



Coaching Leadership of Administrators as Perceived by Faculty Members at Media College in Haikou University of Economics

Yao Yang¹

E-Mail: 64609630014@rpu.ac.th

Sukanya Sudararat²

E-Mail: suya_3108@hotmail.com

Abstract

The objectives of this research were 1) to study the coaching leadership of administrators and 2) to compare the perception of faculty members on the coaching leadership of administrators classified by gender, work experience, and majors. The sample consisted of 80 faculty members, selected through random stratified sampling by major. The research instrument was a questionnaire with an item validity (IOC values) between .67-1.00 and a reliability value of .95. The data were analyzed using frequency, percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD.

The results of the research were as follows: 1) the coaching leadership of administrators, in overall and particular aspects, was at a high level, ranking the highest to the lowest: positive feedback, followed by training and instruction, democracy behaviour, autocratic behaviour and social support, and 2) the perception of faculty members on the coaching leadership of administrators, in overall, and particular aspects, classified by gender, work experience, and major was not different, but the perception of faculty members, classified by major in the aspect of the autocratic behaviour was considered statistically significant at .05 level, that the mean of the journalism is higher than the mean of broadcasting and hosting arts; radio and television director; and photography.

Keyword: Coaching leadership, Faculty Members, Media College, Haikou University of Economics.

¹ Master of Education (Educational Administration), Rajapruk University

² Lecturer of Master of Education (Educational Administration), Rajapruk University

Introduction

Leadership is important for every organization. As well-known scholars in the field of leadership mechanisms, Kouzes and Posner (2023) believed that leadership is the art of mobilizing subordinates in an organization to work hard for a common vision, and the importance of leadership cannot be ignored. The research and experience showed that leadership is critical to the success and continued growth of an organization. Leaders bring out the best in their members. Good leaders bring out the best in their employees, provide clear goals and direction, and help them make the most of their abilities and skills. Through effective leadership, organizational members can feel confident and appreciated, thereby becoming more engaged and motivated at work.

The Media College of Haikou University of Economics also has similar problems as other universities. The 2023 review report of the Media College of Haikou University of Economics shows that problems with administrators include: (1) The professional ability and independent thinking ability of the Media College faculty members have declined. Administrators provide little training, communication and guidance to faculty members and do not fully understand the development needs of faculty members. (2) College administrators have little open communication with faculty members, and faculty members do not have enough space for independent decision-making.

Administrative leaders require coaching leadership competencies that encompass training, instruction, and mentorship. Previous studies highlight several related dimensions: Song (2022) examined how developmental feedback influences employees' suggestion behaviours; Xu (2023) constructed an evaluation system for teacher training in higher education; Lu (2023) investigated mechanisms ensuring democratic management rights of university faculty under governance modernization; Gao (2022) explored the mediating role of self-efficacy between workplace social support and college teachers' professional development motivation; and Jin (2022) discussed empowerment and capacity building to guide teachers and schools toward high-quality development. Together, these findings indicate that effective coaching leadership should involve (1) the provision of positive feedback, (2) structured training

and instruction, (3) the promotion of democratic practices, (4) the facilitation of social support, and (5) awareness of autocratic tendencies.

Research indicates that coaching leadership significantly enhances employees' motivation, performance, and interpersonal relationships, enabling organizations to achieve goals more effectively. Yang (2016) defines coaching leadership as a managerial approach in which supervisors guide subordinates to identify their work objectives, align personal ambitions with organizational goals, and engage in their roles with maximum enthusiasm and creativity. In recent years, coaching management has emerged as a powerful method for boosting the productivity of knowledge workers. As a contemporary alternative to traditional “centralized management”—characterized by top-down control and directive instructions—coaching leadership has been widely adopted by numerous organizations seeking to foster empowerment, innovation, and sustained high performance.

Faced with the problems existing in the Media College of Haikou University of Economics, this article studies the Coaching leadership of administrators as perceived by faculty members at Media College in Haikou University of Economics. It is hoped that it can effectively help college leaders improve their leadership capabilities and methods and promote the progress and development of faculty members.

The objective of this study is to explore and study the coaching leadership of administrators as perceived by faculty members at Media College in Haikou University of Economics. This study focuses on the coaching leadership of administrators as perceived by faculty members at Media College in Haikou University of Economics. To compare the opinions of Faculty members on the coaching leadership of administrators as perceived by faculty members at Media College in Haikou University of Economics and classified by gender, work experience, and majors.

