Leadership Promotion Strategies for College Administrators

He Shuying[1,2], Luxana Keyuraphan[1], Niran Sutheeniran[1] & Patchara Dechhome[1]

[1] Graduate School, Bansomdejchaopraya Rajabhat University, Bangkok, Thailand

[2] School of Economics and Management, Guangxi Normal University, Guilin Guangxi, China

Correspondence: Luxana Keyuraphan, Graduate School, Bansomdejchaopraya Rajabhat University, Bangkok, Thailand. E-mail: luxanakeyuraphan@gmail.com

Abstract

The leadership of college administrators is a critical figure in fulfilling the college's responsibilities, and it has a far-reaching impact on all aspects of disciplinary development, quality education, and the effectiveness of the school's operation. Leadership enhancement of college administrators is conducive to improving the structured reform of the internal structure of the college organization, establishing sound college system management, and improving the level of school education. It will also promote the academicization process of the college's internal organization, strengthen academic research and discipline construction, and promote educational exchanges and cooperation between teachers and students. It not only encourages the harmony and coordination of disciplines within the college, optimizes the allocation of resources, but also improves the level of education and teaching and further enhances the academic competitiveness of the whole university. This study explores the strategies for strengthening the leadership of development college administrators by sorting out theories, drawing on the theoretical perspectives of Bolman & Deal, Sergiovanni, and Zheng, and doing empirical research by comprehensively applying the questionnaire survey research method. In this study, five universities in Guangxi Zhuang Autonomous Region were grouped for a questionnaire survey using random sampling. College administrators and faculty, and staff members were assessed to provide an empirical research basis for leadership enhancement strategies. Finally, the corresponding plan was provided for the results of the study.

Keywords: leadership, promotion strategy, college administrators, academicization process

1. Introduction

1.1 Introduce the Problem

Education promotes individual physical and mental growth, political progress, economic development, and cultural inheritance and renewal through the organized and purposeful training of the educated. With the in-depth development of scholars' understanding, the functions and roles of education have been emphasized by governments worldwide. China also has a cultural tradition of respecting teachers and emphasizing education and guidelines such as "education is the foundation of a hundred-year plan" and "the strategy of developing the country through science and education." The realization of the educational function depends on the effectiveness of schools. Schools are formal educational institutions. The principal is an essential factor influencing the effectiveness of the school. Still, as the center of gravity of management of Chinese colleges and universities moves further down to the colleges, this puts new demands on the leadership of the college deans. In the school organization, colleges are the center of gravity for academic decision-making in disciplines and the most direct organizers of discipline building. The leadership of college leaders is a critical component of the development of higher education and relates to the development direction and structure of disciplinary construction. The development direction of higher education proposed by the Chinese government is to deepen the disciplinary restructuring, strengthen the construction of disciplinary characteristics, predict the trend of disciplines, and adapt to the development needs of society, which puts high demands on the leadership of college leaders. In China, we have seen many studies on student management, learning and teaching, teachers, and principals, but only a few more comprehensive and profound studies on college administrators and their work.

Due to the different national conditions and cultures, stages of higher education development, and university governance models, there are differences in the authority and responsibility positioning, quality and competence of college administrators, and teaching, research, and social service activities have also put forward higher requirements

and challenges for college administrator leadership. The theme of this study is how to improve the administration of college administrators and the targeted enhancement of vulnerable leadership, aiming to provide development guidance for college management.

1.2 Explore the Importance of the Problem

Unlike the presidential responsibility system under the leadership of the party committee currently practiced in ordinary public colleges and universities in China, the administrative system of public colleges and universities colleges is a joint meeting system of the party and the government. At the faculty level of the college, the leadership team of the faculty-level organization deliberates collectively in the form of a meeting. The leadership team of the faculty-level organization generally consists of the secretary of the Party committee, the dean, the deputy secretary of the Party committee, and several deputy deans in charge. It is to strengthen the leadership of the Party, promote the democratization of work decisions, exchange ideas, unify actions, and improve work efficiency. The leadership responsibilities of the Party Committee of the college are mainly to grasp the development ideas of the college, manage and supervise the leading cadres of the college, and study and decide significant matters of the college. Faculty members with high teaching, scientific research, and communication ability in their disciplines usually appoint the college's dean. His primary responsibilities are to study and deal with the daily work of the administration, to put forward research proposals or leading opinions on the significant matters of the college, to organize and implement the decisions of the Party committee, and to supervise and implement the findings with the Party committee, to improve the decision-making, implementation and supervision system and mechanism of the college. The setup and implementation of the joint meeting system of the Party and government of the college enable the college's leadership team at the faculty level to participate in the decision-making and discussion of the college, ensuring the democratization of the decision-making. The joint party and government meeting system is a unique management system in China, which differs from other countries under China's unique national conditions. College administrator leaders, who are both in the academic field of occupying the position of leader and in the administrative work of the manager, become the leaders throughout the management work, set leader and manager in one.

