation | 3.76 | 1.22 | high | 10 |
| 5 | Administrators are making strategic plans for the introduction of academic talents | 3.80 | 1.14 | high | 2 |
| 6 | Administrators attach great importance to the construction of scientific research platforms | 3.72 | 1.22 | high | 14 |
| 7 | Administrators attach great importance to the construction of research facilities and laboratories | 3.79 | 1.23 | high | 4 |
| 8 | Administrators has a plan for the College's social services and cooperation | 3.77 | 1.21 | high | 7 |
| 9 | Administrators have corresponding systems and incentives for academic exchange | 3.74 | 1.13 | high | 12 |
| 10 | Administrators has formulated a special security system for the staff engaged in scientific research | 3.77 | 1.21 | high | 8 |

Table 4.3 (Continue)

(n = 300)

| No | Vision strategic planning | \bar{X} | S.D. | Level | order |
|--------------|--|-------------|-------------|-------------|-------|
| 11 | Administrators shall develop a clear index system for teachers' academic achievements | 3.71 | 1.27 | high | 15 |
| 12 | The College will provide feedback on its academic achievements on a regular basis | 3.79 | 1.25 | high | 5 |
| 13 | Administrators will collect suggestions from teachers and students on academic research | 3.80 | 1.16 | high | 3 |
| 14 | Administrators will complete the vision plan in an orderly manner, or adjust the plan in the middle | 3.83 | 1.22 | high | 1 |
| 15 | Administrators have interpreted the vision and planning of the school's academic management on different occasions | 3.74 | 1.19 | high | 13 |
| Total | | 3.77 | 1.21 | high | |

According to table 4.3, found that the current situation of academic leadership of administrators in Guangxi sports colleges of vision strategic planning was at high level ($\bar{X} = 3.77$). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was administrators will complete the vision plan in an orderly manner, or adjust the plan in the middle ($\bar{X} = 3.83$), followed by administrators are making strategic plans for the introduction of academic talents ($\bar{X} = 3.80$), and Administrators shall develop a clear index system for teachers' academic achievements was the lowest mean ($\bar{X} = 3.71$).

Table 4.4 The mean and standard deviation of the current situation of academic leadership of administrators in Guangxi sports colleges of academic background professional knowledge

(n = 300)

| No | Academic background professional knowledge | \bar{X} | S.D. | Level | order |
|----|---|-----------|------|-------|-------|
| 1 | Administrators attaches great importance to the academic qualifications and degrees of the college teachers | 3.70 | 1.27 | high | 9 |
| 2 | Administrators attach great importance to the evaluation of teachers' professional titles | 3.86 | 1.20 | high | 2 |
| 3 | Administrators have a guarantee system for college teachers to study abroad | 3.86 | 1.13 | high | 3 |
| 4 | Administrators attach great importance to the influence of teachers' professional fields | 3.85 | 1.20 | high | 4 |
| 5 | Administrators requires teachers to complete relevant targets in terms of scientific research achievements | 3.78 | 1.27 | high | 8 |
| 6 | Administrators attach great importance to academic honors and awards | 3.91 | 1.16 | high | 1 |
| 7 | Administrators are familiar with current trends in the College's professional disciplines | 3.83 | 1.13 | high | 6 |
| 8 | Administrators have the ability of academic innovation thinking and academic practice | 3.85 | 1.20 | high | 5 |
| 9 | Administrators are aware of the latest educational technologies and methods | 3.83 | 1.19 | high | 7 |
| 10 | Administrators have academic management and academic leadership capabilities | 3.57 | 1.24 | high | 12 |

Table 4.4 (Continue)

(n = 300)

| No | Academic background professional knowlege | \bar{X} | S.D. | Level | order |
|--------------|---|-----------|------|-------|-------|
| 11 | Administrators can promote scientific research cooperation and exchange among faculty teams | 3.57 | 1.31 | high | 13 |
| 12 | Administrators have deep subject expertise | 3.56 | 1.30 | high | 15 |
| 13 | Administrators attaches great importance to academic ethics | 3.63 | 1.24 | high | 10 |
| 14 | The academic management policy has been thoroughly implemented by the college leadership | 3.57 | 1.30 | high | 14 |
| 15 | Administrators have a clear management system for the formation of academic teams | 3.60 | 1.32 | high | 11 |
| Total | | 3.73 | 1.23 | high | |

According to table 4.4, found that the current situation of academic leadership of administrators in Guangxi sports colleges of academic background professional knowlegewas at high level ($\bar{X} = 3.73$). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was administrators attach great importance to academic honors and awards ($\bar{X} = 3.91$), followed by administrators attach great importance to the evaluation of teachers' professional titles ($\bar{X} = 3.86$), and Administrators have deep subject expertise was the lowest mean ($\bar{X} = 3.56$).

Table 4.5 The mean and standard deviation of the current situation of academic leadership of administrators in Guangxi sports colleges in the role of a mentor

(n = 300)

| No | The role of a mentor | \bar{X} | S.D. | Level | order |
|----|--|-----------|------|-------|-------|
| 1 | Administrators often encourage communication between tutors and students | 3.66 | 1.29 | high | 12 |
| 2 | Administrators encourage teachers to instruct students in their ability to think independently | 3.61 | 1.26 | high | 13 |
| 3 | Administrators develop incentive systems for faculty to guide students to participate in academic activities | 3.78 | 1.23 | high | 9 |
| 4 | Administrators attach great importance to cultivating students' innovative ability | 3.78 | 1.22 | high | 10 |
| 5 | Administrators develop talent training programs to train students to pursue excellence | 3.81 | 1.22 | high | 7 |
| 6 | Administrators develop pathways to help students build academic networks | 3.79 | 1.18 | high | 8 |
| 7 | Administrators have special communication activities for students' career planning | 3.84 | 1.15 | high | 3 |
| 8 | Administrators require tutors to establish a good relationship of trust with students | 3.77 | 1.19 | high | 11 |
| 9 | Administrators value the impact of teacher-student relationships on learning and research | 3.83 | 1.21 | high | 4 |

Table 4.5 (Continue)

(n = 300)

| No | The role of a mentor | \bar{X} | S.D. | Level | order |
|--------------|--|-------------|-------------|-------------|-------|
| 10 | Administrators are receptive to constructive suggestions from students | 3.82 | 1.12 | high | 6 |
| 11 | Administrators have an accurate grasp of the role positioning of tutors | 3.94 | 1.14 | high | 1 |
| 12 | Administrators encourage students to actively participate in research projects | 3.86 | 1.10 | high | 2 |
| 13 | Administrators often guide students in project research | 3.83 | 1.20 | high | 5 |
| Total | | 3.79 | 1.19 | high | |

According to table 4.5, found that the current situation of academic leadership of administrators in Guangxi sports colleges in the role of a mentor was at high level ($\bar{X} = 3.79$). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was administrators have an accurate grasp of the role positioning of tutors ($\bar{X} = 3.94$), followed by administrators encourage students to actively participate in research projects ($\bar{X} = 3.86$), and administrators encourage teachers to instruct students in their ability to think independently was the lowest mean ($\bar{X} = 3.61$).

Table 4.6 The mean and standard deviation of the current situation of academic leadership of administrators in Guangxi sports colleges of professional cooperation

(n = 300)

| No | Professional cooperation | \bar{X} | S.D. | Level | order |
|----|--|-----------|------|-------|-------|
| 1 | Administrators attaches great importance to professional cooperation and exchange | 3.89 | 1.16 | high | 3 |
| 2 | Administrators believe that professional cooperation and exchange play an important role in improving academic ability | 3.87 | 1.17 | high | 4 |
| 3 | Administrators attaches great importance to interdisciplinary cooperation | 3.84 | 1.22 | high | 5 |
| 4 | Administrators attach great importance to the exchange and sharing of academic achievements | 3.90 | 1.08 | high | 2 |
| 5 | Administrators attach great importance to the construction of professional cooperation training paths | 3.91 | 1.16 | high | 1 |
| 6 | Administrators can lead teachers and students to establish a positive cooperative atmosphere | 3.70 | 1.22 | high | 14 |
| 7 | Administrators are able to pool and deploy academic resources in related fields | 3.76 | 1.28 | high | 7 |
| 8 | Administrators can integrate and optimize academic and professional cooperation among teachers | 3.74 | 1.24 | high | 13 |
| 9 | Administrators are able to collaborate academically across schools and disciplines | 3.76 | 1.22 | high | 8 |

Table 4.6 (Continue)

(n = 300)

| No | Professional cooperation | \bar{X} | S.D. | Level | order |
|--------------|--|-------------|-------------|-------------|-------|
| 10 | Administrators can play a complementary role between administration and academic | 3.80 | 1.20 | high | 6 |
| 11 | Administrators are able to share knowledge, experience and academic resources | 3.75 | 1.19 | high | 11 |
| 12 | Administrators can improve the efficiency and quality of teamwork | 3.76 | 1.21 | high | 9 |
| 13 | Administrators built a positive academic cooperation system | 3.76 | 1.19 | high | 10 |
| 14 | Administrators promoted the overall development of the college | 3.75 | 1.23 | high | 12 |
| Total | | 3.80 | 1.20 | high | |

According to table 4.6, found that the current situation of academic leadership of administrators in Guangxi sports colleges of professional cooperation was at high level ($\bar{X} = 3.80$). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was administrators attach great importance to the construction of professional cooperation training paths ($\bar{X} = 3.91$), followed by administrators attach great importance to the exchange and sharing of academic achievements ($\bar{X} = 3.90$), and administrators can lead teachers and students to establish a positive cooperative atmosphere was the lowest mean ($\bar{X} = 3.70$).

Analysis of interview results

Part 3: The analysis results of interview data about the guidelines for improving academic leadership of administrators in Guangxi sports colleges.

Table 4.7 Personal information of the interviewee

| Interviewee | Education background | Interviewee Date | Interviewee Time |
|---------------|---|------------------|----------------------------------|
| Interviewee 1 | Education: Doctor's degree Expertise: Educational leadership and management Post: division head Work experience: 21years | Jan 21, 2024 | 9:00 am GMT +8 40minutes |
| Interviewee 2 | Education: Doctor's degree Academic title: Associate professor Work experience: 16 years | Jan 21, 2024 | 10:00 am GMT +8 38 minutes |
| Interviewee 3 | Education: Master's degree Academic title: Associate professor Work experience: 15 years | Jan 22, 2024 | 2:00 pm GMT +8 36minutes |
| Interviewee 4 | Education: Master'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 Academic title: Associate professor 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: 23 years | Jan 23, 2024 | 9:00 am GMT +8 32 minutes |
| Interviewee 7 | Education: Master's degree Academic title: Professor Work experience: 15 years | Jan 24, 2024 | 11:00 am GMT +8 37minutes |
| Interviewee 8 | Education: Doctor's degree Academic title: Professor Work experience: 18 years | Jan 24, 2024 | 2:30 pm GMT +8 42minutes |

Table 4.7 (Continue)

| Interviewee | Education background | Interviewee Date | Interviewee Time |
|----------------|--|------------------|------------------|
| Interviewee 9 | Education: Master's degree | Jan 25, 2024 | 9:50 am |
| | Academic title: Associate professor | | GMT +8 |
| | Work experience: 25 years | | 47minutes |
| Interviewee 10 | Education: Master's degree | Jan 25, 2024 | 10:00 am |
| | Academic title: Associate professor | | GMT +8 |
| | Work experience: 16 years | | 32 minutes |
| Interviewee 11 | Education: Master's degree | Jan 26, 2024 | 2:30 pm |
| | Academic title: Associate professor | | GMT +8 |
| | Work experience: 15 years | | 38 minutes |
| Interviewee 12 | Education: Master's degree | Jan 26, 2024 | 9:00 am |
| | Academic title: Associate professor | | GMT +8 |
| | Work experience: 14 years | | 35minutes |
| Interviewee 13 | Education: Doctor's degree | Jan 27, 2024 | 9:00 am |
| | Expertise: Educational leadership and management | | GMT +8 |
| | Post: division head | | 40minutes |
| | Work experience: 22 years | | |
| Interviewee 14 | Education: Master's degree | Jan 27, 2024 | 9:00 am |
| | Academic title: Professor | | GMT +8 |
| | Work experience: 19years | | 32 minutes |
| Interviewee 15 | Education: Doctor's degree | Jan 28, 2024 | 11:00 am |
| | Academic title: Professor | | GMT +8 |
| | Work experience: 24 years | | 37minutes |
| Interviewee 16 | Education: Master's degree | Jan 28, 2024 | 2:30 pm |
| | Academic title: Associate professor | | GMT +8 |
| | Work experience: 25 years | | 42minutes |

Table 4.7 (Continue)

| Interviewee | Education background | Interviewee Date | Interviewee Time |
|----------------|--|------------------|------------------|
| Interviewee 17 | Education: Master's degree | Jan 29, 2024 | 9:50 am |
| | Academic title: Associate professor | | GMT +8 |
| | Work experience: 18years | | 47minutes |
| Interviewee 18 | Education: Master's degree | Jan 29, 2024 | 10:00 am |
| | Academic title: Associate professor | | GMT +8 |
| | Work experience: 16years | | 32 minutes |
| Interviewee 19 | Education: Master's degree | Jan 30, 2024 | 2:30 pm |
| | Academic title: Associate professor | | GMT +8 |
| | Work experience: 15 years | | 38 minutes |
| Interviewee 20 | Education: Doctor's degree | Jan 30, 2024 | 9:00 am |
| | Expertise: Educational leadership and management | | GMT +8 |
| | Post: division head | | 35minutes |
| | Work experience: 20 years | | |
| Interviewee 21 | Education: Master's degree | Jan 31, 2024 | 9:00 am |
| | Academic title: Professor | | GMT +8 |
| | Work experience: 21 years | | 40minutes |
| Interviewee 22 | Education: Doctor's degree | Jan 31, 2024 | 10:00 am |
| | Academic title: Professor | | GMT +8 |
| | Work experience: 24 years | | 38 minutes |
| Interviewee 23 | Education: Master's degree | Fed 1, 2024 | 2:00 pm |
| | Academic title: Associate professor | | GMT +8 |
| | Work experience: 23 years | | 36minutes |
| Interviewee 24 | Education: Master's degree | Fed 1, 2024 | 4:00 pm |
| | Academic title: Associate professor | | GMT +8 |
| | Work experience: 18 years | | 41 minutes |

By organizing the interview content of the 24 interviewees mentioned above, the answers to the 4 aspects are summarized as follows:

Vision strategic planning: How important do you think the formulation and implementation of long-term strategic planning is for the long-term development of academic leadership in universities? How can staff and students feel more involved and identified? How should the strategic vision be communicated to various stakeholders inside and outside the university (e.g. alumni, the community)?

Through conversations with 24 Interviewees, in conclusion, Strategic objectives involve discipline construction, teaching reform, scientific research innovation, students' comprehensive quality training, personnel training, international cooperation, alumni resource integration, environmental protection, public relations and other aspects. This reflects the diversity and comprehensiveness of the university's strategic goals. In order to enhance the sense of participation and identity of staff and students, various strategies are proposed including regular seminars, workshops, research presentations, disciplinary salons, academic exchanges, environmental activities, etc., to meet the needs of different groups. The importance of establishing a strong brand image, promoting media campaigns and social media marketing to enhance the visibility and influence of the school. This shows that universities need to pay attention to image building and external communication in long-term planning.

Academic background professional knowledge: How important do you think academic background and professional knowledge factors are to the long-term development of academic leadership in universities? Please share what other important academic background and expertise factors you think should be considered when evaluating academic leadership in colleges and universities? In your opinion, how to cultivate and enhance academic background and expertise in academic leadership in colleges and universities?

Through conversations with 24 Interviewees, in conclusion, Academic leaders should focus on interdisciplinary collaboration to promote innovative approaches to education and international development. This requires a deep disciplinary understanding to ensure that the school is able to achieve synergies between

different areas. Enhancing the sense of engagement and identity of staff and students requires the establishment of effective communication mechanisms, the provision of development opportunities, and the development of a clear academic vision. Transparency and sharing of information are essential to building common goals and understanding. Different academic fields have specific requirements for leadership expertise. For example, the Academic Affairs Office is concerned with curriculum design and teaching quality, the Research Office is concerned with research project management, and the Finance Office needs to balance financial benefits with academic investment.

The role of a mentor: How important do you think mentors are to the long-term development of academic leadership in universities? Please share what mentor factors you think should be considered when evaluating academic leadership in colleges and universities? In your opinion, how to cultivate and enhance the mentor role in academic leadership in universities?

Through conversations with 24 Interviewees, in conclusion, Mentors are crucial to the long-term development of academic leadership in universities. He is a key figure in the academic succession, guiding a new generation of scholars to success. It plays a decisive role in the management of academic teams and the development of disciplines. To enhance the sense of participation and identity of staff and students, it is recommended to establish transparent channels of communication, encourage participation in decision-making, and provide opportunities for development. In addition, there is a need to provide career development support, personalized development programs, and support systems to promote teamwork and innovation. In order to cultivate and enhance the academic leadership of tutors, it is necessary to emphasize leadership skills training, practical opportunities, guidance skills training, scientific research leadership training, etc. At the same time, interdisciplinary cooperation is encouraged, focusing on a global perspective and international cooperation.

Professional cooperation. What do you think are the main advantages of professional cooperation in academic leadership? Do you think there needs to be a strong emphasis on practical courses, such as leadership training or case studies?

What are your predictions for the future development of academic leadership?

Through conversations with 24 Interviewees, in conclusion, Emphasize that interdisciplinary cooperation contributes to the exchange of knowledge and the integration of research and practice. Professional cooperation in academic leadership also faces some challenges, mainly in the aspects of disciplinary differences, inconsistent teaching concepts, inconsistent evaluation indicators, and unequal allocation of resources. In order to better promote professional cooperation in academic leadership, it is suggested to establish an interdisciplinary, cross-cultural and cross-college collaboration mechanism, and strengthen external cooperation with industries, enterprises and alumni to promote common development.