Research Objectives

1. To study the coaching leadership of administrators as perceived by faculty members at Media College in Haikou University of Economics.
2. To compare the perception of faculty members on the coaching leadership

of administrators as perceived by faculty members at Media College in Haikou University of Economics, classified by gender, work experience, and majors.

Research Methodology

The study population consisted of 100 faculty members from the Media College in Haikou University of Economics. From this population, 80 respondents were selected as the study sample. Stratified random sampling was employed faculty were first grouped by major, and then randomly chosen within each stratum. The target sample size was determined using Krejcie and Morgan's (1970, as cited in Petcharoj, 2019) table for sample size estimation.

Below is the data for the size of the population and the respective number of samples:

Majors of the college	Population	Sample
1. Journalism	25	20
2. Broadcasting and Hosting Arts	39	31
3. Radio and television director	22	18
4. Photography	14	11
Total	100	80

This study employed a researcher-developed questionnaire to examine faculty members' perceptions of administrators' coaching leadership at Media College, Haikou University of Economics. The instrument was validated through expert review to ensure content clarity and relevance, followed by a pilot test that informed necessary revisions prior to full distribution.

Data collection was conducted with institutional approval from Rajapruk University and Media College, Haikou University of Economics. Questionnaires were distributed with administrative support, and responses were collected within the specified timeframe to secure an adequate sample for analysis.

Data were analyzed using statistical software. Descriptive statistics (frequency, percentage, mean, and standard deviation) were used to summarize demographic

characteristics and overall perceptions. An independent-samples t-test was applied to examine differences by gender, while one-way ANOVA with LSD post hoc analysis was used to assess variations by work experience and academic majors. This methodological approach ensured the reliability and validity of the findings.

Results

Table 1 Means and standard deviation of the coaching leadership of administrators as perceived by faculty members at Media College of Haikou University of Economics.

(n=80)

Aspect	Coaching leadership	\bar{X}	S.D.	Level	Ranking
1	Positive feedback	4.49	.47	High	1
2	Training and instruction	4.47	.43	High	2
3	Democracy behavior	4.46	.48	High	3
4	Social support	4.40	.46	High	5
5	Autocratic behavior	4.41	.51	High	4
Total		4.45	.40	High	

From Table 1: it found that the coaching leadership of administrators as perceived by faculty members at Media College of Haikou University of Economics. was considered at the high level (\bar{X} =4.45, S.D.=.40) in overall, when considering in each aspect, all aspects were at a high level, ranking from the highest to the lowest mean: positive feedback (\bar{X} =4.49 S.D.=.47), followed by training and instruction; democracy behavior; autocratic behavior; and social support, respectively.

Table 2 Comparison of the coaching leadership of administrators as perceived by faculty members at Media College of Haikou University of Economics classified by gender.

(n=80)

Aspect	Coaching leadership	Gender				t	Sig.
		Male		Female			
		\bar{X}	S.D.	\bar{X}	S.D.		
1	Positive feedback	4.54	.47	4.43	.47	1.07	.29
2	Training and instruction	4.53	.42	4.40	.44	1.36	.18
3	Democracy behavior	4.46	.47	4.45	.49	.12	.91
4	Social support	4.44	.46	4.35	.46	.90	.37
5	Autocratic behavior	4.42	.52	4.40	.51	.23	.82
Total		4.48	.40	4.04	.39	.84	.40

From Table 2, it found that the coaching leadership of administrators as perceived by faculty members at Media College of Haikou University of Economics. by gender have no significant difference.

Table 3 Means and standard deviations of the coaching leadership of administrators as perceived by faculty members at Media College of Haikou University of Economics classified by work experience.

(n=80)

Aspect	Coaching leadership	Work experience						F	Sig.
		1-5 years		6 -10 years		More than 10 years			
		\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.		
1	Positive feedback	4.44	.44	4.46	.48	4.60	.50	.90	.41
2	Training and instruction	4.45	.33	4.46	.51	4.51	.47	.15	.86

Table 3 (Cont.)