In the United States, most deans rationally believe that the duties of the dean should be balanced between humanism and managerialism and that the dean should "provide service, be accountable, exercise ethical leadership, be a good steward, build a community characterized by diversity with trust and cooperation, and promote and pursue excellence." College leaders in the United States focus on individual academic competence in their disciplines and, more importantly, on the administrative competence of their managers. College leaders must be able to lead faculty to some degree of academic and pedagogical competence, and the educational and cultural environment requires them to be skillful administrators and good administrators.

1.3 Describe Relevant Scholarship

In recent years, some scholars have conducted related studies. Li & Xiang (2018, pp: 44-50) found that professional development status and learning-oriented leadership characteristics influence school principals' leadership development through various data analysis methods such as descriptive statistics, chi-square test, correlation analysis, and regression analysis. Dong (2020, pp: 77-83) argued that leadership stems from a leader's character, disposition, and values and is a collection of practical abilities to manage, control, or influence the behavior of a group to achieve a collective goal. Iftikhar (2020, pp:133-151) used interpretive phenomenological analysis (IPA), drawing on adult learning theory and research data to identify a few key themes in the findings of deans' learning styles. He argued that the role of the dean is complex and needs to be equipped to deal with complexity. Deans' training provides a personalized form of leadership development that is contextual, applicable, and relevant. Delgado & Darling (2021, p:50) and others examined higher education deans' and faculty directors' perceptions of transformational leadership practices in Colombian higher education institutions and found that administrators can improve their leadership commitment, shared vision, idealized influence, motivational incentives, intellectual stimulation, organizational performance, and future direction to improve leadership, enhance educational quality, and enhance group effectiveness.

It is possible to identify the research direction by drawing on the theoretical framework proposed by recent scholars, which involves multidimensional information on leaders' attributes, personal competencies, organizational context, organizational vision, Etc. In their co-authored book Reframing Organizations: Artistry, Choice, and Leadership, Bolman & Deal (2013) suggest that human resources can be used to improve the quality of education and enhance the group's efficiency. Moreover, Leadership proposed four frames for human resources (2013), including Structural Frame, Human Resource Frame, Political Frame, and Symbolic Frame. Sergiovanni (2002), in his 1984 books

entitled Leadership and Excellence in Schooling and in his 1987 monograph, The Principalship: a reflective practice perspective, Thomas J. Sergiovanni proposed five models of leadership to explain how principal leadership is associated with superior school performance. The five leadership models are Technological Leadership, Human Leadership, Educational Leadership, Symbolic Leadership, and Cultural Leadership. Prof. Cheng Yin-Cheung of Hong Kong, China, has worked on this model since 1993. Based on the "Four Forces Framework" proposed by Bolman et al. (1984) and the "Five Forces Model" of Thomas J. Sergiovanni (1991), it is suggested that the leadership of schools and principals consists of structural leadership, interpersonal leadership, political leadership, and cultural leadership. According to Zheng Yanxiang, structural, interpersonal, political, and cultural leadership are mainly defined according to Bolman & Deal's Four Forces Framework.

In contrast, educational leadership is defined according to Thomas J. Sergiovanni's concept. Structural leadership means that school leaders think through and develop clear goals and policies for members of the organization to implement and provide technical support to plan, coordinate, and carry out the procedures. Interpersonal leadership means school leaders point out members, encourage participation, facilitate cooperation, increase members' sense of responsibility and acquisition, and encourage positive interpersonal relationships. Political leadership means that school leaders can persuade members of the teacher-student organization to work together in unity and cooperation and can resolve conflicts and contradictions among members of the organization effectively. Cultural leadership means that the school leader is good at radicalizing the organization's members, has personal charisma, can establish a sense of mission and value that affects individuals or teams, and can also regulate the organization's culture. Educational leadership refers to school leaders who emphasize and encourage professional development and instructional improvement, judge problems in the educational process and give professional advice and enhancement on academic matters.