Table 4.8 Guidelines for improving the academic leadership of administrators in Guangxi sports colleges

| Contents | Guidelines |
|--|--|
| Vision strategic planning | <ol style="list-style-type: none"> <li data-bbox="496 1137 1385 1397">1. The formulation and implementation of long-term strategic plans are crucial to the long-term development of academic leadership in universities. This involves the improvement of academic strength, international development, innovation, teaching reform, scientific research innovation and other aspects of concern. <li data-bbox="496 1420 1385 1733">2. Strategic objectives involve discipline construction, teaching reform, scientific research innovation, students' comprehensive quality training, personnel training, international cooperation, alumni resource integration, environmental protection, public relations and other aspects. This reflects the diversity and comprehensiveness of the university's strategic goals. <li data-bbox="496 1756 1385 1951">3. In the formulation and implementation of the vision strategic plan, the main challenges are to reconcile the interests of all parties, develop feasible strategies and ensure the smooth allocation and security of resources. |

Table 4.8 (Continue)

| Contents | Guidelines |
|----------|--|
| | <p>4. In order to enhance the sense of participation and identity of staff and students, various strategies are proposed including regular seminars, workshops, research presentations, disciplinary salons, academic exchanges, environmental activities, etc., to meet the needs of different groups.</p> <p>5. The importance of communication with various stakeholders inside and outside the school is emphasized. It is necessary to highlight the advantages of the school, the future development direction, and attract more support and cooperation.</p> <p>6. The long-term strategic planning of academic leadership in universities requires the collaboration of different functional departments. For example, the academic Affairs Office, research institute, human resources, alumni association and other departments should cooperate closely in the process of formulating strategic goals and implementing them.</p> <p>7. The importance of establishing a strong brand image, promoting media campaigns and social media marketing to enhance the visibility and influence of the school. This shows that universities need to pay attention to image building and external communication in long-term planning.</p> <p>8. The strategic goal of building a green campus and promoting environmental research projects, while the head of government relations emphasized the establishment of good cooperative relations with the government and the support of the government. This reflects the university's focus on sustainable development and social responsibility.</p> |

Table 4.8 (Continue)

| Contents | Guidelines |
|--|--|
| Academic background professional knowlege | <p>1. Academic leaders need to have broad subject knowledge in order to understand and solve academic problems more comprehensively. This comprehensive leadership can better guide the development of the school in various fields.</p> <p>2. Academic leaders should focus on interdisciplinary collaboration to promote innovative approaches to education and international development. This requires a deep disciplinary understanding to ensure that the school is able to achieve synergies between different areas.</p> <p>3. One of the main challenges that leaders face in carrying out their academic background and expertise is how to balance managerial tasks with in-depth academic research. Developing a smart work plan and motivating the team to ensure the completion of academic tasks is a challenge to overcome.</p> <p>4. Enhancing the sense of engagement and identity of staff and students requires the establishment of effective communication mechanisms, the provision of development opportunities, and the development of a clear academic vision. Transparency and sharing of information are essential to building common goals and understanding.</p> <p>5. Different academic fields have specific requirements for leadership expertise. For example, the Academic Affairs Office is concerned with curriculum design and teaching quality, the Research Office is concerned with research project management, and the Finance Office needs to balance financial benefits with academic investment.</p> |

Table 4.8 (Continue)

| Contents | Guidelines |
|------------------------------------|--|
| | <p>6. In the era of globalization, academic leaders need to cope with international competition and promote international academic cooperation, which requires expertise in international communication and cooperation.</p> <p>7. The cultivation and promotion of academic leadership need to be realized by establishing specialized training mechanisms, providing interdisciplinary development opportunities, and promoting the accumulation of practical experience. This can be achieved through a creative academic environment and by developing leaders' teamwork skills.</p> |
| <p>The role of a mentor</p> | <p>1. Mentors are crucial to the long-term development of academic leadership in universities. He is a key figure in the academic succession, guiding a new generation of scholars to success. It plays a decisive role in the management of academic teams and the development of disciplines.</p> <p>2. The main challenges that mentors face in carrying out academic leadership in universities include managing diversity in teams, coping with the pressures of rapid disciplinary development, and driving innovation. In addition, facing different roles of mentors, the challenge also involves recruitment, research quality, student affairs, information technology and many other aspects.</p> <p>3. To enhance the sense of participation and identity of staff and students, it is recommended to establish transparent channels of communication, encourage participation in decision-making, and provide opportunities for development. In addition, there is a need to provide career development support, personalized development programs, and support systems to promote teamwork and innovation.</p> |

Table 4.8 (Continue)

| Contents | Guidelines |
|----------|---|
| | <p>4. Factors such as supervisor orientation, team spirit, discipline contribution, academic reputation, quantity and quality of students supervised, research orientation, and project evaluation experience should be considered.</p> |
| | <p>5. In order to cultivate and enhance the academic leadership of tutors, it is necessary to emphasize leadership skills training, practical opportunities, guidance skills training, scientific research leadership training, etc. At the same time, interdisciplinary cooperation is encouraged, focusing on a global perspective and international cooperation.</p> |
| | <p>6. Tutors should pay more attention to interdisciplinary cooperation, academic innovation, employee happiness and job satisfaction, graduate career development, social responsibility, international cooperation, digital teaching, etc.</p> |
| | <p>7. It is suggested to strengthen leadership training, team building skills, evaluation method training, social responsibility training, information technology training and other aspects. It emphasizes the construction of innovative evaluation methods and quality assurance system.</p> |
| | <p>8. Emphasize the development of interdisciplinary and online education, focusing on whole-person training, students' mental health, digital knowledge management and information literacy training. Promote community participation in projects and respond to social issues.</p> |

Table 4.8 (Continue)

| Contents | Guidelines |
|---------------------------------|--|
| Professional cooperation | <ol style="list-style-type: none"> <li data-bbox="499 465 1394 622">1. Professional cooperation in academic leadership has significant advantages in improving education quality and cultivating comprehensive leadership literacy. <li data-bbox="499 633 1394 790">2. Emphasize that interdisciplinary cooperation contributes to the exchange of knowledge and the integration of research and practice. <li data-bbox="499 801 1394 958">3. Offering practical courses, especially leadership training and case analysis, is generally considered to be the key to cultivating students' practical application ability. <li data-bbox="499 969 1394 1182">4. Professional cooperation in academic leadership also faces some challenges, mainly in the aspects of disciplinary differences, inconsistent teaching concepts, inconsistent evaluation indicators, and unequal allocation of resources. <li data-bbox="499 1193 1394 1350">5. It is suggested to strengthen teacher team training, formulate unified evaluation standards, establish common cultural core values, and strengthen horizontal communication. <li data-bbox="499 1361 1394 1574">6. Professional cooperation in academic leadership may tend to focus more on academic output and social impact, emphasizing entrepreneurship, innovation, social responsibility and a global perspective. <li data-bbox="499 1585 1394 1686">7. Focus on cross-cultural leadership, multi-team management, research team collaboration, global team cooperation, etc. <li data-bbox="499 1697 1394 1957">8. In order to better promote professional cooperation in academic leadership, it is suggested to establish an interdisciplinary, cross-cultural and cross-college collaboration mechanism, and strengthen external cooperation with industries, enterprises and alumni to promote common development. |

According to table 4.8, the researcher provided the guidelines for improving the academic leadership of administrators in Guangxi sports colleges in four aspects, which contain 41 measures. There are 8 measures for vision strategic planning, 7 measures for academic background professional knowlege, 8 measures for the role of a mentor, and 8 measures for professional cooperation.

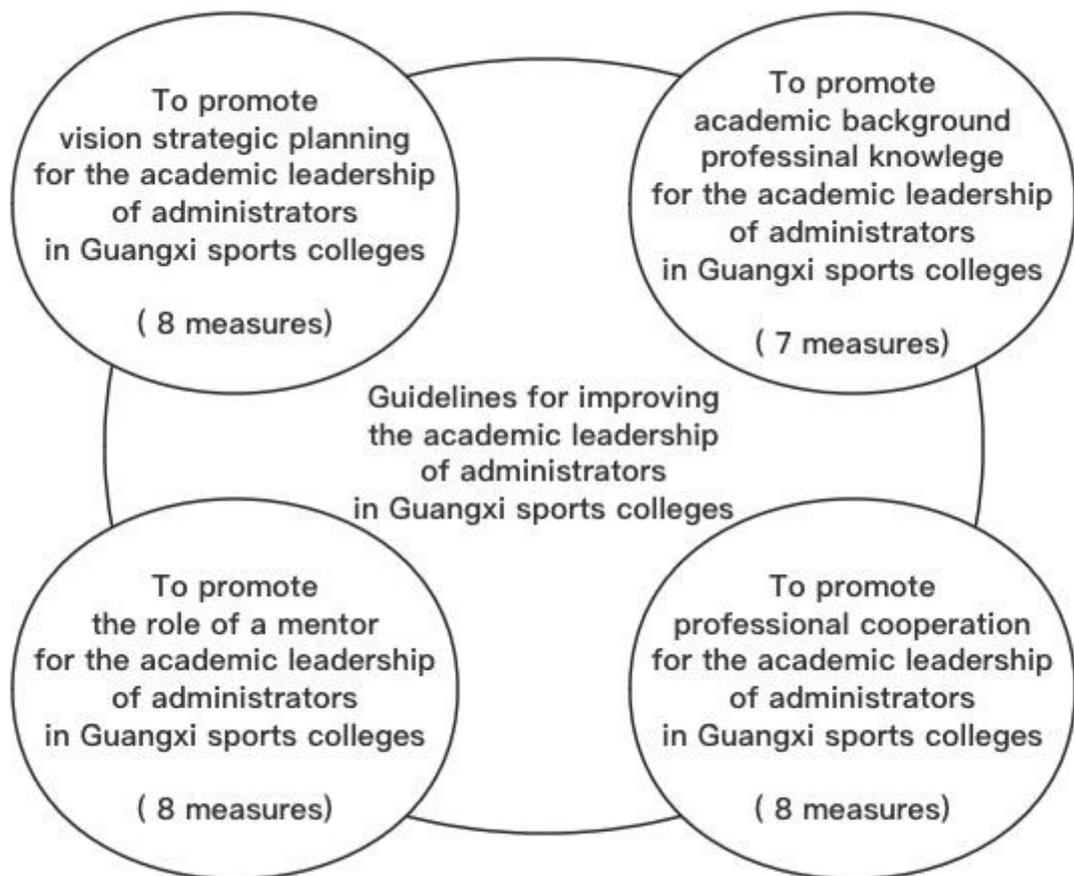


Figure 4.1 Guidelines for improving the acadeship of administrators in Guangxi sports colleges

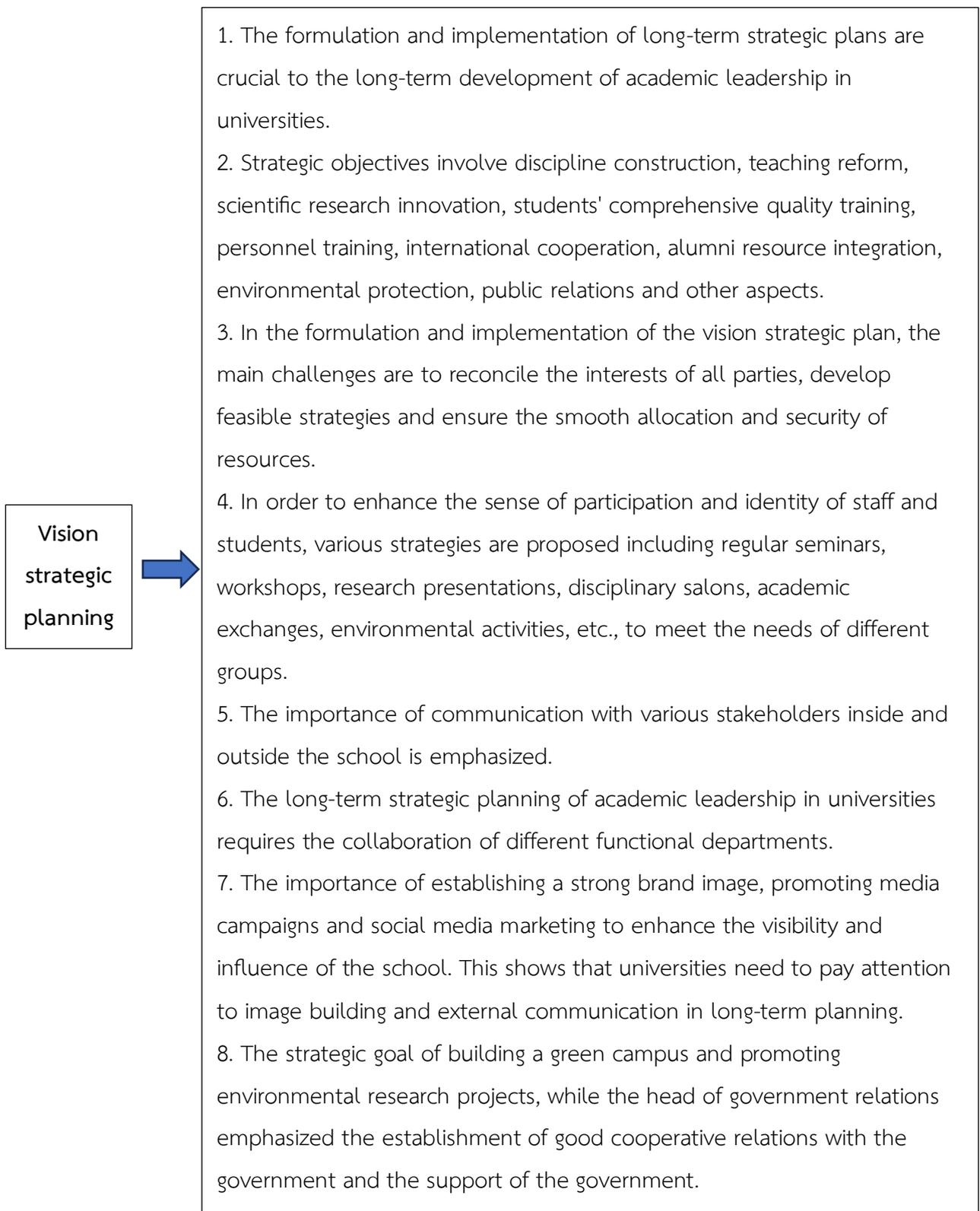


Figure 4.2 To promote vision strategic planning for the academic leadership of administrators in Guanexi sports colleges

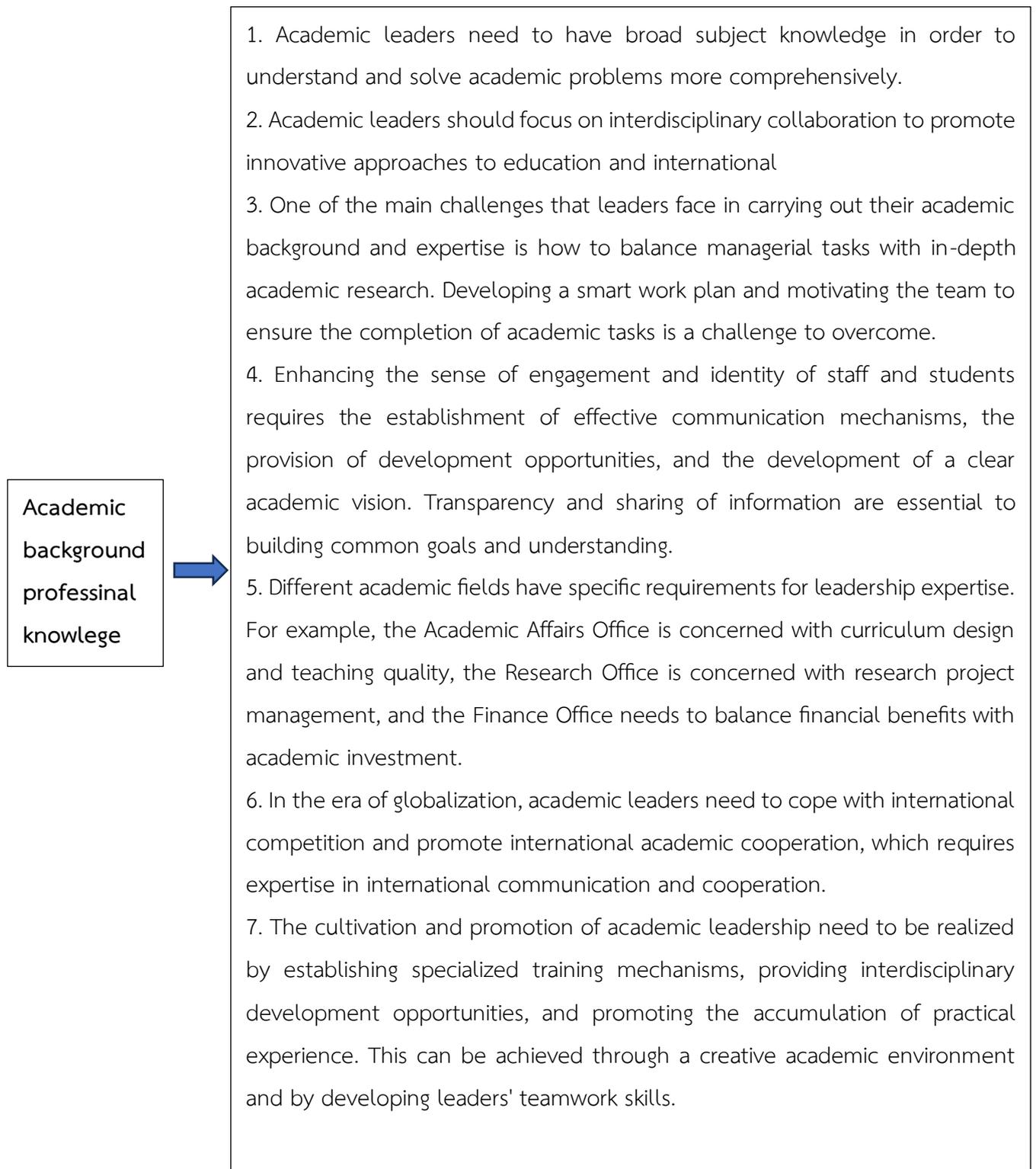


Figure 4.3 To promote academic background professional knowlege for the academic leadership of administrators in Guanxi sports colleges