Aspect	Coaching leadership	Work experience						F	Sig.
		1-5 years		6 -10 years		More than 10 years			
		\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.		
4	Social support	4.48	.37	4.39	.44	4.30	.58	.97	.39
5	Autocratic behavior	4.53	.43	4.33	.46	4.34	.64	1.34	.27
Total		4.48	.34	4.42	.39	4.44	.50	.22	.81

From Table 3, it found that the coaching leadership of administrators as perceived by faculty members at the media college of Haikou University of Economic was classified by work experience. Overall, the highest mean was with work experience of 5-10 years, followed by More than 10 years and 6-10 years. When the data was analyzed using a One-way analysis of variance for work experience, no differences were found.

Table 4 Means and standard deviation of the coaching leadership of administrators as perceived by faculty members at Media College of Haikou University of Economics classified by major.

(n=80)

Aspect	Coaching leadership	Major								F	Sig.
		Journalism		Broadcasting and Hosting Arts		Radio and television director		Photography			
		\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.		
1	Positive feedback	4.63	.47	4.48	.44	4.35	.54	4.50	.42	1.15	.33

Table 4 (Cont.)

Aspect	Coaching leadership	Major								F	Sig.
		Journalism		Broadcasting and Hosting Arts		Radio and television director		Photography			
		\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.		
2	Training and instruction	4.55	.36	4.56	.41	4.32	.50	4.35	.46	1.79	.16
3	Democracy behavior	4.69	.35	4.43	.47	4.32	.56	4.33	.45	2.48	.07
4	Social support	4.60	.47	4.34	.45	4.33	.46	4.32	.44	1.69	.17
5	Autocratic behavior	4.69	.38	4.33	.52	4.37	.53	4.21	.51	3.13*	.03
Total		4.63	.33	4.43	.39	4.34	.44	4.34	.38	2.29	.09

*Statistically significant at level .05

From Table 4, it found that the coaching leadership of administrators as perceived by faculty members at the media college of Haikou University of Economic was classified by major. Overall, the highest mean was with major of Journalism, followed by broadcasting and hosting arts, photography, and radio and television director. When concerning data analysis of One-way analysis of variance for major, it found that except for autocratic behavior, which has a statistical difference at the .05 level, there are no differences in other aspects. The comparison results of the LSD test are shown in Table 5.

Table 5 The pairwise mean differences were compared using the LSD opinion method of the coaching leadership of administrators as perceived by faculty members at Media College of Haikou University of Economics, in autocratic behavior divided by major.

(n=80)

Coaching leadership		Major			
		Journalism	Broadcasting and Hosting Arts	Radio and television director	Photography
5. Autocratic behavior	\bar{X}	4.69	4.33	4.37	4.21
Journalism	4.69	-	.36*	.32*	.48*
Broadcasting and Hosting Arts	4.33		-	-.04	.12
Radio and television director	4.37			-	.16
Photography	4.21				-

*Statistically significant at level .05

From Table 5, in terms of perceived on the aspect of Autocratic behavior in the coaching leadership of administrators as perceived by faculty members classified by major at Media College in Haikou University of Economics. It was statistically significant at level .05. The mean major of Journalism was higher than Broadcasting and hosting arts, Radio and television director, and Photography.

The summary of the research results revealed that.

1) The coaching leadership of administrators, as perceived by faculty members at the Media College of Haikou University of Economics, was generally at a high level. Considering each aspect, all dimensions were also rated at a high level. The highest-rated aspect was positive feedback, followed by training and instruction, democratic behavior, autocratic behavior, and social support, respectively.

2) The study found that faculty members' perceptions of the coaching leadership of administrators at the Media College of Haikou University of Economics did not differ significantly when classified by gender or work experience. However, when classified by major, differences were observed only in the aspect of autocratic behavior, with faculty members in the Journalism major perceiving it more positively than those in Broadcasting and Hosting Arts, Radio and Television Director, and Photography. Overall, perceptions across most aspects were consistent among groups.

Discussion

According to the data analysis and the summary of the research findings, the coaching leadership of administrators, as perceived by faculty members at Media College of Haikou University of Economics, are at a high level. The following are the discussions based on the results of coaching leadership:

1. Coaching leadership was rated highly by faculty at the Media College of Haikou University of Economics. Faculty perceived that this leadership style helps to challenge fixed mindsets, uncover and leverage hidden strengths, and foster developmentally valuable dialogue—ultimately promoting both individual and team growth. Under coaching leadership, faculty members also demonstrated greater initiative in assuming responsibility and improving goal attainment, reflecting its alignment with contemporary leadership trends and its practical acceptability. Chen (2015), in “On the Application of Coaching Technology in the Art of Modern Administrative Leadership,” argues that enhancing leadership is essential for administrative success. She emphasizes that integrating coaching techniques into modern leadership practices can strengthen internal organizational relationships, bolster cohesion, activate followers' potential, and enhance overall organizational effectiveness. The compatibility between evolving leadership concepts and coaching methodologies, as well as the transformed role of modern leaders, further underscores the feasibility and value of adopting a coaching approach in administrative settings.