This study, on the one hand, agrees with the dimensional settings of the three reflections on structural, interpersonal, political, cultural, and educational leadership. On the other hand, the above studies mainly focus on organizational managers or principals and leaders of educational institutions in the particular context of the administrative system of colleges of public universities in China, the joint meeting system of the party and the government, and the unique environment of the college managers. In the particular climate of the Chinese public college administration system, the joint party and government meeting system, the study of college administrators should personalize the dimensions. It also contributes to the academic literature by providing a focused analysis of college administrators' leadership within the specific Chinese higher education context. By examining different leadership dimensions and personalizing them to the local administrative environment, the paper offers insights that enhance our understanding of effective leadership practices and their implications for college management in China.

2. Method

2.1 Identify Subsections

Sampled within the Guangxi Zhuang Autonomous Region of China, the comprehensive general undergraduate universities Guangxi University, Guangxi Normal University, Guilin University of Electronic Technology, Guilin University of Technology, and Guilin University, totaling five, with 94 secondary colleges. College administrators are usually six people working together to form the leadership team of the college-level organization, which consists of a total of 564 people, and there are 13,300 faculty and staff on campus. A sample of 234 college administrators was randomly selected from the total population using the Krejcie and Morgan sampling table, and a selection of 375 college administrators was randomly chosen from the entire population using the Krejcie and Morgan sampling table for the survey of administrators' leadership evaluations.

2.2 Participant (Subject) Characteristics

The sampling team selected five representative universities within the Guangxi Zhuang Autonomous Region of China, and each university randomly selected colleges to conduct leadership self-assessments to form Survey Group A, totaling 234 people. The surveyed colleges were chosen to investigate the evaluation of full-time faculty and related administrators on the leadership of college administrators to form Survey Group B, totaling 375 people. 564 second-level college administrators and 13,300 full-time faculty and related administrators were sampled from the full-time administrators and faculty adjunct administrators, 234, and the related staff, 375 people.

2.3 Sampling Procedures

2.3.1 Sample Size, Power, and Precision

To ensure the sample size for sampling Groups A and B, the number of questionnaires distributed was slightly higher than the planned sampling figures of 234 and 375, with 300 questionnaires distributed in Group A and 480 questionnaires spread in Group B, respectively.

2.3.2 Measures and Covariates

(1) Literature Search and Analysis Methods

Through database search and reading of books and journals, we summarize and analyze a large amount of literature to collect literature on leadership, leadership model, leadership enhancement, college management mode, Etc., to understand the development and research conclusions of domestic and foreign educational leadership, to understand the impact and requirements of the natural environment and situation development on college managers, and to further clarify the critical place and role of the college in the development strategy of the country. The role of educational leadership in the national development strategy will be further clarified. To provide a basis for the selection of topics and perspectives of malefactors and to explore the innovative points of the research.

(2) Research and Analysis Methods

Through the scale research, college administrators' and organizational members' multi-perspective research provides detailed and realistic information for studying college administrators' leadership. It reveals the real problems and contradictions faced by college administrators. Information was obtained by conducting interviews with deans to collect and organize the rules and regulations governing the management of secondary colleges in the study area. Based on the comparison of information collected from college administrators and members of the organization by the survey, the understanding of issues related to the leadership of college administrators and the summary of college administrators themselves in the management of colleges were compiled to find out the innovations objectively and to summarize further and distill the influencing factors of leadership as well as countermeasures of leadership enhancement.

2.3.3 Research Design

Based on the literature study, this study modified the scale and conducted an empirical investigation by considering the actual national conditions and the unique situation of higher education in mainland China.

The questionnaire is divided into two parts:

The first part is the basic information of the respondents, including their gender, age, education, and the time of leadership tenure.

The second part is the survey respondents' actual situation of leadership evaluation, which was related to the five-way model, respondents' single choice. The scale is divided into five parts: five items of structural leadership, five items of interpersonal leadership, four items of political leadership, five items of educational leadership, and five items of cultural leadership. The scale was scored using a five-point Likert scale corresponding to 1-A. Very much in line, 2-B. Relatively in line, 3-C. 4-D. is not in line, and 5-E needs to be in line, with higher scores representing weaker administrators' leadership.