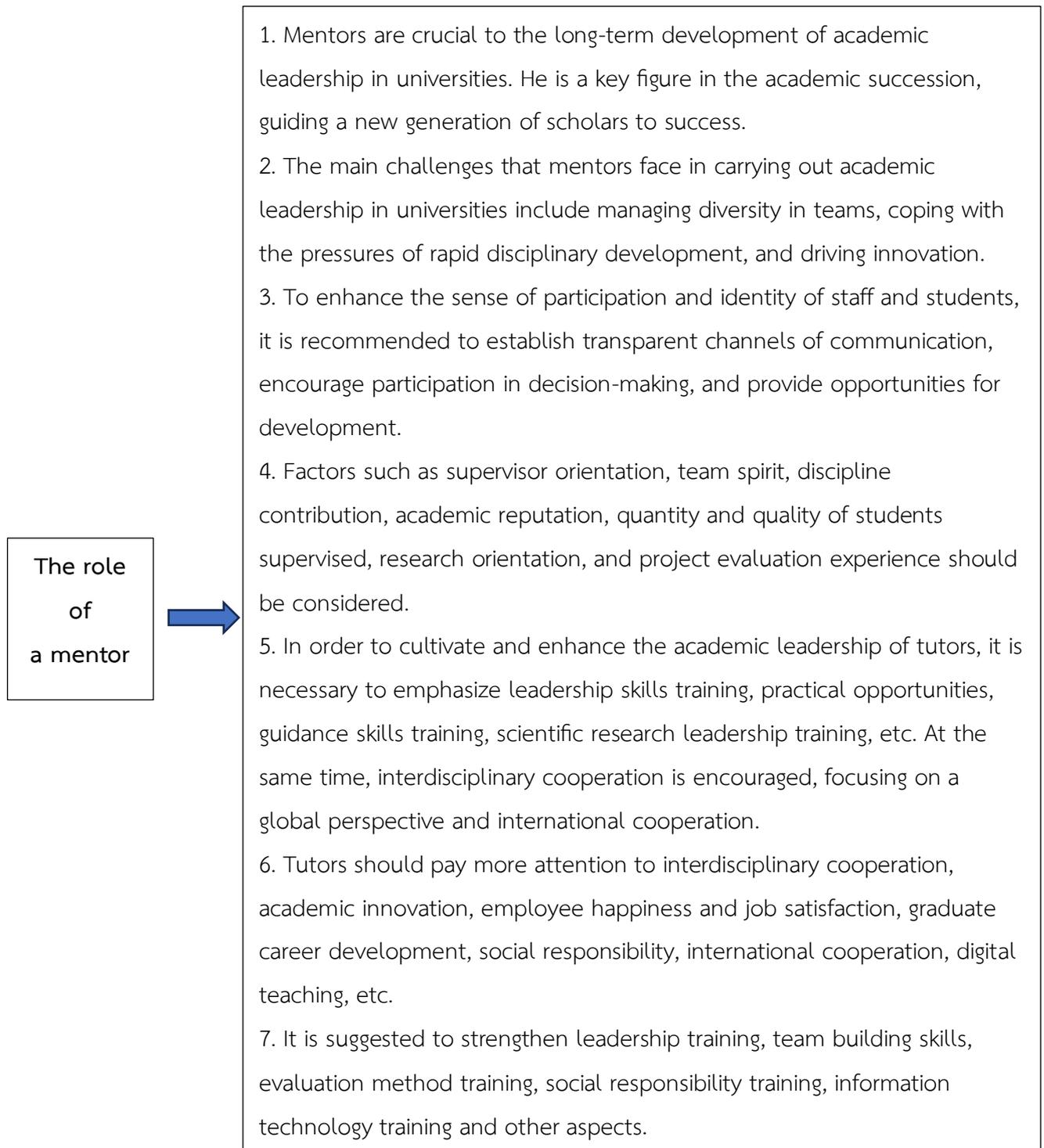


Figure 4.4 To promote the role of a mentor for the academic leadership of administrators in Guanxi sports colleges

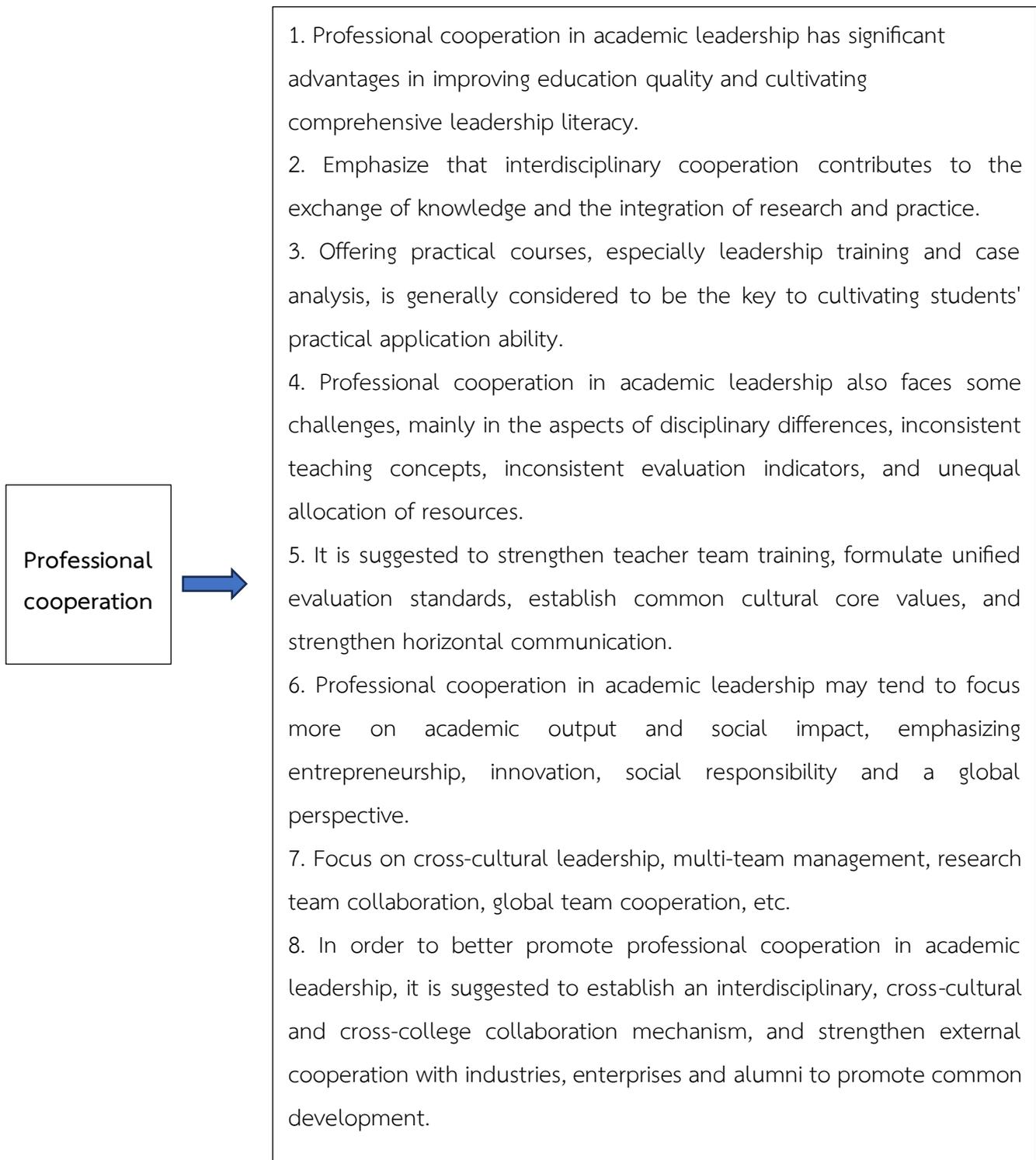


Figure 4.5 To promote professional cooperation for the academic leadership of administrators in Guangxi sports colleges

Part 4: The analysis results of the evaluation of the suitability and feasibility of guidelines for improving academic leadership of administrators in Guangxi sports colleges. The researcher presented the data by Mean and standard deviation

Table 4.9 The mean and standard deviation of the evaluation of the adaptability and feasibility of guidelines for improving the academic leadership of administrators in Guangxi sports colleges in four aspects

(N=11)

| No | academic leadership of administrators | Suitability | | | Feasibility | | |
|--------------|--|-------------|-------------|-------------|-------------|-------------|-------------|
| | | \bar{X} | S.D. | level | \bar{X} | S.D. | level |
| 1 | Vision strategic planning | 3.90 | 1.22 | high | 3.79 | 1.29 | high |
| 2 | Academic background professional knowlege | 3.90 | 1.22 | high | 3.89 | 1.23 | high |
| 3 | The role of a mentor | 3.86 | 1.24 | high | 3.92 | 1.23 | high |
| 4 | Professional cooperation | 3.90 | 1.23 | high | 3.90 | 1.21 | high |
| Total | | 3.90 | 1.23 | high | 3.89 | 1.24 | high |

According to Table 4.9, the data showed that the suitability of the guidelines for improving academic leadership of administrators in Guangxi sports colleges in 4 aspects was at high level (\bar{X} =3.90), which means the guidelines for improving academic leadership of administrators in Guangxi sports colleges are suitability. Considering the results of this research, the highest suitability data was vision strategic planning, academic background professional knowlege, professional cooperation (\bar{X} =3.90), and the role of a mentor (\bar{X} =3.86) was the lowest.

The data showed that the feasibility of the guidelines for improving academic leadership of administrators in Guangxi sports colleges in 4 aspects was at high level (\bar{X} = 3.98), which means the guidelines for improving academic leadership of administrators in Guangxi sports colleges are feasibility. Among the 4 aspects, the highest feasibility data was stthe role of a mentor (\bar{X} =3.92), follow by professional knowlege (\bar{X} =3.90), and vision strategic planning (\bar{X} =4.08) was the lowest.

Table 4.10 The mean and standard deviation of the evaluation of the adaptability and feasibility of guidelines for improving the academic leadership of administrators in Guangxi sports colleges in vision strategic planning (N=11)

| No | academic leadership of administrators of vision strategic planning | Suitability | | | Feasibility | | |
|----|--|-------------|------|-------|-------------|------|-------|
| | | \bar{X} | S.D. | level | \bar{X} | S.D. | level |
| 1 | Administrators will complete the vision plan in an orderly manner, or adjust the plan in the middle | 3.81 | 1.28 | high | 3.93 | 1.26 | high |
| 2 | Administrators are making strategic plans for the introduction of academic talents | 3.97 | 1.22 | high | 3.92 | 1.22 | high |
| 3 | Administrators will collect suggestions from teachers and students on academic research | 3.98 | 1.17 | high | 3.69 | 1.28 | high |
| 4 | Administrators attach great importance to the construction of research facilities and laboratories | 3.91 | 1.26 | high | 3.71 | 1.32 | high |
| 5 | The College will provide feedback on its academic achievements on a regular basis | 3.87 | 1.29 | high | 3.68 | 1.38 | high |
| 6 | Administrators have corresponding requirements for future scientific research and innovation | 3.96 | 1.18 | high | 3.77 | 1.25 | high |
| 7 | Administrators has a plan for the College's social services and cooperation | 3.94 | 1.14 | high | 3.66 | 1.33 | high |
| 8 | Administrators has formulated a special security system for the staff engaged in scientific research | 3.88 | 1.24 | high | 3.74 | 1.34 | high |

Table 4.10 (Continue)

(N=11)

| No | academic leadership of administrators of vision strategic planning | Suitability | | | Feasibility | | |
|--------------|---|-------------|-------------|-------------|-------------|-------------|-------------|
| | | \bar{X} | S.D. | level | \bar{X} | S.D. | level |
| 9 | Administrators have requirements for teaching quality and new planning policies | 3.84 | 1.14 | high | 3.81 | 1.28 | high |
| 10 | Administrators has policies and measures to promote interdisciplinary cooperation | 3.88 | 1.24 | high | 3.97 | 1.26 | high |
| Total | | 3.90 | 1.22 | high | 3.79 | 1.29 | high |

According to Table 4.10, the suitability of 10 guidelines for vision strategic planning to improving the academic leadership of administrators in Guangxi sports colleges was at high level ($\bar{X}=3.90$). Among the 10 guidelines, the highest suitability was administrators will collect suggestions from teachers and students on academic research ($\bar{X}=3.98$), followed by administrators are making strategic plans for the introduction of academic talents ($\bar{X}=3.97$), administrators will complete the vision plan in an orderly manner, or adjust the plan in the middle was the lowest suitability ($\bar{X}=3.82$).

The feasibility of 10 guidelines for vision strategic planning to improving the academic leadership of administrators in Guangxi sports colleges was at highest level ($\bar{X}=3.79$). Considering the results of this research, the highest feasibility was administrators has policies and measures to promote interdisciplinary cooperation ($\bar{X}=3.97$), followed by administrators will complete the vision plan in an orderly manner, or adjust the plan in the middle ($\bar{X}=3.93$), and administrators has a plan for the College's social services and cooperation was the lowest feasibility ($\bar{X}=3.66$).

Table 4.11 The mean and standard deviation of the evaluation of the adaptability and feasibility of guidelines for improving the academic leadership of administrators in Guangxi sports colleges in academic background professional knowledge

(N=11)

| No | academic leadership of administrators of academic background professional knowledge | Suitability | | | Feasibility | | |
|----|---|-------------|------|-------|-------------|------|-------|
| | | \bar{X} | S.D. | level | \bar{X} | S.D. | level |
| 1 | Administrators attach great importance to academic honors and awards | 3.81 | 1.28 | high | 3.86 | 1.14 | high |
| 2 | Administrators attach great importance to the evaluation of teachers' professional titles | 3.97 | 1.22 | high | 3.88 | 1.24 | high |
| 3 | Administrators have a guarantee system for college teachers to study abroad | 3.98 | 1.17 | high | 3.82 | 1.28 | high |
| 4 | Administrators attach great importance to the influence of teachers' professional fields | 3.91 | 1.26 | high | 3.91 | 1.26 | high |
| 5 | Administrators have the ability of academic innovation thinking and academic practice | 3.87 | 1.29 | high | 3.93 | 1.23 | high |
| 6 | Administrators are familiar with current trends in the College's professional disciplines | 3.96 | 1.18 | high | 3.94 | 1.21 | high |
| 7 | Administrators are aware of the latest educational technologies and methods | 3.94 | 1.14 | high | 3.82 | 1.21 | high |

Table 4.11 (Continue)

(N=11)

| No | academic leadership of administrators of academic background professional knowlege | Suitability | | | Feasibility | | |
|--------------|---|-------------|-------------|-------------|-------------|-------------|-------------|
| | | \bar{X} | S.D. | level | \bar{X} | S.D. | level |
| 8 | Administrators requires teachers to complete relevant targets in terms of scientific research achievements | 3.93 | 1.23 | high | 3.82 | 1.28 | high |
| 9 | Administrators attaches great importance to the academic qualifications and degrees of the college teachers | 3.92 | 1.21 | high | 3.97 | 1.22 | high |
| 10 | Administrators attaches great importance to academic ethics | 3.67 | 1.24 | high | 3.98 | 1.19 | high |
| Total | | 3.90 | 1.22 | high | 3.89 | 1.23 | high |

According to Table 4.11, the suitability of 10 guidelines for academic background professional knowlege to improving the academic leadership of administrators in Guangxi sports colleges was at high level (\bar{X} =3.90). Among the 10 guidelines, the highest suitability was administrators have a guarantee system for college teachers to study abroad (\bar{X} =3.98), followed by administrators attach great importance to the evaluation of teachers' professional titles (\bar{X} =3.97), Administrators attaches great importance to academic ethics was the lowest suitability (\bar{X} =3.67).

The feasibility of 10 guidelines for academic background professional knowlege to improving the academic leadership of administrators in Guangxi sports colleges was at highest level (\bar{X} =3.89). Considering the results of this research, the highest feasibility was administrators attaches great importance to academic ethics(\bar{X} =3.98), followed by administrators \bar{X} attaches great importance to the academic qualifications and degrees of the college teachers (\bar{X} =3.97), administrators have a guarantee system for college teachers to study abroad and administrators are

aware of the latest educational technologies and methods and administrators requires teachers to complete relevant targets in terms of scientific research achievements was the lowest feasibility (\bar{X} =3.82).

Table 4.12 The mean and standard deviation of the evaluation of the adaptability and feasibility of guidelines for improving the academic leadership of administrators in Guangxi sports colleges in the role of a mentor (N=11)

| No | academic leadership of administrators of the role of a mentor | Suitability | | | Feasibility | | |
|----|---|-------------|------|-------|-------------|------|-------|
| | | \bar{X} | S.D. | level | \bar{X} | S.D. | level |
| 1 | Administrators have an accurate grasp of the role positioning of tutors | 3.77 | 1.33 | high | 3.95 | 1.26 | high |
| 2 | Administrators encourage students to actively participate in research projects | 3.72 | 1.28 | high | 3.88 | 1,25 | high |
| 3 | Administrators have special communication activities for students' career planning | 3.84 | 1.26 | high | 3.91 | 1.26 | high |
| 4 | Administrators value the impact of teacher-student relationships on learning and research | 3.89 | 1.22 | high | 3.86 | 1.21 | high |
| 5 | Administrators often guide students in project research | 3.92 | 1.23 | high | 3.89 | 1,24 | high |
| 6 | Administrators are receptive to constructive suggestions from students | 3.86 | 1.19 | high | 3.88 | 1.22 | high |
| 7 | Administrators develop talent training programs to train students to pursue excellence | 3.93 | 1.18 | high | 3.97 | 1.21 | high |
| 8 | Administrators develop pathways to help students build academic networks | 3.89 | 1.23 | high | 3.96 | 1.21 | high |

Table 4.12 (Continue)

(N=11)

| No | academic leadership of administrators of the role of a mentor | Suitability | | | Feasibility | | |
|--------------|--|-------------|-------------|-------------|-------------|-------------|-------------|
| | | \bar{X} | S.D. | level | \bar{X} | S.D. | level |
| 9 | Administrators develop incentive systems for faculty to guide students to participate in academic activities | 3.96 | 1.25 | high | 3.95 | 1.25 | high |
| Total | | 3.86 | 1.24 | high | 3.92 | 1.23 | high |

According to Table 4.12, the suitability of 9 guidelines for the role of a mentor to improving the academic leadership of administrators in Guangxi sports colleges was at high level (\bar{X} =3.86). Among the 9 guidelines, the highest suitability was administrators develop incentive systems for faculty to guide students to participate in academic activities (\bar{X} =3.96), followed by administrators develop talent training programs to train students to pursue excellence (\bar{X} =3.93), administrators encourage students to actively participate in research projects was the lowest suitability (\bar{X} =3.72).

The feasibility of 9 guidelines for the role of a mentor to improving the academic leadership of administrators in Guangxi sports colleges was at highest level (\bar{X} =3.92). Considering the results of this research, the highest feasibility was administrators develop talent training programs to train students to pursue excellence (\bar{X} =3.97), followed by administrators develop pathways to help students build academic networks (\bar{X} =3.96), and administrators value the impact of teacher-student relationships on learning and research was the lowest feasibility (\bar{X} =3.86).

Table 4.13 The mean and standard deviation of the evaluation of the adaptability and feasibility of guidelines for improving the academic leadership of administrators in Guangxi sports colleges in professional cooperation (N=11)

| No | academic leadership of administrators of professional cooperation | Suitability | | | Feasibility | | |
|----|--|-------------|------|-------|-------------|------|-------|
| | | \bar{X} | S.D. | level | \bar{X} | S.D. | level |
| 1 | Administrators attach great importance to the construction of professional cooperation training paths | 3.97 | 1.19 | high | 3.95 | 1.18 | high |
| 2 | Administrators attach great importance to the exchange and sharing of academic achievements | 3.96 | 1.21 | high | 3.89 | 1.21 | high |
| 3 | Administrators attaches great importance to professional cooperation and exchange | 3.95 | 1.25 | high | 3.97 | 1.23 | high |
| 4 | Administrators believe that professional cooperation and exchange play an important role in improving academic ability | 3.97 | 1.18 | high | 3.93 | 1.14 | high |
| 5 | Administrators attaches great importance to interdisciplinary cooperation | 3.98 | 1.19 | high | 3.99 | 1.16 | high |
| 6 | Administrators can play a complementary role between administration and academic | 3.82 | 1.25 | high | 3.92 | 1.12 | high |
| 7 | Administrators are able to pool and deploy academic resources in related fields | 3.87 | 1.33 | high | 3.96 | 1.21 | high |
| 8 | Administrators are able to collaborate academically across schools and disciplines | 3.85 | 1.25 | high | 3.79 | 1.33 | high |

Table 4.13 (Continue)

(N=11)

| No | academic leadership of administrators of professional cooperation | Suitability | | | Feasibility | | |
|----|---|-------------|-------------|-------------|-------------|-------------|-------------|
| | | \bar{X} | S.D. | level | \bar{X} | S.D. | level |
| 9 | Administrators can improve the efficiency and quality of teamwork | 3.88 | 1.23 | high | 3.76 | 1.28 | high |
| | Total | 3.90 | 1.23 | high | 3.90 | 1.21 | high |

According to Table 4.13, the suitability of 9 guidelines for professional cooperation to improving the academic leadership of administrators in Guangxi sports colleges was at high level (\bar{X} =3.90). Among the 9 guidelines, the highest suitability was administrators attaches great importance to interdisciplinary cooperation (\bar{X} =3.98), followed by administrators attach great importance to the construction of professional cooperation training paths and administrators believe that professional cooperation and exchange play an important role in improving academic ability (\bar{X} =3.97), administrators can play a complementary role between administration and academic was the lowest suitability (\bar{X} =3.82).