2. Positive feedback was rated highly by faculty at the Media College of Haikou University of Economics. Faculty members perceive that positive feedback

provides an effective channel of communication, strengthening interaction between coaching leaders and team members. This enhanced communication allows team members to understand leaders' expectations and requirements better, thereby clarifying their work direction and priorities. Yan (2021) found that, especially within innovative teams, positive feedback can mitigate the controlling effects of performance-based incentives and foster greater employee creativity. Leaders should develop their feedback skills and deepen their understanding of how feedback information is processed. Offering positive feedback publicly may also encourage other employees to emulate desired behaviors. In the Chinese context, the quality of leader-subordinate relationships significantly influence subordinates' reception of positive feedback; closer relationships tend to amplify its perceived value.

3. Training and instruction were rated at a high level by faculty at the Media College of Haikou University of Economics. Faculty members believe that staying current with evolving pedagogical methods and tools is essential; leadership-supported training provides the guidance, resources, and infrastructure necessary for integrating new educational concepts into daily teaching practice. Xu (2023) emphasizes that strengthening the teaching team is fundamental to university development: comprehensive teacher training expands professional knowledge, enhances instructional competencies, and cultivates educators' mindsets. Moreover, robust training evaluation—incorporating multiple dimensions and assessing both organizing bodies and implementation processes—validates training effectiveness, motivates continual improvement, and ensures alignment with institutional goals, thereby fostering the sustainable growth of teachers' professional abilities.

4. Democratic behavior scored highly among faculty at the Media College of the Haikou University of Economics. Faculty members indicated that this leadership style fosters an open and inclusive atmosphere in which they feel respected and heard. When their opinions and suggestions are solicited and incorporated, their engagement and commitment to teaching increase, and their awareness of democratic principles is strengthened. Wang (2017) found that democratic management in higher education institutions enhances faculty participation by ensuring transparent decision-making

processes—such as annual faculty and staff congresses and well-structured secondary representative systems—which safeguard faculty rights to information, involvement, expression, and oversight. This inclusive approach not only legitimizes major institutional decisions but also channels faculty input effectively, thereby reinforcing democratic culture and promoting active involvement in academic affairs.

5. Social support was rated highly by faculty at the Media College of Haikou University of Economics. Faculty members believe that, as transmitters of knowledge and proponents of research, they particularly rely on administrators' social support to fulfil the profession's high responsibility and mission. Leaders can demonstrate support through recognition of faculty efforts, provision of necessary resources, and encouragement during challenges, thus fostering professional growth and development. According to Gao (2022) in "A study on the relationship between workplace social support and professional development motivation of college teachers: the mediating mechanism of self-efficacy," support from the organization and colleagues reduces work-related stress. It enhances teachers' motivation for professional development. As a critical work resource, organizational support predicts improvements in performance, job satisfaction, and reduction of burnout. When faculty perceive that their institution values their interests, respects their contributions, and provides timely assistance, they experience a stronger sense of belonging. They are more fully engaged in their work. For college teachers, a high level of workplace social support delivers clear, positive emotional feedback, which in turn bolsters self-efficacy and drives professional development motivation.

6. Autocratic behavior was also rated at a high level. Faculty members at the Media College of Haikou University of Economics perceive that when administrators take a directive approach—emphasizing the development of professional knowledge and research capabilities—they can effectively stimulate teachers' initiative, enthusiasm, and creativity. By guiding faculty to address challenges and embrace change actively, such leadership reinforces self-efficacy and promotes ongoing professional growth. Hao (2022) observes that teachers are autonomous agents, not passive recipients; to support their self-directed

development, administrators must strengthen teachers' subject positions, foster autonomy, and provide targeted guidance. Under this model, structured, directive support enables teachers to achieve higher levels of professional renewal and efficacy.