Argue the relationship and the degree of influence of the components of the leadership of college administrators and process all the data with SPSS.

3. Results

3.1 Recruitment

To understand the reliability status of the revised Leadership Strength Scale, the author selected a second-level college of a comprehensive general undergraduate university to implement the pilot test. Fifty-seven administrative staff members were tested, and 57 valid questionnaires were collected. The analysis results show that the Cronbach reliability coefficients of the structural, interpersonal, political, cultural, and educational subscales are 0.969, 0.949, 0.943, 0.971, and 0.952, respectively, indicating the scale has high reliability. The high reliability of this survey is a good indication of the high reliability that the scale has.

Validity was verified using exploratory factor analysis, and in the Group A test, the KMO (Kaiser-Meyer-Olkin) was higher than 0.8 for all factors except for 2 items with values of 0.772 and 0.785, which were judged as appropriate overall. In the Group B test, the KMO (Kaiser-Meyer-Olkin) had all factors above 0.8 except for 1 value of 0.780,

which was considered appropriate overall. The overall high validity of this survey indicates the high level of suitability that the scale possesses.

After determining the reliability and validity of the revised Leadership Scale, the researcher administered the questionnaire to the corresponding subjects according to different subgroups.

3.2 Data Analysis

In Group A, 300 questionnaires were sent out, and 237 questionnaires were returned, a return rate of 79%. In Group A, there were 154 male and 83 female college administrators. The evaluated college administrators were 48 under the age of 40, 138 between the ages of 40-45, and 51 over the age of 50. There were 44 master's degree holders and 193 doctoral degree holders. The number of years of service is less than 2 years: 5, 2-5 years: 40, 6-9 years: 56, and more than 9 years: 136. The total number of self-assessment visits for this group was 237. 480 questionnaires were sent out for Group B. 418 questionnaires were returned, with a return rate of 87.1%. In Group B, there were 118 male secondary college staff and 300 female secondary college staff. There were 274 male secondary school administrators and 144 female secondary school administrators. 77 were under 40 years old, 235 were 40-45 years old, and 106 were over 50 years old. There are 92 master's degree holders and 326 doctoral degree holders. The number of years of service is less than 2 years 16 people, 2-5 years 68 people, 6-9 years 79 people, and more than 9 years 255 people. The total number of visits in this group is 418.

It is difficult to compare differences because of the inconsistent items on the subscales. Therefore, dividing the average of the total scores on each subscale by the number of items was necessary, which would convert to a standard on a five-point scale. The resulting five-way leadership scores for the two groups are shown.

Table 1. Group A Leadership Five-Way Score

	Average Value	Standard Deviation	Serial Number	level
Structural Leadership	1.6515	0.8505	1	Maximum
Interpersonal Leadership	1.6169	0.7900	2	Second Highest
Political Leadership	1.5643	0.7763	3	Medium
Cultural Leadership	1.6042	0.7901	4	Medium
Educational Leadership	1.5527	0.7266	5	Minimum Level

Table 2. Group B Leadership Five-Way Score

	Average Value	Standard Deviation	Serial Number	level
Structural Leadership	1.6943	0.9149	1	Maximum
Interpersonal Leadership	1.6325	0.8501	2	Second Highest
Political Leadership	1.5891	0.8254	5	Minimum Level
Cultural Leadership	1.6316	0.8333	3	Medium
Educational Leadership	1.5957	0.7969	4	Medium

The highest mean for Self-Test Group A for Tier II College Administrators was 1.6515 for Structural Leadership, indicating the weakest Structural Leadership in this group, and the lowest Educational Leadership score of 1.5527, indicating the strongest Educational Leadership in this group. The mean for the secondary school staff test group B was the highest structural leadership, 1.6943, marking the weakest structural administration, and the lowest political leadership score, 1.5891, indicating this group's most substantial political leadership. There is a difference between the results obtained from the manager's self-test and the staff test in the two groups of tests.