The feasibility of 9 guidelines for professional cooperation to improving the academic leadership of administrators in Guangxi sports colleges was at highest level (\bar{X} =3.90). Considering the results of this research, the highest feasibility was administrators attaches great importance to interdisciplinary cooperation (\bar{X} =3.99), followed by administrators are able to pool and deploy academic resources in related fields(\bar{X} =3.96), administrators can improve the efficiency and quality of teamwork was the lowest feasibility (\bar{X} =3.76).

Chapter 5

Conclusion Discussion and Recommendations

The research in the guidelines for improving the academic leadership of administrators in Guangxi sports colleges. The objectives of this research were The objectives of this research were 1) To study the current situation of the academic Leadership of administrators in Guangxi Sports Colleges. 2) To develop the guidelines for improving academic Leadership of administrators in Guangxi Sports Colleges. 3) To evaluate the suitability and feasibility of the guidelines for improving academic Leadership of administrators in Guangxi Sports Colleges were including 4 following aspects: 1) vision strategic planning, 2) academic background professional knowledge, 3) the role of a mentor, and 4) professional cooperation. The sample group in this research were administrators in private universities in Guangxi. The Interview group was 24 high-level administrators. The research instruments were documents analysis, questionnaire, and structured interview. The statistic to analyze the data were percentage, average value, and standard deviation. The conclusion, discussion and recommendations of this research are as follows:

Conclusion

The research in the guidelines for improving the academic leadership of administrators in Guangxi sports colleges. The researcher summarizes the conclusion into 3 parts, details as follows:

Part 1: To study the current situation of the academic Leadership of administrators in Guangxi Sports Colleges.

Part 2: To develop the guidelines for improving academic Leadership of administrators in Guangxi Sports Colleges.

Part 3: To evaluate the suitability and feasibility of the guidelines for improving academic Leadership of administrators in Guangxi Sports Colleges

Part 1: Studying the current situation of the academic leadership of administrators in Guangxi sports colleges

The current situation of the academic leadership of administrators in Guangxi sports colleges in four aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was professional cooperation, followed by The role of a mentor, and Academic background professional knowlege was the lowest level.

Professional cooperation was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was administrators attach great importance to the construction of professional cooperation training paths, followed by administrators attach great importance to the exchange and sharing of academic achievements, and administrators can lead teachers and students to establish a positive cooperative atmosphere was the lowest level.

The role of a mentor was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was administrators have an accurate grasp of the role positioning of tutors, followed by administrators encourage students to actively participate in research projects, and administrators encourage teachers to instruct students in their ability to think independently was the lowest level.

Vision strategic planning was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was administrators will complete the vision plan in an orderly manner, or adjust the plan in the middle, followed by administrators are making strategic plans for the introduction of academic talents, and Administrators shall develop a clear index system for teachers' academic achievements was the lowest level.

Academic background professional knowlege was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was administrators attach great importance to academic honors and awards, followed by administrators attach great importance to the

evaluation of teachers' professional titles, and Administrators have deep subject expertise was the lowest level.

Part 2: the guidelines for improving the academic leadership of administrators in Guangxi sports colleges

The guidelines for improving the academic leadership of administrators in Guangxi sports colleges in four aspects, which contain 41 measures. There are 8 measures for vision strategic planning, 7 measures for academic background professional knowledge, 8 measures for the role of a mentor, and 8 measures for professional cooperation.

Vision strategic planning consisted of 8 measures:

1. The formulation and implementation of long-term strategic plans are crucial to the long-term development of academic leadership in universities. This involves the improvement of academic strength, international development, innovation, teaching reform, scientific research innovation and other aspects of concern.

2. Strategic objectives involve discipline construction, teaching reform, scientific research innovation, students' comprehensive quality training, personnel training, international cooperation, alumni resource integration, environmental protection, public relations and other aspects. This reflects the diversity and comprehensiveness of the university's strategic goals.

3. In the formulation and implementation of the vision strategic plan, the main challenges are to reconcile the interests of all parties, develop feasible strategies and ensure the smooth allocation and security of resources.

4. In order to enhance the sense of participation and identity of staff and students, various strategies are proposed including regular seminars, workshops, research presentations, disciplinary salons, academic exchanges, environmental activities, etc., to meet the needs of different groups.

5. The importance of communication with various stakeholders inside and outside the school is emphasized. It is necessary to highlight the advantages of the school, the future development direction, and attract more support and cooperation.

6. The long-term strategic planning of academic leadership in universities requires the collaboration of different functional departments. For example, the academic Affairs Office, research institute, human resources, alumni association and other departments should cooperate closely in the process of formulating strategic goals and implementing them.

7. The importance of establishing a strong brand image, promoting media campaigns and social media marketing to enhance the visibility and influence of the school. This shows that universities need to pay attention to image building and external communication in long-term planning.

8. The strategic goal of building a green campus and promoting environmental research projects, while the head of government relations emphasized the establishment of good cooperative relations with the government and the support of the government. This reflects the university's focus on sustainable development and social responsibility.

Academic background professional knowledge consisted of 7 measures:

1. Academic leaders need to have broad subject knowledge in order to understand and solve academic problems more comprehensively. This comprehensive leadership can better guide the development of the school in various fields.

2. Academic leaders should focus on interdisciplinary collaboration to promote innovative approaches to education and international development. This requires a deep disciplinary understanding to ensure that the school is able to achieve synergies between different areas.

3. One of the main challenges that leaders face in carrying out their academic background and expertise is how to balance managerial tasks with in-depth academic research. Developing a smart work plan and motivating the team to ensure the completion of academic tasks is a challenge to overcome.

4. Enhancing the sense of engagement and identity of staff and students requires the establishment of effective communication mechanisms, the provision of development opportunities, and the development of a clear academic vision.

Transparency and sharing of information are essential to building common goals and understanding.

5. Different academic fields have specific requirements for leadership expertise. For example, the Academic Affairs Office is concerned with curriculum design and teaching quality, the Research Office is concerned with research project management, and the Finance Office needs to balance financial benefits with academic investment.

6. In the era of globalization, academic leaders need to cope with international competition and promote international academic cooperation, which requires expertise in international communication and cooperation.

7. The cultivation and promotion of academic leadership need to be realized by establishing specialized training mechanisms, providing interdisciplinary development opportunities, and promoting the accumulation of practical experience. This can be achieved through a creative academic environment and by developing leaders' teamwork skills.

The role of a mentor consisted of 8 measures:

1. Mentors are crucial to the long-term development of academic leadership in universities. He is a key figure in the academic succession, guiding a new generation of scholars to success. It plays a decisive role in the management of academic teams and the development of disciplines.

2. The main challenges that mentors face in carrying out academic leadership in universities include managing diversity in teams, coping with the pressures of rapid disciplinary development, and driving innovation. In addition, facing different roles of mentors, the challenge also involves recruitment, research quality, student affairs, information technology and many other aspects.

3. To enhance the sense of participation and identity of staff and students, it is recommended to establish transparent channels of communication, encourage participation in decision-making, and provide opportunities for development. In addition, there is a need to provide career development support, personalized development programs, and support systems to promote teamwork and innovation.

4. Factors such as supervisor orientation, team spirit, discipline contribution, academic reputation, quantity and quality of students supervised, research orientation, and project evaluation experience should be considered.

5. In order to cultivate and enhance the academic leadership of tutors, it is necessary to emphasize leadership skills training, practical opportunities, guidance skills training, scientific research leadership training, etc. At the same time, interdisciplinary cooperation is encouraged, focusing on a global perspective and international cooperation.

6. Tutors should pay more attention to interdisciplinary cooperation, academic innovation, employee happiness and job satisfaction, graduate career development, social responsibility, international cooperation, digital teaching, etc.

7. It is suggested to strengthen leadership training, team building skills, evaluation method training, social responsibility training, information technology training and other aspects. It emphasizes the construction of innovative evaluation methods and quality assurance system.

8. Emphasize the development of interdisciplinary and online education, focusing on whole-person training, students' mental health, digital knowledge management and information literacy training. Promote community participation in projects and respond to social issues.

Professional cooperation consisted of 8 measures:

1. Professional cooperation in academic leadership has significant advantages in improving education quality and cultivating comprehensive leadership literacy.

2. Emphasize that interdisciplinary cooperation contributes to the exchange of knowledge and the integration of research and practice.

3. Offering practical courses, especially leadership training and case analysis, is generally considered to be the key to cultivating students' practical application ability.

4. Professional cooperation in academic leadership also faces some challenges, mainly in the aspects of disciplinary differences, inconsistent teaching concepts, inconsistent evaluation indicators, and unequal allocation of resources.

5. It is suggested to strengthen teacher team training, formulate unified evaluation standards, establish common cultural core values, and strengthen horizontal communication.

6. Professional cooperation in academic leadership may tend to focus more on academic output and social impact, emphasizing entrepreneurship, innovation, social responsibility and a global perspective.

7. Focus on cross-cultural leadership, multi-team management, research team collaboration, global team cooperation, etc.

8. In order to better promote professional cooperation in academic leadership, it is suggested to establish an interdisciplinary, cross-cultural and cross-college collaboration mechanism, and strengthen external cooperation with industries, enterprises and alumni to promote common development.

Part 3: Evaluate the suitability and feasibility of guidelines for improving the academic leadership of administrators in Guangxi sports colleges

the adaptability and feasibility of guidelines for improving the academic leadership of administrators in Guangxi sports colleges in four aspects were at highest level with the values between 3.50 and 4.00, which means the guidelines for improving the innovative leadership of middle-level administrators are adaptability and feasibility.

The suitability and feasibility of vision strategic planning was the highest suitability was 3.98; The highest feasibility is 3.98.

The suitability and feasibility academic background professional knowledge was the highest suitability was 3.98; The highest feasibility is 3.98.

The suitability and feasibility the role of a mentor was the highest suitability was 3.98; The highest feasibility is 3.99.

The suitability and feasibility professional cooperation was the highest suitability was 3.98; The highest feasibility is 3.99.

Discussion

The research in the guidelines for improving the academic leadership of administrators in Guangxi sports colleges. The researcher summarizes the discussion into 3 parts, details as follows:

Part 1: the current situation of the academic leadership of administrators in Guangxi sports colleges

Part 2: the guidelines for improving the academic leadership of administrators in Guangxi sports colleges

Part 3: the adaptability and feasibility of guidelines for improving the academic leadership of administrators in Guangxi sports colleges

Part 1: the current situation of the academic leadership of administrators in Guangxi sports colleges

The current situation of the academic leadership of administrators in Guangxi sports colleges in four aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was professional cooperation, followed by the role of a mentor, and academic background professional knowledge was the lowest level.

The statistical results of the above data show that the relevant average value of academic leadership of managers in sports colleges in Guangxi is only slightly higher than the national medium level, barely entering the high level range, but from the specific data, there is still a lot of room for improvement. This also explains the significance of the research.

The current situation of the vision strategic planning of the academic leadership of administrators in Guangxi sports colleges was at high level. This is because demonstrate an orderly implementation of the vision plan and the ability to adjust flexibly when needed, and demonstrate enthusiasm in developing strategic plans for the introduction of academic talent. However, it is still necessary to continuously improve the foresight and adaptability of managers in order to better cope with future challenges. Strengthen managers' strategic planning capabilities and focus on sensitivity to future trends and changes to better develop vision plans. Related to the concept of Chen, Jinfeng. (2021). Leadership and Execution: Core

factors affecting the effectiveness of university development strategic planning. The development strategy planning of a university is the top-level design, which is the blueprint and road map for the future development of a university in a certain period of time. Whether the university's development strategy planning can effectively guide the development of a university in a certain period of time in the future, that is to say, the effectiveness of the university's development strategy planning is closely related to the formulation, implementation and evaluation of the university's development strategy planning. This correlation is at the work level, that is, at the "thing" level, and the key factor determining the effectiveness of the work is the people, including the university leaders and the led. Therefore, in essence, the key factor affecting the effectiveness of university development strategy planning is people, and the core elements are people's leadership and execution. The improvement will help the sports colleges in Guangxi to better cope with the future challenges and create favorable conditions for the training and development of sports professionals.

The current situation of the academic background professional knowledge of the academic leadership of administrators in Guangxi sports colleges was at high level. This is because The overall level of academic leadership in Guangxi sports colleges is high, which reflects the professional quality and leadership ability of the management in the academic field. The high regard for academic honors and awards indicates the recognition of teachers and the effectiveness of incentive mechanisms. The high degree of attention to the evaluation of teachers' titles indicates that colleges and universities have certain system and policy support in the construction of teachers. Guangxi sports colleges and universities have achieved satisfactory results in the management of academic background professional knowledge, but there are still some problems. By establishing a diversified evaluation system, strengthening information communication and promoting the development of other incentive means, the potential of teachers can be better stimulated, the level of academic management can be further improved, and the continuous development of sports colleges in Guangxi in the academic field can be promoted. Related to the concept of Han Yu & Gao Fei.(2019). A Study on the Educational Academic and Vocational

Background of Principals in China's Higher Vocational Colleges: A Case study of 100 national model colleges. This study takes the basic information of the presidents of 100 national demonstration higher vocational colleges as sample data, uses SPSS statistical software to conduct an empirical analysis of the interviewees' career and educational and academic background, and conducts a comparative study on the basic characteristics of the presidents of China's higher vocational colleges, especially excellent higher vocational colleges, as well as outstanding undergraduate colleges in China and foreign universities. At the same time, it puts forward some policy suggestions on the selection, training and development of the presidents of higher vocational colleges. Further enhance the level of academic management, and promote the continuous development of Guangxi sports colleges in the academic field.

The current situation of the role of a mentor of the academic leadership of administrators in Guangxi sports colleges was at high level. This is because It is attributed to his deep understanding of the philosophy of education and the responsibility of mentors. Encouraging students to actively participate in research projects shows the importance of cultivating students' research interest and practical ability. However, vigilance for potential problems and continuous improvement are needed to ensure continued improvement in academic leadership. Related to the concept of Li Xuchao.(2023). The impact of leadership influence on team roles based on quality function. Team management is a kind of management mode that manages and makes decisions according to the wisdom and ability of the team. Among them, effective coordination and division of team roles can improve the cohesion and strengthening of team organization, and leadership plays a crucial role in team management. Understanding the influence of leadership on team roles can strengthen the realization of team vision goals and form a good team support system. Through the analysis of team role and the influence of leadership, the paper uses quality function expansion method to optimize the leadership management mode, enhance the team role function, enhance the team cohesion and improve the team competitiveness. It provides useful enlightenment for further research and

practice on the development of academic leadership in the role of a mentor in Guangxi sports colleges.

The current situation of the Professional cooperation of the academic leadership of administrators in Guangxi sports colleges was at high level. This is because administrators have made more efforts in the planning and construction of training paths, and provided strong support and guidance for teachers and students. This attitude of focusing on the training path helps to improve the professional level of teachers and students and promote the cooperation and exchange between and within the school. The emphasis placed on the exchange and sharing of academic achievements indicates that administrators recognize the importance of academic achievements to the overall development of the school and are committed to promoting academic exchange and sharing between teachers and students. Related to the concept of Hu Y. (2019). *Qualitative Research on cross-professional leadership*. The aim of this study is to explore the leadership needed for successful cross-professional education and cross-professional collaborative practice from the perspective of healthcare professionals and educators. *Methods*: The study adopted Strauss and Corbin's rooted theory. Through in-depth analysis of the current situation of academic leadership, it can provide targeted improvement suggestions for the professional cooperative management personnel of Guangxi sports colleges and universities to promote the overall development of the school. It provides useful enlightenment for further research and practice.

Part 2: the guidelines for improving the academic leadership of administrators in Guangxi sports colleges

The guidelines for improving the academic leadership of administrators in Guangxi sports colleges in four aspects, which contain 41 measures. There are 8 measures for vision strategic planning, 7 measures for academic background professional knowledge, 8 measures for the role of a mentor, and 8 measures for professional cooperation.

In the literature review, the researcher found that there are many factors affecting academic leadership, including: Jia Liying. (2020). *A Study on the Connotation and Structural Dimension of Academic Leadership of University Academic Leaders*. Hu

Y. (2019). Qualitative Research on cross-professional leadership. Liu Yong & Shen Feifei.(2014). Research on the Academic background of current deans of graduate schools. Through the detailed interview results, we found that these 41 strategies also correspond to the above related factors, which further confirmed the scientific and rational strategy of this enhancement.

To promote vision strategic planning for the academic leadership of administrators in Guangxi sports colleges. By implementing this strategy, administrators can better lead the school toward academic excellence and develop more outstanding athletic professionals. Related to the concept of Ma Yantao.(2016). Strategic thinking ability is the core leadership." Those who do not plan for the future will not plan for the time; He who does not plan for the overall situation cannot plan for the region." Excellent leading cadres, especially senior leading cadres, must have the ability of strategic thinking. To improve the ability of leading cadres, we must pay attention to the core ability of strategic thinking, because without strategic thinking, the overall work will be difficult to achieve relaxation and effective development. Strengthen philosophical cultivation and cultivate strategic thinking. Strategic thinking ability can only be improved through the training of philosophy. Marxist philosophy is a scientific worldview and methodology, strengthening philosophical cultivation and cultivating strategic thinking consciousness. It can be concluded that the managers of sports colleges in Guangxi should pay attention to the cultivation of academic quality, emphasize teamwork, strengthen communication and management, and stimulate passion in the long-term strategic planning.

To promote academic background professional knowledge for the academic leadership of administrators in Guangxi sports colleges. In the face of changing educational policies and disciplinary trends, managers need to have the expertise to develop and execute management strategies more flexibly and efficiently. Related to the concept of Liu Yong & Shen Feifei.(2014). Research on the Academic background of current deans of graduate schools: A case study of 985 universities in Mainland China and research universities in Hong Kong. Taking the basic information of the current deans of the graduate schools of 39 985 universities as sample data, this paper makes an empirical analysis of their educational and

professional backgrounds, and compares them with the academic backgrounds of the graduate education leaders in 5 research universities in Hong Kong. The research found that most of the graduate school deans of 985 universities in the mainland are presidents or vice presidents concurrently, and their disciplinary background and professional experience are relatively simple. Compared with Hong Kong universities, their international vision and corporate government practice experience need to be improved. By introducing the training mechanism of academic background and professional knowledge, Guangxi sports colleges can realize the promotion of academic leadership of administrative personnel.

To promote the role of a mentor for the academic leadership of administrators in Guangxi sports colleges. By establishing a clear tutor plan and conducting tutor training, it can provide systematic academic leadership guidance for the managers of sports colleges in Guangxi. The establishment of academic cooperation platforms and promotion of academic exchange activities provide students with a wider range of academic cooperation opportunities, help them to expand their research fields and improve academic leadership. Related to the concept of Zhang Wenjing & Wang Zhongchang.(2022) Role positioning, competency structure model and promotion Path of professional leaders in "double-high universities". Professional leaders in "double-high universities" are the leaders in promoting the construction of high-level "double-high universities", and through the analysis of their job responsibilities, the role of professional leaders is positioned as the model, leader and leader of professional construction. According to the role positioning of professional leaders and the iceberg model theory, the competency structure model of professional leaders is constructed, including professional construction demonstration, professional construction leadership and professional construction leading. In order to improve the competence of professional leaders in "double-high universities", this paper puts forward some practical approaches, such as enhancing the role identity of professional leaders, constructing the training system of professional leaders, guaranteeing the professional empowerment of professional leaders, establishing the incentive mechanism of professional leaders, and promoting the professional self-development of professional leaders.

To promote professional cooperation for the academic leadership of administrators in Guangxi sports colleges. Through the establishment of interdisciplinary cooperation mechanisms, common goals and visions, as well as information sharing and communication platforms, an atmosphere is created to promote exchanges and cooperation between disciplines. Related to the concept of Zhang Pingping & Hu Yongmei.(2018). The influence of principals' leadership on teachers' professional cooperation behavior. In the process of creating a cooperative school atmosphere, the leadership of the principal is crucial. By using the concepts of "atmosphere level" and "atmosphere intensity" in the field of organizational psychology, this paper evaluates teachers' perceived leadership effectiveness of principals, and explores the relationship between principals' leadership level, leadership atmosphere intensity and teachers' professional cooperation behavior using a multilevel linear model. Based on the analysis of the nationwide survey data, the results show that the perceived leadership effectiveness, leadership level and leadership atmosphere of primary and secondary school teachers have significant positive predictive power on teacher professional cooperation, and the leadership atmosphere intensity has a moderating effect on the relationship between primary school principals' leadership and teacher professional cooperation. The empirical research provides a useful reference for school improvement work based on evidence, such as the assessment and promotion of principals' leadership and the diagnosis of school management. Through strategies, we are committed to breaking the disciplinary barriers, promoting the overall improvement of the academic level of the whole school, and establishing a collaborative and win-win academic development pattern.

Part 3: the suitability and feasibility of guidelines for improving the academic leadership of administrators in Guangxi sports colleges

The suitability and feasibility of the guidelines for improving the academic leadership of administrators in Guangxi sports colleges were at high level, indicating that the guidelines for improving the academic leadership of administrators in Guangxi sports colleges are adaptable and feasible.

The average value of suitability and feasibility in significantly improving academic background professional knowledge was at the lowest level among all four aspects. Among the current situation data of the academic leadership of administrators academic background professional knowledge was also the lowest, indicating that improving academic background professional knowledge was the most difficult factor. University leaders should work harder in this area to make up for their own shortcomings. Only in this way can they quickly improve their own information technology leadership.

Recommendations

Implications

The research results showed that the recommendations about guidelines for improving the academic leadership of administrators in Guangxi sports colleges are as follows:

1. Vision strategic planning administrators: should be have a comprehensive knowledge of the sports field and an in-depth understanding of current trends in the social and academic environment. This includes information on sports science and technology, education reform, internationalization trends, etc., in order to develop forward-looking strategic planning for academic leadership. Second, we need to actively engage with a wide range of stakeholders, including faculty, students, industry partners, and relevant government agencies. By establishing effective partnerships, managers can better understand the needs of all parties and ensure that the strategic plan developed is widely supported and truly implemented. In addition, emphasis should be placed on sustainable development, taking into account factors such as ecological environment and social responsibility, to ensure that sports institutions maintain outstanding academic leadership in the long run.

2. Academic background professional knowledge: administrators should be update your subject knowledge and keep up with the latest progress of academic research. Faculty and staff should be encouraged to participate in academic activities and promote the publication of research results to enhance the academic reputation of the school. Secondly, it is necessary to establish an effective academic information

management system, including digital resource database, academic database, etc., so that faculty and staff can easily obtain and share academic information. This helps to promote academic exchanges and cooperation and strengthen the cohesion of the academic community. In addition, we encourage and support faculty and staff to participate in international cooperation and exchanges, and promote the internationalization of academic research. Through training programs and resource support, they can inspire academic innovation and international competitiveness among faculty and staff.

3. The role of a mentor: administrators should be establish a sound tutor system, clarify the duties and expectations of tutors, and encourage them to actively participate in academic guidance and guiding student research projects. Second, provide training and development opportunities to help mentors upgrade their educational and mentoring skills. This includes providing training in educational psychology, academic mentoring techniques, and more to ensure that tutors can better understand and meet the academic needs of students. In addition, tutors are encouraged to develop close relationships with students, providing personalized academic support and career development guidance. These relationships help develop students' academic leadership potential and enable them to become outstanding academic practitioners in the future.

4. Professional cooperation administrators: should be excellent teamwork and communication skills to facilitate close collaboration between different areas of expertise. By establishing efficient communication channels and cooperation platforms, they are able to integrate the strengths of different disciplines and promote the comprehensive development of academic research. Secondly, I have deep experience in project management and resource allocation. It should be able to effectively coordinate collaborative projects to ensure that they are carried out as planned and achieve the expected academic outcomes. This may involve expertise in budget management, teamwork, and project risk management. In addition, we actively encourage and support faculty and staff to participate in international cooperation projects and promote international exchanges and academic cooperation. By establishing an international cooperation network, more academic

resources and innovative thinking can be introduced to enhance the status of sports colleges in the international academic arena.

Future Researches

1. Interdisciplinary collaboration and innovative management: With the increasing complexity and diversity of academic research fields, the academic leadership of Guangxi sports college administrators in the future needs to emphasize interdisciplinary collaboration and innovative management. This perspective focuses on how to train managers to build Bridges between different subject areas and promote the formation of multidisciplinary teams to drive the depth and breadth of research. Managers need the ability to integrate diverse expertise, unleash the innovative potential of their teams, and respond to challenges at the intersection of complex disciplines. In addition, the methods and tools of innovative management will also become necessary skills for managers to cope with the needs of future academic research.

2. Intelligent decision-making and scientific and technological leadership in the digital age: The academic leadership of Guangxi sports college administrators in the future needs to adapt to the development of the digital age and pay attention to intelligent decision-making and scientific and technological leadership. This view focuses on how managers can effectively use advanced technologies such as big data and artificial intelligence to support the decision-making process and improve the accuracy and efficiency of decisions. At the same time, managers need to be sensitive to technological developments and lead academic institutions to achieve innovative results in the digital age. Training managers' scientific and technological leadership will help enhance the competitiveness of academic institutions in research, teaching and management.

3. Cross-cultural leadership and internationalization strategy: With the advancement of globalization, the academic leadership of sports college administrators in Guangxi needs to place more emphasis on cross-cultural leadership and internationalization strategy. This perspective focuses on how managers can effectively respond to challenges in multicultural contexts and promote international

cooperation and exchange. Managers need to have intercultural communication and negotiation skills to promote the reputation and influence of academic institutions in the international arena. To formulate and implement the internationalization strategy and expand the international cooperation network will be the tasks that the managers of Guangxi sports colleges and universities cannot ignore in the future.

4. Sustainable Development and Social responsibility: Academic institutions should pay more attention to sustainable development and social responsibility in the future academic leadership of managers. Managers need to think about how to integrate sustainability into academic research and institutional management, focusing on the balance between environmental, social, and governance. Promoting the participation of academic institutions in solving social problems and enhancing their sense of social responsibility will help establish a positive public image and attract more support from social resources.

5. Educational innovation and training of academic leaders: The academic leadership of Guangxi sports college administrators in the future needs to focus on educational innovation and training of the next generation of academic leaders. This perspective emphasizes how administrators can advocate and practice innovative educational ideas in academic institutions to adapt to changing educational needs. In addition, it is the responsibility of managers to train young scholars and administrators to become future academic leaders. Through the formulation of appropriate training plans and incentive mechanisms, to establish a sustainable talent reserve, to ensure the future leadership of Guangxi sports colleges and universities stable and efficient operation.

6. Values-based leadership and organizational culture construction: In the future academic leadership of Guangxi sports college administrators, emphasis should be placed on values-based leadership and organizational culture construction. This perspective focuses on how managers guide members of academic institutions to develop shared values and goals by shaping a positive organizational culture. The ability to develop managers with clear leadership concepts and values will help to build a positive academic atmosphere and improve members' job satisfaction and creativity. Through the construction of organizational culture, academic institutions

can better cope with changes and challenges and achieve long-term sustainable development.

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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.Xie Wei | Professor | Guangxi Normal University |
| 2 | Dr.Shi Zhan | Associate Professor | Guangxi University for Nationalities |
| 3 | Dr.Hua Yan | Professor | Nanning Normal University |
| 4 | Dr.Qin Jianjun | Associate Professor | Yulin Normal University |
| 5 | Dr.An Yanwei | Professor | Beibu Gulf University |

Appendix B
Official Letter



Ref.No. MHESI 0643.14/711

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Sir or Madam

Mr. Yuan Hang is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges"

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

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

Sincerely,

A handwritten signature in blue ink, appearing to be 'K' followed by a flourish.

(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

| No | University and College |
|-----|--|
| 1. | Guangxi University |
| 2. | Guangxi Normal University |
| 3. | Guangxi Minzu University |
| 4. | Guangxi University of Science and Technology |
| 5. | Nanning Normal University |
| 6. | Guangxi Science & Technology Normal University |
| 7. | Guangxi Normal University for Nationalities |
| 8. | Yulin Normal University |
| 9. | Hechi University |
| 10. | Baise University |
| 11. | Hezhou University |
| 12. | Beibu Gulf University |

Sincerely,

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



Ref.No.MHESI 0643.14/694

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Xie Wei, Guangxi Normal University

Mr.Yuan Hang is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges”

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



Ref.No.MHESI 0643.14/695

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Shi Zhan, Guangxi Minzu University

Mr.Yuan Hang is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges”

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,

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Dean of Graduate School

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Ref.No.MHESI 0643.14/696

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Hua Yan, Nanning Normal University

Mr.Yuan Hang is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges"

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,

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



Ref.No.MHESI 0643.14/697

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Qin Jianjun, Yulin Normal University

Mr.Yuan Hang is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges"

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,

A handwritten signature in blue ink, appearing to be 'K' followed by a flourish.

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

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



Ref.No.MHESI 0643.14/698

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. An Yanwei, Beibu Gulf University

Mr.Yuan Hang is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges”

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.

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Ref.No. MHESI 0643.14/699

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Wei Mei, Shenyang Sport University

Mr. Yuan Hang is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges"

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.

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



Ref.No. MHESI 0643.14/700

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Jin Keyi, Dalian University

Mr. Yuan Hang is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges"

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,



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E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/701

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Niu Chen, Zhongnan University of Economics and Law

Mr. Yuan Hang is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges"

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Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/702

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Zhang Shao qiong, Hubei University

Mr. Yuan Hang is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges"

The thesis advisory 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,

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Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/703

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Chen Jiexing, Fujian Normal University

Mr. Yuan Hang is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges"

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

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Sincerely,



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Bansomdejchaopraya Rajabhat University
Tel. +662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/704

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Huang Weiwei, Guangzhou Sport University

Mr. Yuan Hang is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges"

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,

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Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



RefNo. MHESI0643.14/705

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Guo Yezhou, Shanghai University of Sport

Mr. Yuan Hang is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges"

The thesis advisory 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,



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



Ref.No. MHESI 0643.14/706

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Cheng Ming, Guangxi Normal University

Mr.Yuan Hang is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges”

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,

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Dean of Graduate School

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Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/708

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Wang Bin, Yunnan University of Finance and Economics

Mr. Yuan Hang is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges"

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,



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Dean of Graduate School

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www.bsru.ac.th
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Ref.No. MHESI 0643.14/709

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Xiao Li, Guilin University of Aerospace Technology

Mr. Yuan Hang is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges"

The thesis advisory 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.

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

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E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/710

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Wu Xiaobin, Chengdu Sport University

Mr. Yuan Hang is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges"

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.

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Appendix C
Research Instrument

Research Questionnaire

Title: Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges

Directions:

1. This is an academic research questionnaire, which aims to understand the current situation and influencing factors of academic leadership, in order to provide reference for leadership improvement strategies for the development of universities in Guangxi.

2. This questionnaire adopts anonymous survey method. All information is provided for academic statistical analysis only. There is no standard of right or wrong, and no separate processing and analysis is performed. The information is strictly confidential. Please feel free to fill in the answer. Please read the instructions carefully and then answer the questions one by one Based on your actual observations and feelings in college.

Thank you again for your kind assistance and express our deepest gratitude !

Part 1: General information of the respondents.

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

| Questions |
|---|
| <p>1. University</p> <p><input type="checkbox"/> Guangxi University <input type="checkbox"/> Guangxi Normal University</p> <p><input type="checkbox"/> Guangxi Minzu University <input type="checkbox"/> Guangxi University of Science and Technology</p> <p><input type="checkbox"/> Nanning Normal University <input type="checkbox"/> Guangxi Science & Technology Normal University</p> <p><input type="checkbox"/> Guangxi Normal University for Nationalities <input type="checkbox"/> Yulin Normal University</p> <p><input type="checkbox"/> Hechi University <input type="checkbox"/> Baise University</p> <p><input type="checkbox"/> Hezhou University <input type="checkbox"/> Beibu Gulf University</p> |
| <p>2. Gender</p> <p><input type="checkbox"/> Male <input type="checkbox"/> Female</p> |

3. age

- (1) 30 years old and below (2) 31~40 years old
 (3) 41~50 years old (4) 51 years old and above

4. Educational background

- (1) Doctor's degree (2) Master's degree
 (3) Bachelor's degree (4) Other

5. Experience years

- (1) 5 years and below (2) 6~15 years
 (3) 16~25 years (4) 26 years and above

6. Academic title

- (1) Junior title (2) Intermediate title (3) Associate professional title
 (4) Senior professional title (5) Other

7. Position

- (1) College leadership population
 (2) Director of the teaching and Research section (3) Full-time teacher
 (4) Administrative teaching assistants (5) Other

Part 2: Questionnaire survey

This section is for understanding your behavior in academic leadership at the university where you currently work. Please select and fill in the number options Please select 5 for very compliant, 4 for compliant, 3 for average, 2 for non-compliant, and 1 for very non-compliant. please answer the questions one by one and don't miss out. Thank you !

| Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. Vision strategic planning (15 Questions) | | | | | |
| 1. Administrators has formulated plans and visions for the long, medium and short term scientific research development of the College | | | | | |
| 2. Administrators have corresponding requirements for future scientific research and innovation | | | | | |
| 3. Administrators have requirements for teaching quality and new planning policies | | | | | |
| 4. Administrators has policies and measures to promote interdisciplinary cooperation | | | | | |
| 5. Administrators are making strategic plans for the introduction of academic talents | | | | | |
| 6. Administrators attach great importance to the construction of scientific research platforms | | | | | |
| 7. Administrators attach great importance to the construction of research facilities and laboratories | | | | | |
| 8. Administrators has a plan for the College's social services and cooperation | | | | | |
| 9. Administrators have corresponding systems and incentives for academic exchange | | | | | |
| 10. Administrators has formulated a special security system for the staff engaged in scientific research | | | | | |

| Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges | 5 | 4 | 3 | 2 | 1 |
|--|----------|----------|----------|----------|----------|
| 11. Administrators shall develop a clear index system for teachers' academic achievements | | | | | |
| 12. The College will provide feedback on its academic achievements on a regular basis | | | | | |
| 13. Administrators will collect suggestions from teachers and students on academic research | | | | | |
| 14. Administrators will complete the vision plan in an orderly manner, or adjust the plan in the middle | | | | | |
| 15. Administrators have interpreted the vision and planning of the school's academic management on different occasions | | | | | |
| 2.Academin background professional knowlege (15 Questions) | | | | | |
| 1. Administrators attaches great importance to the academic qualifications and degrees of the college teachers | | | | | |
| 2. Administrators attach great importance to the evaluation of teachers' professional titles | | | | | |
| 3. Administrators have a guarantee system for college teachers to study abroad | | | | | |
| 4. Administrators attach great importance to the influence of teachers' professional fields | | | | | |
| 5. Administrators requires teachers to complete relevant targets in terms of scientific research achievements | | | | | |
| 6. Administrators attach great importance to academic honors and awards | | | | | |
| 7. Administrators are familiar with current trends in the College's professional disciplines | | | | | |
| 8. Administrators have the ability of academic innovation thinking and academic practice | | | | | |

| Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges | 5 | 4 | 3 | 2 | 1 |
|---|----------|----------|----------|----------|----------|
| 9. Administrators are aware of the latest educational technologies and methods | | | | | |
| 10. Administrators have academic management and academic leadership capabilities | | | | | |
| 11. Administrators can promote scientific research cooperation and exchange among faculty teams | | | | | |
| 12. Administrators have deep subject expertise | | | | | |
| 13. Administrators attaches great importance to academic ethics | | | | | |
| 14. The academic management policy has been thoroughly implemented by the college leadership | | | | | |
| 15. Administrators have a clear management system for the formation of academic teams | | | | | |
| 3. The role of a mentor (13 Questions) | | | | | |
| 1. Administrators often encourage communication between tutors and students | | | | | |
| 2. Administrators encourage teachers to instruct students in their ability to think independently | | | | | |
| 3. Administrators develop incentive systems for faculty to guide students to participate in academic activities | | | | | |
| 4. Administrators attach great importance to cultivating students' innovative ability | | | | | |
| 5. Administrators develop talent training programs to train students to pursue excellence | | | | | |
| 6. Administrators develop pathways to help students build academic networks | | | | | |
| 7. Administrators have special communication activities for students' career planning | | | | | |

| Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges | 5 | 4 | 3 | 2 | 1 |
|---|----------|----------|----------|----------|----------|
| 8. Administrators require tutors to establish a good relationship of trust with students | | | | | |
| 9. Administrators value the impact of teacher-student relationships on learning and research | | | | | |
| 10. Administrators are receptive to constructive suggestions from students | | | | | |
| 11. Administrators have an accurate grasp of the role positioning of tutors | | | | | |
| 12. Administrators encourage students to actively participate in research projects | | | | | |
| 13. Administrators often guide students in project research | | | | | |
| 4. Professional cooperation (14 Questions) | | | | | |
| 1. Administrators attaches great importance to professional cooperation and exchange | | | | | |
| 2. Administrators believe that professional cooperation and exchange play an important role in improving academic ability | | | | | |
| 3. Administrators attaches great importance to interdisciplinary cooperation | | | | | |
| 4. Administrators attach great importance to the exchange and sharing of academic achievements | | | | | |
| 5. Administrators attach great importance to the construction of professional cooperation training paths | | | | | |
| 6. Administrators can lead teachers and students to establish a positive cooperative atmosphere | | | | | |
| 7. Administrators are able to pool and deploy academic resources in related fields | | | | | |

| Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 8. Administrators can integrate and optimize academic and professional cooperation among teachers | | | | | |
| 9. Administrators are able to collaborate academically across schools and disciplines | | | | | |
| 10. Administrators can play a complementary role between administration and academic | | | | | |
| 11. Administrators are able to share knowledge, experience and academic resources | | | | | |
| 12. Administrators can improve the efficiency and quality of teamwork | | | | | |
| 13. Administrators built a positive academic cooperation system | | | | | |
| 14. Administrators promoted the overall development of the college | | | | | |