4. Discussion

The questionnaire was used to understand the overall situation of the leadership of managers in secondary colleges in the Guangxi Zhuang Autonomous Region, and the following conclusions can be drawn based on the questionnaire and the calculation results:

The reliability of the Questionnaire is high, the subscales are highly correlated with each other, and the validity is appropriate. The questionnaire items are more evenly designed and have scientific solid facts, which can reliably measure the leadership of college administrators.

The total scale score indicates that higher scores represent weaker administrators' leadership in this area. Overall, college administrators have a moderate level of leadership. In both groups tested structural leadership scored the highest, interpersonal leadership the next highest, educational leadership in Group A scored the lowest, and political leadership in Group B scored the lowest. It indicates that in the administrator self-test Group A, subjects perceived educational leadership as the strongest, interpersonal leadership as weaker, and structural leadership as the weakest. In College Staff Test Group B, subjects perceived administrators as having the strongest political leadership, weaker interpersonal leadership, and weakest structural leadership. Both test groups hypothesized that interpersonal and structural leadership, in particular, need improvement.

Based on the survey results, the five-way leadership scores, Discussion are as follows:

Structural Leadership Scores. Of the five variables reflecting structural leadership, Self-Test Group A for Tier II College Administrators and Test Group B for Tier II College Staff "is good at enlisting a variety of resources from outside the college to promote the college." The mean values of 1.68 and 1.77, both high ratings, indicate that both groups tested in structural leadership are considered weak. It suggests that administrators and faculty are sensitive to and feel under-resourced, both within and outside the institution. As Tucker & Bryan (1988, p:108) argued, as the primary leader of the college, the president must make decisions on many issues, including resource allocation, faculty evaluation and promotion, and office supply allocation. The Division II College Administrators Self-Test Group A and Division II College Staff Test Group B "strongly emphasize careful planning and clear work schedules and time frames." The mean of 1.61 is the lowest rating, indicating the most vital structural leadership skills. It shows a "strong emphasis on careful planning and clear work schedules and timelines." The importance of what is perceived to be done well by the administrators themselves and the faculty also converges with the research of Bolton & Boyer (1973, pp: 352-369) conducted a study of Cincinnati University and found reliable channels for promoting faculty organization and noted that good communication, decision-making, and problem-solving skills were the key to improving decision-making at the faculty level and that the ability to make decisions at the faculty level was the most critical factor in the development of the faculty. It was noted that good communication, decision-making, and problem-solving skills are essential facilitators for improving decision-making at the faculty level.

Interpersonal Leadership Scores. The Interpersonal Leadership scores for the Tier II College Administrators Self-Test Group A and the Tier II College Staff Test Group B were "Ability to respect and care for and support the faculty and staff." The means were 1.46 and 1.50, the lowest rankings, which indicates the strongest in Interpersonal Leadership. "Sensitive and highly caring to the needs of faculty and staff." The mean values were 1.70 and 1.74, with the highest rank indicating the weakest in interpersonal leadership. It suggests that faculty and staff need a high degree of caring from administrators and that the administrators themselves believe they are not doing an excellent job managing their team. The doctrine of transformational leadership, as proposed by Bass (1985), emphasizes idealized influence, motivational drive, intellectual stimulation, and personalized care.

Political Leadership Scores. The political leadership of Level II College Administrators Self-Test Group A and Level II College Staff Test Group B was "open to listening to and accepting input from faculty and staff." The means were 1.51 and 1.56, the lowest rank, which indicates the strongest in political leadership. It suggests that the subjects valued the importance of communication. Wheatley (1992, p: 38), an American scholar, argued that power in an organization is tied to the ability to manage relationships and that deans lose the basis of control when they lack

contact with faculty and do not communicate. The political leadership of the Division II College Administrators Self-Test Group A and the Division II College Staff Test Group B is "the ability to anticipate and deal tactfully with a variety of conflicts within the college." The mean values of 1.68 and 1.67 are the highest rank, which indicates the weakest in political leadership. Resolving conflicts within the college may lead to the dissatisfaction of staff and faculty members because some groups' interests are jeopardized. This situation, as Sarros et al. (1999, pp: 165-185) pointed out that the dean has to navigate between groups belonging to different subcultures with different interests and has to satisfy the needs of various stakeholders, which sometimes conflict.