Semi-structured interview

Research Title: Guidelines for Improving Academic Leadership of Administrators
in Guangxi Sports Colleges

Part 1: List of interviewees

| No | Professional title | Education background | Leader experience | University |
|----|---------------------|---|-------------------|---|
| 1 | Professor | Doctor's degree Educational leadership and management | 11 years | Guangxi University |
| 2 | Associate professor | Doctor's degree Educational leadership and management | 8 years | Guangxi University |
| 3 | Associate professor | Master's degree Educational leadership and management | 8 years | Guangxi Normal University |
| 4 | Associate professor | Master's degree Educational leadership and management | 9 years | Guangxi Normal University |
| 5 | Professor | Doctor's degree Educational leadership and management | 10 years | Guangxi Minzu University |
| 6 | Associate professor | Master's degree Educational leadership and management | 12 years | Guangxi Minzu University |
| 7 | Professor | Master's degree Educational leadership and management | 9 years | Guangxi University of Science and Technology |
| 8 | professor | Doctor's degree Educational leadership and management | 10 years | Guangxi University of Science and Technology |

| No | Professional title | Education background | Leader experience | University |
|----|---------------------|--|-------------------|--|
| 9 | Associate professor | Master's degree Educational leadership and management | 13 years | Nanning Normal University |
| 10 | Associate professor | Master's degree Educational leadership and management | 8 years | Nanning Normal University |
| 11 | Associate professor | Master's degree Educational leadership and management | 8 years | Guangxi Science & Technology Normal University |
| 12 | Associate professor | Master's degree Educational leadership and management | 7 years | Guangxi Science & Technology Normal University |
| 13 | Professor | Doctor's degree Educational leadership and management | 12 years | Guangxi Normal University for Nationalities |
| 14 | professor | Master's degree Educational leadership and management | 10 years | Guangxi Normal University for Nationalities |
| 15 | Professor | Doctor's degree Educational leadership and management | 11 years | Yulin Normal University |
| 16 | Associate professor | Master's degree Educational leadership and management | 13 years | Yulin Normal University |
| 17 | Associate professor | Master's degree Educational leadership and management | 9 years | Hechi University |
| 18 | Associate professor | Master's degree Educational leadership | 7 years | Hechi University |

| No | Professional title | Education background | Leader experience | University |
|----|---------------------|---|-------------------|-----------------------|
| | | and management | | |
| 19 | Associate professor | Master's degree Educational leadership and management | 8 years | Baise University |
| 20 | professor | Doctor's degree Educational leadership and management | 10 years | Baise University |
| 21 | Professor | Master's degree Educational leadership and management | 11 years | Hezhou University |
| 22 | professor | Doctor's degree Educational leadership and management | 13 years | Hezhou University |
| 23 | Professor | Master's degree Educational leadership and management | 12 years | Beibu Gulf University |
| 24 | Associate professor | Master's degree Educational leadership and management | 9 years | Beibu Gulf University |

Part 2: Interview outline

| Content | Questions |
|---|--|
| <p>1. Vision strategic planning</p> | <p>Interview question: How important do you think the formulation and implementation of long-term strategic planning is for the long-term development of academic leadership in universities? What aspects of long-term strategic planning should university academic leadership pay attention to? What strategic goals should be set? What are the main challenges that may be faced in implementing the University's Strategic Vision for academic leadership? How can staff and students feel more involved and identified? How should the strategic vision be communicated to various stakeholders inside and outside the university (e.g. alumni, the community)?</p> |
| <p>2. Academic background and professional knowledge</p> | <p>Interview question: How important do you think academic background and professional knowledge factors are to the long-term development of academic leadership in universities? What aspects of academic background and professional knowledge should university academic leadership pay attention to? Please share what other important academic background and expertise factors you think should be considered when evaluating academic leadership in colleges and universities? In your opinion, how to cultivate and enhance academic background and expertise in academic leadership in colleges and universities?</p> |

| Content | Questions |
|------------------------------------|--|
| 3. The role of a mentor | Interview question: How important do you think mentors are to the long-term development of academic leadership in universities? Please share what mentor factors you think should be considered when evaluating academic leadership in colleges and universities? In your opinion, how to cultivate and enhance the mentor role in academic leadership in universities? What are your expectations for a future mentor? What areas need to be improved or strengthened? Do you have any other suggestions or comments to improve your mentor's performance in academic leadership? |
| 4. Professional cooperation | Interview question: What do you think are the main advantages of professional cooperation in academic leadership? What are the main challenges that academic leadership professional collaboration may face? Do you think there needs to be a strong emphasis on practical courses, such as leadership training or case studies? What are your predictions for the future development of academic leadership? What new trends do you think are likely to emerge in the future of academic leadership professional collaboration? What are your suggestions or suggestions for promoting professional collaboration in academic leadership? |

Part 3: Summary of Interview Content

Interviewer 1

1. First of all, it is necessary to pay attention to improving the teaching quality and research level to ensure the continuous improvement of academic strength. Secondly, we should pay attention to innovation and international development, actively expand international cooperation, and introduce international excellent educational resources. Strategic goals should include building first-class disciplinary teams and upgrading the level of teaching staff. The main challenge may lie in reconciling the interests of all parties, developing a viable strategy, and ensuring smooth progress in the implementation process. In order to enhance the sense of participation and identity, communication with staff and students should be carried out through regular seminars, workshops and other forms to listen to their suggestions. When communicating with various stakeholders inside and outside the university, it is necessary to highlight the advantages and future development direction of the university, and stimulate their enthusiasm for support for the university.

2. Academic background and professional knowledge can provide management with better decision support and enable them to promote academic development more effectively. Leaders should focus on interdisciplinary collaboration, innovative educational approaches and international development to promote the long-term development of the school. The challenge is how to balance administrative tasks with in-depth academic research, the need to develop a smart work plan, motivate faculty and staff, and ensure the completion of academic tasks. Enhancing a sense of engagement and identity can be achieved by establishing effective communication mechanisms, providing opportunities for development, and developing a clear academic vision.

3. Mentors play a crucial role in the long-term development of academic leadership in universities. They are key figures in the academic succession, guiding a new generation of scholars to success. Key challenges include managing the diversity of the team, coping with the pressures of rapid disciplinary development, and driving innovation. Enhancing a sense of participation and identity requires establishing

transparent channels of communication, encouraging staff and students to participate in decision-making, and providing opportunities for development. Factors that should be considered when evaluating a mentor include the mentor's orientation, team work spirit, and disciplinary contributions. Developing a mentor role requires an emphasis on leadership skills training and hands-on opportunities. It is expected that the instructor will pay more attention to interdisciplinary cooperation and enhance the team's innovation ability in the future.

4. The main advantages of professional cooperation in academic leadership lie in promoting knowledge exchange and interdisciplinary cooperation, and strengthening the integration of research and practice. However, possible challenges include the difficulty of integrating different disciplinary backgrounds and ideas. The emphasis on practical courses is the key, leadership training and case analysis help to cultivate students' practical application ability. Future trends could include increased international cooperation and digital education. It is suggested to focus on cultivating students' teamwork and innovative thinking.

Interviewer 2

1. It is crucial for the long-term strategic planning of academic leadership in universities. It is necessary to pay attention to the cutting-edge research direction and enhance academic reputation. Strategic objectives may include the introduction of high-level research projects and the construction of innovative research platforms. The main challenge is likely to be building research teams and securing resources. In order to enhance the sense of participation and identity, research results exhibition and academic exchange activities can be set up. When communicating with the outside, it is necessary to emphasize the strength of the school in the field of scientific research and attract more industrial and social resources to support academic research.

2. Academic background and professional knowledge are conducive to the in-depth development of academic research. We should pay attention to the management of research projects, the introduction of research funds and the construction of research teams. The challenge is to coordinate the research directions of different disciplines, promote industry-university-research cooperation, and adapt

to international academic trends. Enhancing participation and identity requires establishing research and exchange platforms, providing financial support, and encouraging international cooperation.

3. Tutors play a key role in the academic leadership of universities and directly affect the academic development of graduate students. Major challenges include a surge in the number of graduate students and safeguarding the quality of research. Increasing the sense of engagement and identity requires the establishment of a good mentor-graduate relationship and the provision of an individualized training program. Research orientation, graduate graduation rate and access to research funding should be taken into account when evaluating supervisors. Developing mentors requires a focus on mentoring skills and research-oriented training. In the future, it is expected that tutors will pay more attention to the career development and social impact of graduate students.

4. Professional cooperation in academic leadership can help cultivate comprehensive quality, but it may face problems of interdisciplinary integration. Practical courses are essential to strengthen students' leadership in real-world environments. The future may evolve to focus on research output and social impact. New trends are likely to involve technological innovation and sustainable development. It is suggested to strengthen teacher team training to better meet the future needs.

Interviewer 3

1. Academic leadership needs to focus on the future and make reasonable plans to ensure the continuous progress of the school. The long-term plan should pay attention to the subject construction, teaching reform, scientific research innovation and so on. Strategic objectives may include improving curriculum quality, introducing advanced educational technology, and promoting innovation in teaching methods. The main challenges are resource allocation and cross-sectoral collaboration. In order to enhance the sense of participation and identity, teaching staff can be encouraged by setting up teaching seminars and teaching reward mechanism. When communicating with the outside school, it is necessary to demonstrate the advantages of the school in teaching and research, and actively

expand cooperation channels.

2. Academic background and expertise are essential for the leadership of the Academic Affairs Office to better understand and solve academic problems. Attention should be paid to curriculum design, assessment methods and teacher training to ensure the quality of teaching in schools. Challenges include responding to the needs of different disciplines, driving innovative teaching methods, and responding to technological change. Enhancing the sense of participation and identity requires establishing platforms for teacher-student interaction, encouraging teaching innovation, and providing training opportunities.

3. The contribution of tutors to the academic leadership of universities is irreplaceable. Key challenges include responding to a rapidly changing educational environment and maintaining academic prestige. Increasing participation and identity requires the establishment of effective feedback mechanisms and support systems. Tutors should be evaluated taking into account their academic reputation, the quantity and quality of students they instruct, and their influence in the academic community. Mentoring requires an emphasis on mentor training and mentoring skills, while encouraging collaboration across disciplines. In the future, it is expected that tutors will pay more attention to academic innovation and social responsibility.

4. The advantage of professional cooperation in academic leadership lies in promoting the development of comprehensive quality, but differences in disciplines may lead to inconsistent teaching concepts. The importance of practical courses cannot be ignored in order to improve students' ability to deal with complex problems. Future development may focus on students' ability to innovate and solve practical problems. New trends are likely to include greater social responsibility and a global outlook. It is suggested that academic institutions should strengthen horizontal communication and promote the sharing of teaching methods.

Interviewer 4

1. Long-term strategic planning is crucial to human resource management in universities. Attention should be paid to the career development and incentive mechanism of faculty and staff. Strategic goals can include establishing flexible talent development programs to increase employee satisfaction. The main challenge may

lie in balancing the need for academic and managerial talent. To enhance the sense of participation and identity, communication can be enhanced through regular staff meetings and career development training. When communicating outside the school, it is necessary to highlight the advantages of the school in talent training and management to attract more talents to join.

2. Academic background and expertise should focus on faculty and staff recruitment, training development, performance evaluation and team building. The challenge is how to maintain the flow of talent, attract international talent, and cope with changes in the education industry. Enhancing engagement and identity requires establishing career development programs, providing employee care services, and facilitating communication.

3. Mentors are critical to recruiting, developing, and retaining talent. Key challenges include facing a competitive recruitment environment and maintaining employee passion. Enhancing a sense of engagement and identity requires providing career development support and building good relationships between mentors and students. Mentors should be evaluated for their contribution to talent development, team building ability and sense of innovation. Mentoring requires a focus on leadership training and team-building skills. In the future, it is expected that tutors will pay more attention to employee happiness and job satisfaction.

4. The advantage of cooperation lies in the cultivation of more comprehensive leadership qualities, but the challenge lies in the communication barriers caused by disciplinary differences. Practical courses are very important to cultivate students' practical operation ability. The future may move towards a greater focus on workplace adaptability and innovation. New trends may include an emphasis on cross-cultural leadership and diverse team management. It is suggested to strengthen the cooperation between enterprises and academic institutions to improve professional practicability.

Interviewee 5

1. The long-term strategic planning of academic leadership in universities should focus on the integration and utilization of alumni resources to provide support for the development of the university. Strategic goals can include building alumni

networks and promoting deep collaboration between alumni businesses and schools. The main challenge may lie in the effective channelling and use of alumni resources. To enhance the sense of participation and identity, alumni relationships can be strengthened through regular alumni activities and resource sharing platforms. When communicating outside the school, emphasize the school's potential for alumni collaboration and enlist the support of more alumni.

2. Academic background and professional knowledge are equally important to the leadership of the Alumni Affairs Office and contribute to the better development of alumni resources. Attention should be paid to alumni network construction, alumni donations and alumni activity planning. The challenge is to maintain alumni relationships, engage alumni, and attract alumni resources. Enhancing engagement and identity requires establishing alumni networking platforms, providing opportunities for alumni activities, and motivating alumni to give back.

3. Tutors need to respond to different teaching needs and promote teacher professional development. Increasing participation and identity requires providing teaching support and encouraging innovative teaching methods. The evaluation of tutors should take into account their teaching achievements, teaching project contributions and teaching team building ability. Training tutors should focus on teaching leadership training and teaching design skills. In the future, it is expected that tutors will pay more attention to the development of interdisciplinary and online education.

4. Professional cooperation in academic leadership can promote the integration of alumni resources, but may lead to inconsistent goals in alumni relations. Practical courses are very important to cultivate students' practical operation ability. The future may evolve into a direction that focuses more on alumni entrepreneurship and social impact. New trends may include an emphasis on the globalization of alumni networks and entrepreneurial support. It is suggested to establish a mechanism of alumni cooperation and coordination to promote common development.

Interviewer 6

1. The long-term strategic planning of academic leadership in universities

needs to pay attention to the depth and breadth of school-level cooperation. Strategic goals could include establishing a platform for collaboration and promoting the sharing of academic resources. The main challenges are likely to be cultural differences and the sustainability of collaborative projects. In order to enhance the sense of participation and identity, academic exchanges and participation in collaborative projects can be used to strengthen the sense of identity of faculty and students. When communicating outside the school, it is necessary to highlight the advantages of the school in communication and attract more school-level partners.

2. Academic background and expertise help to better promote the school process. Attention should be paid to academic collaboration, enrollment and exchange programs. The challenge is to respond to competition, build an international curriculum and promote cross-cultural understanding. Enhancing engagement and identity requires building communication platforms, providing language support, and fostering interdisciplinary teams.

3. Mentors need to cover cultural differences and cross-cultural management. Increasing participation and a sense of identity requires the establishment of collaborative platforms that facilitate exchanges between staff and students. Experience in collaborative projects, academic influence and ability to work in teams should be taken into account when evaluating tutors. The training of mentors should focus on cross-cultural communication and project management training. In the future, it is expected that the mentors will pay more attention to global vision and strategic cooperation.

4. Academic leadership may be challenged by cultural differences and interdisciplinary barriers. Practical courses are very important to cultivate students' practical operation ability. The future may evolve into a more collaborative and leadership oriented direction. New trends may include an emphasis on cross-cultural leadership and multilingual communication. It is suggested that an exchange platform be established to promote diversified cooperation projects.

Interviewer 7

1. The long-term strategic planning of academic leadership in universities is of great importance to students. We should pay attention to the cultivation of

students' comprehensive quality and enhance the comprehensive competitiveness of the school. Strategic goals could include strengthening student self-government organizations and promoting student participation in school governance. The main challenge may be balancing academic and social activities. In order to enhance the sense of participation and identity, students can express their opinions by participating in course evaluation and campus cultural activities. When communicating with students outside the school, the school emphasizes the cultivation of students' comprehensive quality and strives for the support of society for the development of the school.

2. Academic background and expertise to better focus on student growth and development. Attention should be paid to student services, mental health support and campus culture building. The challenge is to understand the needs of students at different grades, promote student engagement, and address student mental health issues. Enhancing the sense of participation and identity requires establishing student autonomy mechanisms, providing comprehensive support, and paying attention to student feedback.

3. The main challenges for tutors include addressing the diversity of student needs and safeguarding student rights. Increasing engagement and a sense of identity requires a good mentor-student relationship and a full range of student support. Tutors should be evaluated taking into account student affairs outcomes, student satisfaction and social responsibility. Training tutors needs to focus on student affairs management training and interpersonal communication skills. In the future, it is expected that tutors will pay more attention to students' mental health and whole-person training.

4. Professional cooperation in academic leadership can improve students' overall literacy, but may lead to uneven distribution of student service resources. Practical courses are very important to cultivate students' practical operation ability. In the future, it may develop into a direction that pays more attention to students' career planning and personality development. New trends may include an emphasis on student innovation and social responsibility. It is suggested to establish a student service coordination mechanism to ensure the sharing of resources among all parties.

Interviewee 8

1. Long-term strategic planning is crucial to academic evaluation in universities. Attention needs to be paid to the overall academic standards and impact of the school. Strategic goals can include establishing scientific academic evaluation systems and improving the competitiveness of schools in academic orderings. The main challenge is likely to be the scientific and fair nature of the assessment indicators. In order to enhance the sense of participation and identity, teachers and students can be involved in the evaluation process through an open and transparent process. When communicating with the outside, emphasize the school's efforts and achievements in academic assessment and strive for more academic recognition.

2. Academic background and professional knowledge help to better guide the development of the discipline. We should pay attention to the construction of disciplines, the construction of teachers and the collaborative development of disciplines. The challenge is how to balance administrative work with academic research, promote interdisciplinary research, and cope with the diversity of disciplinary development. A sense of engagement and identity can be enhanced by building a college culture, providing opportunities for faculty and staff development, and inspiring teamwork.