Cultural Leadership Scores. Cultural Leadership for Level II College Administrators Self-Test Group A and Level II College Staff Test Group B "Ability to move beyond what the college has in place to open up new growth opportunities." The highest mean scores of 1.70 and 1.75 indicate that cultural leadership is the weakest, which suggests that administrators need to do more to develop new opportunities beyond what is available at the college. In the self-assessment group A of the administrators of secondary colleges, "Good at boosting morale and motivating faculty and staff to perform at their best." The mean was 1.53, the lowest rating, which indicates the strongest in cultural leadership. In Test Group B for Tier II staff, "Develops a clear educational mission, beliefs, and philosophy for the college." The mean was 1.57, with the lowest rank indicating the strongest in Cultural Leadership. Administrators were recognized by subjects for "motivating morale, inspiring work ethic, and forming an educational philosophy for the college." As Dong (2020, pp: 77-83) argued that leadership stems from a leader's character, disposition, and values and is a collection of practical abilities to manage, control, or influence the behavior of a group to achieve a collective goal.

Delgado, Darling, Jones, Wattam, & Thompson. (2021, p:50) by examining the influence of deans of higher education and faculty directors on the perceptions of transformational leadership practices in Colombian higher education institutions, it found that administrators can improve leadership, educational quality, and group effectiveness by improving leadership commitment, shared vision, idealized influence, incentive motivation, intellectual stimulation, organizational performance, and future direction.

Educational Leadership Scores. The Educational Leadership "Discussing new ideas and methods of teaching and learning with teachers." for Level II Administrators Self-Test Group A and Level II Staff Test Group B. The mean values were 1.58 and 1.64, the highest rank indicating the weakest in educational leadership. It suggests that administrators are not perceived to be discussing new ideas and methods of teaching and learning in education with teachers in their work. Administrators can demonstrate educational leadership by doing an excellent job of "discussing educational instruction with teachers. As Shao (2018, pp: 72-76) argues that teacher leadership is the rediscovery of the role of the main body of schoolteachers' education under the concept of governance, which manifests itself as an interstitial influence, a flexible ability to influence, and mainly consists of curricular leadership, educational leadership, scientific research leadership, and social leadership, Etc. Educational leadership in the self-assessment group A for secondary school administrators and the test group B for secondary school staff was "Encouraging teachers to pursue continuous research to enhance their professional competence." The mean values of 1.47 and 1.48 were the lowest rankings, which indicated the strongest in Educational Leadership. It suggests that administrators are perceived as doing the best job of "encouraging teachers to pursue continuous learning to enhance professional competence." Doing the best. As Bolton and Boyer (1973, pp: 352-369) showed in their study of Cincinnati University, the results indicated that leaders at the faculty level played a dual role between teaching and administration.

5. Conclusion

The study aimed to assess administrators' leadership in secondary colleges in the Guangxi Zhuang Autonomous Region using a questionnaire. The questionnaire's reliability and validity were established, confirming its appropriateness for measuring leadership. The overall findings from the questionnaire responses and calculations provided insights into the leadership landscape in these colleges.

5.1 Leadership Profile

The study indicated that administrators in the assessed secondary colleges demonstrated moderate leadership. Different dimensions of leadership were evaluated, including structural, interpersonal, political, cultural, and educational leadership.

5.2 Structural Leadership

The results revealed that administrators and staff perceived a need for more resources within and outside the institutions, indicating a need for improved resource allocation. Effective planning and precise work schedules were identified as areas needing enhancement.

5.3 Interpersonal Leadership

Both administrators and staff identified the need for administrators to demonstrate tremendous respect, care, and support for faculty and staff. The study highlighted the importance of administrators providing a high level of care for the needs of faculty and staff.

5.4 Political Leadership

Communication and conflict resolution were crucial aspects of political leadership. The study suggested that administrators should emphasize listening, accepting input, and addressing conflicts to improve their political leadership effectiveness.

5.5 Cultural Leadership

The study found that cultural leadership required improvement, particularly in identifying new growth opportunities. Administrators were advised to focus on inspiring morale, developing a clear educational mission, and motivating faculty and staff.

5.6 Educational Leadership

The study highlighted the need for administrators to discuss new teaching and learning methods with teachers. Encouraging continuous research to enhance teachers' professional competence was also emphasized.