3. Mentors need to deal with evaluation pressure and maintain impartiality. Increasing participation and identity requires establishing transparent assessment criteria and encouraging staff and student participation. Evaluation of mentors should take into account their evaluation project experience, quality assurance results and team management ability. The development of mentors needs to focus on assessment methods training and teamwork skills. In the future, it is expected that tutors will pay more attention to the construction of innovative evaluation methods and quality assurance systems.

4. Professional cooperation in academic leadership can promote interdisciplinary cooperation, but may face the challenge of inconsistent evaluation indicators. Practical courses are very important to cultivate students' practical operation ability. In the future, it may be developed to focus on academic output and social impact. New trends may include an emphasis on team collaboration and

open research platforms. It is suggested to establish a unified evaluation standard and encourage teachers to participate in practical teaching research.

Interviewer 9

1. The long-term strategic planning of academic leadership in universities should focus on sustainable development. Strategic goals could include building green campuses and promoting environmental research projects. The main challenge may lie in the rational use of resources and the promotion of environmental protection measures. In order to enhance the sense of participation and identity, teachers and students can actively participate in environmental protection activities and publicize environmental protection achievements. When communicating with the outside school, it is necessary to emphasize the school's responsibility and contribution in environmental protection, and strive for social recognition and support.

2. Academic background and professional knowledge are conducive to better fulfilling social responsibilities. Attention should be given to social service projects, social partnerships and community engagement. The challenge is to address social issues, promote social innovation, and enhance the social impact of schools. To enhance the sense of participation and identity, it is necessary to establish social service projects, encourage social participation, and promote the image of school social responsibility

3. Instructors are developing sustainability plans and dealing with the complexities of campus planning. To enhance the sense of participation and identity, it is necessary to collect the opinions of teachers and students extensively and form a consensus. Mentors should be evaluated for their experience in planning projects, contributions to campus construction, and teamwork spirit. The development of mentors needs to focus on planning methods training and cross-departmental collaboration skills. In the future, we expect our instructors to pay more attention to sustainability and social responsibility.

4. Professional cooperation in academic leadership can broaden disciplinary boundaries, but may face the challenge of uneven resource distribution. Practical courses are very important to cultivate students' practical application ability. The

future may evolve into a more entrepreneurial and innovative direction. New trends may include an emphasis on sustainability and social creativity. It is recommended to strengthen the close cooperation between industry and academia to ensure the development of leaders who are more in line with market needs.

Interviewer 10

1. Long-term strategic planning needs to pay attention to the building of the school image and external communication. Strategic goals can include building a strong brand image, driving media outreach and social media marketing. The main challenges may lie in the influence of public opinion and the management of public relations crises. In order to enhance the sense of participation and identity, the school's visibility can be enhanced by holding image publicity activities and strengthening cooperation with the media. When communicating with the outside school, it is necessary to highlight the school's efforts in social responsibility and brand building, and strive for social recognition and support.

2. Academic background and professional knowledge help to better convey the school image. Attention should be paid to media relations, publicity and crisis management. The challenge is to cope with the media challenge, improve the influence of public opinion, and maintain the reputation of the school. To enhance the sense of participation and identity, it is necessary to establish effective communication channels, cultivate public relations professional teams, and strengthen cooperation with the media.

3. Teachers need to deal with social concerns and enhance the school's social responsibility. Enhancing the sense of participation and identity requires promoting social participation programs and responding positively to social issues. Mentors should be evaluated for their social responsibility achievements, public relations contributions and team leadership. Developing mentors requires a focus on social responsibility training and public relations skills. In the future, it is expected that tutors will pay more attention to social influence and public image building.

4. Professional cooperation in academic leadership can promote resource integration, but may face the challenge of inconsistent goals among different schools. Practical courses are very important to cultivate students' practical operation ability.

The future may develop into a direction that emphasizes international cooperation and a global perspective. New trends may include increased cross-cultural communication and global teamwork. It is recommended to establish a cross-faculty collaboration mechanism to develop common goals and plans.

Interviewee 11

1. Academic leadership in universities should pay attention to digital construction and improve knowledge service level. Strategic objectives may include the expansion of digital resources and the promotion of intelligent learning materials. The main challenge is likely to be technological renewal and digital transformation. To enhance the sense of participation and identity, students can be engaged through, for example, the introduction of online services. When communicating with the outside school, it is necessary to highlight the leading position of the school library in information service and attract more partners.

2. Academic background and expertise are critical to the development of information technology to better respond to the academic needs of the digital age. Attention should be paid to campus network construction, information security and teaching technology support. The challenge is to follow up the development of technology, improve the level of information technology, and ensure the security of educational information. Enhancing participation and identity requires building digital learning environments, providing technical training, and encouraging innovation in educational technologies.

3. The academic leadership of mentors is essential for digital advancement. Key challenges include digital transformation and information technology updates. Enhancing the sense of participation and identity requires the provision of personalized services and active participation in teaching and research. Instructors should be evaluated for their experience in learning resource enrichment, service innovation and digital development. Developing mentors requires a focus on IT training and learning data management skills. In the future, it is expected that tutors will pay more attention to digital knowledge management and information literacy

training.

4. Professional collaboration in academic leadership can promote cultural integration, but may face challenges of different philosophies. Practical courses are very important to cultivate students' practical operation ability. In the future, it may develop into a direction that pays more attention to cultural wisdom and leadership inheritance. New trends may include innovations that emphasize multicultural integration and leadership traditions. It is suggested to establish common cultural core values and promote cultural exchanges and co-construction.

Interviewee 12

1. Long-term strategic planning is crucial to discipline construction. It is necessary to pay attention to the frontier and practicability of the discipline to ensure that the development of the discipline meets the needs of the society. Strategic objectives may include the introduction of world-class academic leaders and the promotion of interdisciplinary research. The main challenge may lie in collaboration and resource allocation among disciplinary teams. In order to enhance the sense of participation and identity, the participation of teachers and students can be promoted through disciplinary salons and academic exchanges. When communicating outside the school, it is necessary to highlight the innovation and application value of the discipline, and strive for more industrial and social cooperation.

2. Academic background and expertise help to better cope with risks. Attention should be paid to legal management and intellectual property protection. The challenge is understanding regulatory changes, responding to disputes, and ensuring that schools operate in compliance. Enhancing participation and identity requires establishing advisory mechanisms, providing training, and strengthening the rule of law culture.

3. Mentors make great contributions to promoting scientific research and innovation. Major challenges include the complexity of resource allocation and the diversity of teams. Increasing participation and identity requires encouraging teamwork and providing resources to support it. Research achievements, teamwork ability and research project management experience should be taken into account when evaluating tutors. The development of mentors needs to emphasize research

leadership training and team management skills. In the future, it is expected that the tutors will pay more attention to international cooperation and interdisciplinary research.

4. Professional cooperation in academic leadership is conducive to interdisciplinary cooperation, but may face challenges due to differences in teaching methods. Practical courses are very important to cultivate students' practical operation ability. In the future, it may develop into a direction that pays more attention to teaching innovation and disciplinary integration. New trends may include an emphasis on teaching skills development and teaching team collaboration. It is suggested that the teaching team communicate regularly and share teaching experience.

Interviewer 13

1. Strategic objectives may include securing relevant support and promoting the participation of universities in policy formulation. The main challenges are likely to lie in the changing policy environment and the effectiveness of communication with governments. In order to enhance the sense of participation and identity, cooperation with the government can be strengthened through regular communication with government officials and participation in government projects. When communicating with the outside school, it is necessary to emphasize the school's contribution to society and seek the support and understanding of the government.

2. Academic background and professional knowledge contribute to better management of school resource allocation. Attention should be paid to planning, allocation and rational use of resources. The challenge is how to balance economic benefits with academic investment, manage pressures, and promote innovative models. Enhancing participation and identity requires establishing transparent mechanisms, participating in decision-making processes, and motivating teamwork.

3. Mentors need to ensure information security and promote technological innovation. Enhancing engagement and identity requires providing efficient web services and supporting innovative applications. Technical innovation achievements, information technology service level and team management experience should be

considered when evaluating mentors. Developing mentors requires an emphasis on information technology training and teamwork skills. In the future, it is expected that tutors will pay more attention to digital teaching and smart campus construction.

4. Professional cooperation in academic leadership can improve the efficiency of resource utilization, but may lead to difficulties in budget allocation. Practical courses are very important to cultivate students' practical operation ability. In the future, it may develop into a direction that focuses more on employment competitiveness and entrepreneurial ability. New trends may include courses that emphasize the combination of financial management and leadership. It is suggested to establish a clear budget plan to ensure the rational use of resources by all parties.

Interviewer 14

1. In the process of cultivating students majoring in physical education, I believe that the vision of academic leadership should focus on the integration of physical education and academics, so that students can acquire good academic accomplishment in addition to sports skills. We need to develop comprehensive programs, including broadening the curriculum and strengthening teacher training, to ensure that students can succeed in sports as well as in academia after graduation.

2. In sports colleges, academic leadership is crucial in terms of expertise. Leaders should have deep professional knowledge and be able to understand the latest development trends and research results in the sports discipline. Only through a deep understanding of the discipline can leaders better guide the academic team and promote the innovation and development of academic research.

3. Tutors play a key role in the development of students. They should stimulate students' academic interest while providing them with practical experience. In this way, academic leadership at sports academies can be more successful in developing the next generation of professionals.

4. Academic leadership of sports colleges is crucial in professional cooperation. Leaders should stimulate the spirit of teamwork, build Bridges of interdisciplinary cooperation, and promote teaching and research to achieve a wider impact. Only through close cooperation can we cultivate more comprehensive and coordinated professional talents.

Interviewer 15

1. The academic leadership of sports schools should focus on internationalization and cultivate talents with global vision. We need to establish international cooperation programs and expand students' international exchange opportunities to develop their ability to better integrate and lead in cross-cultural environments. In terms of planning, foreign language education should be strengthened, international academic exchanges and cooperation should be promoted, and the international influence of the school should be enhanced.

2. The academic leadership of sports schools should focus on cultivating the ability of teamwork and interdisciplinary communication. Expertise is not limited to a particular field, but requires the establishment of links between different disciplines and the promotion of knowledge integration and innovation. Leaders should encourage collaboration among scholars and promote interdisciplinary research projects that improve overall scholarship.

3. A mentor is not only a knowledge transmitter, but also a leader who inspires students to think creatively and solve problems. Fostering creative thinking in students is essential for academic leadership in sports, as it will drive growth and innovation in the industry.

4. Academic leadership is not only about individual performance, but also about teamwork effectiveness. By promoting the sharing of academic resources and the exchange of information, and strengthening the professional cooperation inside and outside the university, it will help to promote the development of the entire discipline and enhance the academic strength.

Interviewer 16

1. I believe that the vision of academic leadership should emphasize the combination of research and practice. The managers of sports colleges and universities need to plan and promote the in-depth research of the teaching staff, and apply the research results to practical teaching and sports training. We should encourage innovative research and develop policies that support faculty members in translating research results to enhance the academic reputation of the school.

2. The academic leaders of sports institutions should be forward-looking

and innovative in their professional knowledge. With the continuous change and development of society, the physical education discipline is also evolving. Leaders need to maintain sensitivity to emerging fields and research methods, lead academic teams to actively participate in cutting-edge research, and ensure the school's leadership in the subject area.

3. In the role of tutor, it is essential to focus on the overall development of students. In addition to academic knowledge, mentors should develop students' leadership, teamwork, and communication skills so that they can be more successful in their future careers.

4. In professional cooperation, leaders should focus on cultivating team communication and collaboration ability, break disciplinary barriers, and promote exchanges in different fields. Through the establishment of a platform to promote the cooperation between teachers and students, it is helpful to promote the interdisciplinary development of physical education.

Interviewer 17

1. My vision is that sports schools should break traditional boundaries in academic leadership, integrate sports with other disciplines, and cultivate comprehensive talents with interdisciplinary knowledge. In terms of planning, we need to build a multidisciplinary curriculum system to promote students to form a closer relationship between academics and sports and improve their overall literacy.

2. In sports colleges, the professional knowledge of academic leaders is not only reflected in disciplinary research, but also needs to pay attention to educational methods and student training. Leaders should understand the effectiveness of different teaching models and focus on teaching innovation to ensure that students are well-rounded academically. In addition, leaders should also pay attention to the inheritance of subject knowledge and stimulate students' interest and enthusiasm for sports subjects.

3. Tutors should not only impart theoretical knowledge, but also guide students to conduct practical research. By engaging in hands-on projects, students are able to better understand academic concepts and apply them in real-world situations, which is essential to improving academic leadership in sports academies.

4. Sports colleges and universities should strengthen cooperation with other disciplines to form complementary advantages and improve comprehensive strength. Leaders should be visionary, promote resource sharing among disciplines, create an environment conducive to professional cooperation, and achieve collaborative innovation.

Interviewer 18

1. I pay close attention to the development of academic leadership in scientific research in sports schools. In terms of planning, we should strengthen the construction of research infrastructure, provide more support for scientific research projects, and attract high-level research teams. In addition, the establishment of scientific research results transformation mechanism, so that academic research can better serve the society and industry, promote the organic combination of academic and practice.

2. In the current information age, the professional knowledge of academic leaders in sports institutions needs to be combined with technological development. Leaders should have digital and information skills and be able to lead academic teams to use advanced technological means for research and teaching. In the digital age, the expertise of academic leaders also needs to span areas such as data analysis and virtual experiments to drive innovation and development of academic work.

3. Mentors in sports institutions should become leaders in the academic community, promoting collaboration and knowledge sharing. By establishing a wide range of partnerships, schools can achieve greater influence in academic research and project implementation.

4. In professional cooperation, academic leaders need to focus on stimulating the innovative potential of team members, encouraging them to cross different fields, promoting the depth and breadth of academic research, and improving the overall level of the discipline.

Interviewer 19

1. I emphasize that administrators of sports institutions should pay attention to educational innovation in academic leadership. The vision is to create a creative and practical learning environment that fosters innovative thinking in students. In terms of planning, we need to introduce new teaching methods, promote online education and practical projects to adapt to the needs of the development of The Times, and cultivate students' stronger adaptability and creativity.

2. The performance of academic leaders in terms of professional knowledge also needs to focus on internationalization. Sports discipline has a common research problem and development trend in the world. Leaders should actively participate in international academic exchanges and establish an international cooperation network to broaden their academic horizons, absorb international cutting-edge ideas and enhance the international influence of sports institutions.

3. Tutors should focus on the student's career development and provide practical career advice and guidance. Help students develop personal development plans to better adapt them to the constant changes and challenges of the sports industry, thereby enhancing the academic leadership of the school.

4. It is suggested that leaders of sports colleges and universities strengthen cooperation with enterprises and social organizations to combine disciplinary research with actual needs. Through industry-university-research cooperation, we can cultivate professionals with more practical ability and promote the development of disciplines towards practical application.

Interviewer 20

1. I believe that the vision of academic leadership should focus on cultivating well-rounded students, focusing not only on professional skills, but also on their comprehensive qualities. In terms of planning, we need to build a comprehensive quality education system, promote students to participate in social service and volunteer activities, cultivate responsibility and teamwork spirit, so that they have a wider social impact.

2. The academic leaders of sports colleges should attach importance to the combination of practical experience. Professional knowledge is not only a theoretical level of mastery, but also needs to be combined with actual sports, sports industry, etc., in order to better meet the needs of society for professional talents. Leaders should encourage faculty and staff to participate in practical projects, promote the organic combination of practice and theory, and improve the practicality and operability of academic research.

3. In the role of mentor, emphasis should be placed on multicultural and international education. Cultivating students' intercultural communication and understanding skills helps to enhance the prestige and leadership of sports colleges in the international academic arena.

4. Leaders should pay attention to cultural integration in professional cooperation, break the narrow limitation of disciplines, and promote the collision and integration of multi-cultures. Through cross-cultural cooperation, we can promote the internationalization of sports disciplines and enhance international competitiveness.

Interviewer 21

1. In terms of academic leadership, I emphasize building a healthy education ecosystem. The vision is to stimulate teachers' research enthusiasm and improve teaching quality by establishing a sound subject evaluation and incentive mechanism. In terms of planning, we should focus on building an academic atmosphere conducive to innovative and speculative academic research, so that every teacher can give full play to their academic potential.

2. Academic leaders should also pay attention to cross-cultural understanding and application of professional knowledge. Sports disciplines involve multicultural research objects, and leaders need to be able to communicate and collaborate across cultures in order to promote diversity and internationalization of academic research. To cultivate teachers and students' sensitivity to different cultural backgrounds is helpful to expand the breadth and depth of subject research.

3. Supervisors should encourage students to participate in academic research and provide them with support and resources. By fostering students' research interests, sports institutions can achieve greater achievements in academic

innovation and knowledge output.

4. Promote the common values of the academic team and emphasize the importance of common goals. Through the establishment of common research direction, promote the deepening of professional cooperation, form a virtuous circle, and promote the sustainable development of the discipline.

Interviewer 22

1. I think academic leadership should focus on the individual development of students. The vision is to develop differentiated educational programs to meet the needs of different students and realize their potential. In terms of planning, we should promote the application of personalized teaching methods, support students' deep cultivation in their specialty areas, and provide them with more development opportunities to cultivate diversified talents.

2. Academic leaders of sports schools should focus on interdisciplinary integration. In the context of the increasing prevalence of interdisciplinary research, leaders should have multidisciplinary comprehensive literacy in terms of professional knowledge, and be able to promote the cross-integration of sports disciplines and other related disciplines to create more innovative and comprehensive research results.

3. In the role of mentor, attention should be paid to students' mental health and plight. Providing psychological support and guidance helps to establish a positive academic atmosphere, thereby enhancing the overall academic leadership of the sports institution.

4. Academic leaders should actively guide the team to deeply participate in international cooperation projects, broaden their horizons, and obtain international advanced research resources. Through international exchanges, enhance the academic reputation of physical education in the world.

Interviewer 23

1. I am concerned about the social responsibility of sports school administrators in academic leadership. The vision is to cultivate students' concern for social problems and problem-solving ability through strengthening social responsibility education. In terms of planning, we need to actively carry out social practice projects,

encourage students to participate in community service, so that sports colleges and universities can better contribute wisdom and strength to social development.

2. The expertise of academic leaders also needs to focus on social responsibility and sustainability. Sports discipline should pay attention to social problems, health problems and other related issues. Leaders should guide academic teams to focus on social responsibility, promote academic research to focus on sustainable development, and contribute to the health and well-being of society.

3. Mentors should demonstrate role models in academic research and practice. By actively participating in academic activities and community service, mentors can set an example for students and inspire their pursuit of academic leadership.

4. In professional cooperation, leaders should pay attention to the training and encouragement of team members and establish an academic inheritance mechanism. By guiding young and middle-aged teachers to participate in cooperative projects, the metabolism of the discipline is promoted and the vitality of the discipline is maintained.

Interviewer 24

1. In my vision of academic leadership, I focus on internationalization and cross-cultural communication. The vision is to create an open and diverse academic environment that attracts outstanding international faculty and students and promotes global cooperation and exchange. In terms of planning, we should establish an international academic exchange platform, support students to participate in international projects, cultivate the ability of cross-cultural communication and cooperation, and make the school more competitive on the international stage.

2. In sports colleges, the expertise of academic leaders is not limited to the discipline, but also needs to focus on the impact of social change on the field of sports. Leaders should be sensitive to social trends and changes, be able to anticipate the future demand for sports professionals, and adjust the discipline direction and training model to adapt to these changes.

3. In the role of mentor, focus on teamwork and cooperation. By building close partnerships with other mentors and students, sports schools can form stronger academic teams and drive continuous improvement in academic leadership.

4. The academic leaders of sports colleges and universities should focus on the future, gain insight into the development trend of disciplines in advance, and lead the team to carry out innovative research in frontier fields. Through continuous innovation, promote the development and growth of the discipline, and walk in the academic forefront.

Evaluation Form

Research Title: Guidelines for Improving Academic Leadership of Administrators
in Guangxi Sports Colleges

Part 1: List of evaluation experts

| No | Professional title | Education background | Experience (year) | University |
|----|---------------------|----------------------|-------------------|--|
| 1 | professor | Master's degree | 17 | Guangxi Normal University |
| 2 | professor | Master's degree | 12 | Guangxi Minzu University |
| 3 | Associate professor | Master's degree | 8 | NanNing Normal University |
| 4 | Associate professor | Master's degree | 13 | YuLin Normal University |
| 5 | Associate professor | Doctor's degree | 7 | BeiBu Gulf University |
| 6 | Associate professor | Doctor's degree | 14 | Guangzhou Sport University |
| 7 | Associate professor | Master's degree | 7 | Shanghai University of Sport |
| 8 | Associate professor | Master's degree | 10 | Shenyang Sport University |
| 9 | Associate professor | Master's degree | 9 | Yunnan University of Finance and Economics |
| 10 | Associate professor | Master's degree | 10 | Guilin University of Aerospace Technology |
| 11 | Associate professor | Doctor's degree | 10 | Chengdu Sport University |

| No | Strategies | suitability | | | | | Feasibility | | | | |
|---|---|-------------|---|---|---|---|-------------|---|---|---|---|
| Academic background professional knowlege | | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 1 | Administrators attach great importance to academic honors and awards | | | | | | | | | | |
| 2 | Administrators attach great importance to the evaluation of teachers' professional titles | | | | | | | | | | |
| 3 | Administrators have a guarantee system for college teachers to study abroad | | | | | | | | | | |
| 4 | Administrators attach great importance to the influence of teachers' professional fields | | | | | | | | | | |
| 5 | Administrators have the ability of academic innovation thinking and academic practice | | | | | | | | | | |
| 6 | Administrators are familiar with current trends in the College's professional disciplines | | | | | | | | | | |
| 7 | Administrators are aware of the latest educational technologies and methods | | | | | | | | | | |
| 8 | Administrators requires teachers to complete relevant targets in terms of scientific research achievements | | | | | | | | | | |
| 9 | Administrators attaches great importance to the academic qualifications and degrees of the college teachers | | | | | | | | | | |
| 10 | Administrators attaches great importance to academic ethics | | | | | | | | | | |

| No | Strategies | suitability | | | | Feasibility | | | |
|----|--|-------------|--|--|--|-------------|--|--|--|
| | achievements | | | | | | | | |
| 3 | Administrators attaches great importance to professional cooperation and exchange | | | | | | | | |
| 4 | Administrators believe that professional cooperation and exchange play an important role in improving academic ability | | | | | | | | |
| 5 | Administrators attaches great importance to interdisciplinary cooperation | | | | | | | | |
| 6 | Administrators can play a complementary role between administration and academic | | | | | | | | |
| 7 | Administrators are able to pool and deploy academic resources in related fields | | | | | | | | |
| 8 | Administrators are able to collaborate academically across schools and disciplines | | | | | | | | |
| 9 | Administrators can improve the efficiency and quality of teamwork | | | | | | | | |

Appendix D

The Results of the Quality Analysis of Research Instruments

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 |
| 58 | 248 | .975 |

From the table above, it can be seen that the reliability coefficient value is 0.975, 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 academic leadership of administrators in Guangxi sports colleges

| 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 |
| 1. Vision strategic planning | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 5 | 5 | 4 | 3 | 5 | 3 | 5 | 4 | 5 | 3 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 2 | 4 |
| 2 | 5 | 3 | 4 | 5 | 4 | 4 | 5 | 5 | 3 | 2 | 5 | 5 | 5 | 4 | 3 | 4 | 3 | 5 | 5 | 3 | 5 | 5 |
| 3 | 4 | 5 | 4 | 3 | 5 | 3 | 5 | 4 | 3 | 4 | 5 | 5 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 5 | 2 | 4 |
| 4 | 4 | 5 | 5 | 5 | 4 | 4 | 3 | 4 | 5 | 5 | 4 | 5 | 5 | 3 | 4 | 4 | 4 | 5 | 4 | 3 | 5 | 4 |
| 5 | 5 | 5 | 4 | 3 | 4 | 2 | 5 | 5 | 3 | 2 | 5 | 5 | 3 | 4 | 3 | 4 | 3 | 5 | 5 | 5 | 4 | 5 |
| 6 | 5 | 3 | 5 | 3 | 5 | 3 | 3 | 4 | 3 | 5 | 3 | 5 | 5 | 3 | 4 | 5 | 4 | 3 | 4 | 3 | 2 | 5 |
| 7 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 2 | 4 | 5 | 4 | 4 | 3 | 4 | 2 | 5 | 5 | 4 | 3 | 4 |
| 8 | 5 | 5 | 4 | 3 | 4 | 3 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 3 | 2 | 5 |
| 9 | 5 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 5 | 2 | 4 | 5 | 5 | 4 | 3 | 4 | 3 | 5 | 5 | 4 | 4 | 3 |
| 10 | 5 | 5 | 3 | 4 | 4 | 4 | 5 | 4 | 3 | 5 | 4 | 5 | 5 | 4 | 3 | 5 | 3 | 5 | 4 | 5 | 3 | 5 |
| 11 | 5 | 3 | 4 | 3 | 4 | 3 | 5 | 5 | 5 | 4 | 5 | 5 | 3 | 4 | 5 | 4 | 4 | 5 | 5 | 3 | 2 | 5 |
| 12 | 5 | 5 | 3 | 4 | 5 | 4 | 3 | 4 | 3 | 2 | 5 | 4 | 5 | 4 | 3 | 5 | 3 | 5 | 4 | 3 | 4 | 5 |
| 13 | 5 | 4 | 4 | 3 | 4 | 2 | 5 | 5 | 4 | 3 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 3 | 4 | 5 | 5 | 4 |
| 14 | 5 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 3 | 2 | 5 | 5 | 5 | 4 | 3 | 4 | 2 | 5 | 5 | 3 | 2 | 5 |
| 15 | 5 | 5 | 4 | 3 | 4 | 3 | 5 | 5 | 4 | 4 | 3 | 5 | 3 | 5 | 3 | 5 | 3 | 3 | 4 | 3 | 5 | 3 |
| 2. Academicin background professional knowlege | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 2 | 4 | 5 | 4 | 4 | 3 | 4 | 2 | 5 | 5 | 4 | 3 | 4 |
| 2 | 5 | 5 | 4 | 3 | 4 | 3 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 3 | 2 | 5 |
| 3 | 5 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 5 | 2 | 4 | 5 | 5 | 4 | 3 | 4 | 3 | 5 | 5 | 4 | 4 | 3 |
| 4 | 5 | 4 | 4 | 3 | 4 | 2 | 5 | 5 | 4 | 3 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 3 | 4 | 5 | 5 | 4 |
| 5 | 5 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 3 | 2 | 5 | 5 | 5 | 4 | 3 | 4 | 2 | 5 | 5 | 3 | 2 | 5 |
| 6 | 5 | 5 | 4 | 3 | 4 | 3 | 5 | 5 | 4 | 4 | 3 | 5 | 3 | 5 | 3 | 5 | 3 | 3 | 4 | 3 | 5 | 3 |
| 7 | 5 | 5 | 3 | 4 | 4 | 4 | 5 | 4 | 3 | 5 | 4 | 5 | 5 | 4 | 3 | 5 | 3 | 5 | 4 | 5 | 3 | 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 |
| 8 | 5 | 3 | 4 | 3 | 4 | 3 | 5 | 5 | 5 | 4 | 5 | 5 | 3 | 4 | 5 | 4 | 4 | 5 | 5 | 3 | 2 | 5 |
| 9 | 5 | 5 | 3 | 4 | 5 | 4 | 3 | 4 | 3 | 2 | 5 | 4 | 5 | 4 | 3 | 5 | 3 | 5 | 4 | 3 | 4 | 5 |
| 10 | 4 | 5 | 5 | 5 | 4 | 4 | 3 | 4 | 5 | 5 | 4 | 5 | 5 | 3 | 4 | 4 | 4 | 5 | 4 | 3 | 5 | 4 |
| 11 | 5 | 5 | 4 | 3 | 4 | 2 | 5 | 5 | 3 | 2 | 5 | 5 | 3 | 4 | 3 | 4 | 3 | 5 | 5 | 5 | 4 | 5 |
| 12 | 5 | 3 | 5 | 3 | 5 | 3 | 3 | 4 | 3 | 5 | 3 | 5 | 5 | 3 | 4 | 5 | 4 | 3 | 4 | 3 | 2 | 5 |
| 13 | 5 | 5 | 4 | 3 | 5 | 3 | 5 | 4 | 5 | 3 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 2 | 4 |
| 14 | 5 | 3 | 4 | 5 | 4 | 4 | 5 | 5 | 3 | 2 | 5 | 5 | 5 | 4 | 3 | 4 | 3 | 5 | 5 | 3 | 5 | 5 |
| 15 | 4 | 5 | 4 | 3 | 5 | 3 | 5 | 4 | 3 | 4 | 5 | 5 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 5 | 2 | 4 |
| 3. The role of a mentor | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 5 | 4 | 4 | 3 | 4 | 2 | 5 | 5 | 4 | 3 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 3 | 4 | 5 | 5 | 4 |
| 2 | 5 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 3 | 2 | 5 | 5 | 5 | 4 | 3 | 4 | 2 | 5 | 5 | 3 | 2 | 5 |
| 3 | 5 | 5 | 4 | 3 | 4 | 3 | 5 | 5 | 4 | 4 | 3 | 5 | 3 | 5 | 3 | 5 | 3 | 3 | 4 | 3 | 5 | 3 |
| 4 | 4 | 5 | 4 | 3 | 5 | 3 | 5 | 4 | 3 | 4 | 5 | 5 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 5 | 2 | 4 |
| 5 | 5 | 3 | 4 | 5 | 4 | 4 | 5 | 5 | 3 | 2 | 5 | 5 | 5 | 4 | 3 | 4 | 3 | 5 | 5 | 3 | 5 | 5 |
| 6 | 5 | 5 | 4 | 3 | 5 | 3 | 5 | 4 | 5 | 3 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 2 | 4 |
| 7 | 5 | 4 | 4 | 3 | 4 | 2 | 5 | 5 | 4 | 3 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 2 | 4 |
| 8 | 5 | 5 | 4 | 5 | 5 | 4 | 3 | 4 | 3 | 2 | 5 | 5 | 5 | 4 | 3 | 4 | 3 | 5 | 5 | 3 | 5 | 5 |
| 9 | 5 | 5 | 4 | 3 | 4 | 3 | 5 | 5 | 4 | 4 | 3 | 5 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 5 | 2 | 4 |
| 10 | 5 | 5 | 3 | 4 | 4 | 4 | 5 | 4 | 3 | 5 | 4 | 5 | 5 | 4 | 3 | 5 | 3 | 5 | 4 | 5 | 3 | 5 |
| 11 | 5 | 3 | 4 | 3 | 4 | 3 | 5 | 5 | 5 | 4 | 5 | 5 | 3 | 4 | 5 | 4 | 4 | 5 | 5 | 3 | 2 | 5 |
| 12 | 5 | 5 | 3 | 4 | 5 | 4 | 3 | 4 | 3 | 2 | 5 | 4 | 5 | 4 | 3 | 5 | 3 | 5 | 4 | 3 | 4 | 5 |
| 13 | 4 | 5 | 5 | 5 | 4 | 4 | 3 | 4 | 5 | 5 | 4 | 5 | 5 | 3 | 4 | 4 | 4 | 5 | 4 | 3 | 5 | 4 |
| 4. Professional cooperation | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 5 | 5 | 4 | 3 | 5 | 3 | 5 | 4 | 5 | 3 | 5 | 5 | 5 | 4 | 3 | 5 | 3 | 5 | 4 | 5 | 3 | 5 |
| 2 | 5 | 3 | 4 | 5 | 4 | 4 | 5 | 5 | 3 | 2 | 5 | 5 | 4 | 4 | 3 | 4 | 2 | 5 | 5 | 4 | 3 | 4 |
| 3 | 4 | 5 | 4 | 3 | 5 | 3 | 5 | 4 | 3 | 4 | 5 | 5 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 3 | 2 | 5 |
| 4 | 5 | 5 | 3 | 4 | 4 | 4 | 5 | 4 | 3 | 5 | 4 | 5 | 5 | 4 | 3 | 4 | 3 | 5 | 5 | 4 | 4 | 3 |
| 5 | 4 | 3 | 5 | 3 | 5 | 3 | 5 | 3 | 3 | 4 | 3 | 5 | 4 | 4 | 5 | 5 | 3 | 2 | 5 | 5 | 5 | 4 |

| 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 |
| 6 | 4 | 5 | 5 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 5 | 3 | 5 | 3 | 5 | 4 | 5 | 3 | 5 | 4 | 5 | 4 |
| 7 | 2 | 5 | 5 | 5 | 4 | 3 | 4 | 3 | 5 | 5 | 3 | 3 | 4 | 2 | 5 | 5 | 4 | 3 | 4 | 4 | 5 | 4 |
| 8 | 3 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 3 | 4 | 3 | 2 | 5 | 5 | 5 | 4 |
| 9 | 3 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 3 | 4 | 3 | 5 | 5 | 4 | 4 | 3 | 5 | 5 | 4 |
| 10 | 2 | 5 | 5 | 5 | 4 | 3 | 4 | 3 | 5 | 5 | 3 | 4 | 4 | 4 | 5 | 4 | 3 | 5 | 4 | 5 | 5 | 4 |
| 11 | 4 | 3 | 5 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 5 | 3 | 4 | 3 | 5 | 5 | 5 | 4 | 5 | 5 | 3 | 4 |
| 12 | 5 | 4 | 5 | 5 | 4 | 3 | 5 | 3 | 5 | 4 | 5 | 4 | 5 | 4 | 3 | 4 | 3 | 2 | 5 | 4 | 5 | 4 |
| 13 | 4 | 5 | 5 | 3 | 4 | 5 | 4 | 4 | 5 | 5 | 3 | 5 | 4 | 4 | 3 | 4 | 5 | 5 | 4 | 5 | 5 | 3 |
| 14 | 2 | 5 | 4 | 5 | 4 | 3 | 5 | 3 | 5 | 4 | 3 | 5 | 5 | 3 | 4 | 4 | 4 | 5 | 4 | 3 | 5 | 4 |

Appendix E
Certificate of English



This is to certify that

Mr. Yuan Hang

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C1

Given on 25th January 2021



(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Accept Research

ที่ อว ๐๖๑๑.๐๑/ว๔๕๐๕

มหาวิทยาลัยราชภัฏเชียงราย
อำเภอเมือง จังหวัดเชียงราย ๕๗๑๐๐

๑๕ กรกฎาคม ๒๕๖๗

เรื่อง ยื่นขึ้นตอบรับการตีพิมพ์บทความ

เรียน Mr. Yuan Hang, Assistant Professor Dr. Patchara Dechhome, Associate Professor Dr. Niran Sutheeniran and
Assistant Professor Dr. Sarayuth Sethakhajom

ตามที่ท่านให้ความสนใจส่งบทความ เรื่อง “Guidelines for Improving Academic Leadership of Administrators in Guangxi Sports Colleges” เพื่อตีพิมพ์ในวารสารครุศาสตร์วิชาการ มหาวิทยาลัยราชภัฏเชียงราย ซึ่งเป็นวารสารวิชาการที่มีผู้ทรงคุณวุฒิ ในการพิจารณาบทความ จำนวน ๓ ท่าน ซึ่งไม่เป็นผู้มีส่วนได้ส่วนเสีย หรือสังกัดเดียวกันกับผู้พิมพ์ และอยู่ในฐานข้อมูลของศูนย์ดัชนีการอ้างอิงวารสารไทย (TCI) กลุ่มที่ ๒ และทางกองบรรณาธิการ ได้แจ้งให้ท่านปรับแก้ตามข้อเสนอแนะของผู้ทรงคุณวุฒิ ตามความทราบแล้วนั้น

บัดนี้ ทางกองบรรณาธิการฯ ได้รับบทความที่มีการแก้ไขจากท่านเรียบร้อยแล้ว และมีความยินดีจะแจ้งให้ท่านทราบว่า บทความดังกล่าวของท่านจะได้รับการตีพิมพ์ในวารสารครุศาสตร์วิชาการ มหาวิทยาลัยราชภัฏเชียงราย เล่มปีที่ ๑๑ ฉบับที่ ๑ (มกราคม – เมษายน ๒๕๖๕)

จึงเรียนมาเพื่อ โปรดทราบ และขอขอบคุณที่ท่านให้ความสนใจส่งบทความเพื่อตีพิมพ์กับทางวารสารครุศาสตร์วิชาการ มหาวิทยาลัยราชภัฏเชียงราย

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.ไพกร รัตนสูงส์)
บรรณาธิการวารสารครุศาสตร์วิชาการฯกองบรรณาธิการวารสารครุศาสตร์วิชาการฯ
คณะครุศาสตร์ มหาวิทยาลัยราชภัฏเชียงราย
โทรศัพท์ ๐-๕๓๗๗-๖๐๑๔
โทรสาร ๐-๕๓๗๗-๖๐๕๕

Research Profile

Name-Surname: Mr.Yuan Hang

Birthday: February 10, 1984

Place of Birth: Yichuan, Luoyang, Henan, China

Educational Background:

- 2002-2006, Bachelor of Education, Guangxi Normal University;
- 2006-2009, Master of Education, Guangxi Normal University;
- 2021-2024, Doctor of Philosophy in Educational Management, Bansomdejchaopraya Rajabhat University

Work Experience:

- Teacher, Guangxi Normal University, form 2010

Office Location:

- Department of Education, Guangxi Normal University

Current Contact Location:

- Nanyuan, Yucai Campus, Guangxi Normal University, No.15 Yucai Road, Qixing District, Guilin, Guangxi, China