In conclusion, the study shed light on various aspects of leadership within the assessed secondary colleges. Recommendations for improvement included resource allocation, careful planning, enhanced care and support for faculty and staff, effective communication, conflict resolution, and fostering new growth opportunities. By addressing these areas, administrators can improve their overall leadership effectiveness and contribute to the advancement of their institutions.

6. Limitation of This Study

6.1 Sample Size and Scope

The study was limited to five universities within the Guangxi Zhuang Autonomous Region, which might not fully represent the diversity of college administrators and their leadership styles across different regions or institutions.

6.2 Self-Assessment Bias

The reliance on self-assessment questionnaires from college administrators and faculty members may introduce bias due to social desirability and personal perceptions, potentially impacting the accuracy of the leadership assessment.

6.3 Generalizability

The findings of this study may only be easily generalizable in the context of the Guangxi Zhuang Autonomous Region or similar regional settings, limiting the applicability of the identified leadership enhancement strategies.

6.4 Limitation Measurement Tools

While the questionnaire used in this study demonstrated high reliability and validity, it solely relied on quantitative measures. A more comprehensive approach with qualitative methods, such as interviews or focus groups, could provide deeper insights into leadership perceptions.

7. Further Study

7.1 Comparative Analysis

Conduct a comparative study across various regions or types of institutions to better understand how leadership styles of college administrators vary, considering factors like cultural influences, institutional types, and geographical locations.

7.2 Longitudinal Study

Conduct a longitudinal study to track changes in leadership practices over time and assess the effectiveness of implemented strategies for leadership enhancement among college administrators.

7.3 Mixed Method Approach

Combine quantitative surveys with qualitative methods like interviews or case studies to better understand the underlying reasons for certain leadership behaviors and perceptions.

7.4 External Validation

Validate the findings of this study through external assessments, such as peer evaluations or observations, to enhance the credibility of the self-assessment results and provide a more comprehensive view of leadership effectiveness.

References

Bass, B. M. (1985). *Leadership and performance beyond expecta*tions. Free Press.

Bolman, L. G., & Deal, T. E. (2013). *Reframing Organizations: Artistry, Choice, and Leadership (5th ed.)*. Jossey-Bass.

Bolton, C. K., & Boyer, R. K. (1973). Organizational Development for Academic Departments. *Journal of Higher Education,* (5), 352-369. https://doi.org/10.2307/1980854

Delgado, A., Darling, V., Jones, D., Wattam, D., & Thompson, R. (2021). Perspectives of Colombian Higher Education Deans and Faculty Directors on Transformational Leadership. *Research in Higher Education Journal, 40*(50).

Dong, T. (2020). Research the information leadership model of the president of higher vocational colleges and universities. *Modern Education Technology,* (11), 77-83.

Iftikhar, N., & Bob, G. (2020). Learning Experiences for Academic Deans: Implications for Leadership Coaching. *International Journal of Evidence-Based Coaching and Mentoring, 18*(2), 133-151.

Li, X., & Xiang, R. (2018). Research on the leadership of primary and secondary school principals and their influencing factors--an empirical analysis based on the data of education quality monitoring in Shenzhen A district. *Education Guide,* (06), 44-50.

Sarros, J. M., Wolverton, M., … Gmelch, W. H. (1999). Stress in Academic Leadership: U.S. and Australian Department Chairs/Heads. *The Review of Higher Education, 22*(2), 165-185. https://doi.org/10.1353/rhe.1999.a30073

Shao, J. D. (2018). Higher vocational teacher leadership: connotation, value and development path. *Jiangsu Higher Education,* (10), 72-76. doi:10.13236/j.cnki.jshe.2018.10.014.

Sergiovanni, T. J. (2004). *Principalship*: *A Reflective View of Practice*. (H. Zhang, Trans.). Shanghai Education Press.

Sergiovanni, T. J. (2002). *Moral Leadership: The Core of Resistance and School Improvement*. Shanghai Education Press.

Tucker, A., & Bryan, R. A. (1988). *The Academic Dean: Dove, Dragon and Diplomat*. Macmillan.

Wheatley, M. (1992). *Leadership and the new science: Learning about organization from an orderly universe*. Berrett-Koehler.

Zheng, Y. (2002). *School effectiveness and school-based management: A mechanism for development.* Shanghai Education Press.

Zheng, Y. (2006). *Educational Paradigm Shift: Ensuring Effectiveness.* Shanghai Education Press.

Copyrights