7. No significant differences in perceived coaching leadership emerged when faculty were grouped by gender or by years of work experience. This finding suggests that, within the Media College of Haikou University of Economics, male and female instructors receive equivalent opportunities and support. Moreover, because all faculty members—regardless of tenure—must continuously master new technologies, they accumulate experience and expand their professional perspectives together. Collaborative practice thereby fosters skill development uniformly across gender and experience levels, leading to comparable performance and perceptions of leadership. Yang and Zhang (2021) similarly reported no gender differences in leadership behaviors—whether “goal completion” or “classroom maintenance”—among college physical education instructors, emphasizing the importance of equitable treatment in goal setting, task assignments, and feedback. Likewise, Liu (2023) found that faculty perceptions of leadership did not vary by years of experience, indicating that both early-career and veteran instructors recognize and value differing strengths at each career stage. By contrast, perceived coaching leadership did vary significantly across academic majors. Among the four departments—journalism, Broadcasting and Hosting Arts, Radio and Television Directing, and Photography—journalism faculty reported higher sensitivity to feedback and information practices, which may reflect the information-driven nature of their discipline. This pattern suggests that disciplinary context influences how coaching behaviors are received: journalism instructors' heightened responsiveness to evaluative dialogue and resource sharing could amplify their perception of coaching leadership relative to colleagues in other media specialties.

Recommendation

Based on the review of related literature, knowledge and ideas of experts, results of coaching leadership of administrators as perceived by faculty members at Media College of Haikou University of Economics. the researcher has suggestions as a guideline for coaching leadership as follows:

1. Positive feedback: The item of administrators giving faculty members opportunities to ask questions or seek clarification about the suggestions and guidelines provided is the lowest mean. The administrators should regularly organize seminars or group discussions for faculty members so that faculty members can freely express their difficulties and opinions at the discussion meetings and can encourage faculty members to communicate with management through email, WeChat, and other communication tools to give feedback on their work experience and problems promptly.

2. Training and instruction: The item of administrators promoting the development of faculty members' abilities to adapt to job requirements is the lowest mean. The administrators should organize internal professional training for faculty members. The training content includes work methods, teaching methods, professional skills, etc., to improve the comprehensive quality and ability of faculty members, help faculty members to continuously update their theoretical reserves, improve teaching quality, enhance team professionalism, and encourage faculty members to innovate their work and conduct teaching research.

3. Democracy behavior: Administrators should investigate and analyze faculty members' opinions and determine whether they are correct at the lowest mean. They should set up departments such as faculty member supervision committees, conduct group or individual interviews, communicate directly with employees, and deeply understand their opinions and suggestions

4. Social support: The lowest mean is the percentage of administrators who accept self-evaluations from faculty members and provide evaluation feedback. Administrators should set clear evaluation criteria for faculty members, design a reasonable evaluation process, let faculty members know how to self-evaluate, and ensure that faculty members are clear about the specific content and requirements of

the evaluation.

5. Autocratic behavior: The lowest mean is that administrators help faculty members become autonomous teachers and guide them to become thoughtful people. Administrators should provide faculty members with rich learning resources, including various educational books, online courses, and professional seminars.

References

- Chen, M. (2015). *On the application of coaching technology in the art of modern administrative leadership* (Master's thesis, Minzu University of China). Retrieved from https://xnki.xue338.com/kcms2/article/abstract?v=G7eKQ1uxNXfCALabMRS_dKWvxwY35aZg_a8sD5WwL9_IQGrNqfTGvRPJSNkBsFbuX-j5nNrmJGBHc6MSyX9DcR1JKT76JAPv37D5DgJOQ8Fd_rYSBp0hiFePluv91Zv9F1DH1yNT507Ad_nnriBpPHO7f8FXNtzTdlf3kyV3J2WggrJ6EzJNqyqPz8s6EM6FKqso5pObqPQ=&uniplatform=NZKPT&language=CHS
- Gao, X. (2022). *Research on the relationship between workplace social support and professional development motivation of college teachers* [Master's thesis, Northeast Normal University]. CNKI. <https://link.cnki.net/doi/10.27011/d.cnki.gdbsu.2022.001391>
- Hao, X. (2022). Dilemma and path of teacher self-development in the new era. *New Curriculum Review*, (01), 28–35.
- Jin, Y. (2022). Empowerment and capacity building: Let teachers and schools develop in a two-way direction of high quality. *Primary and Secondary Management*, (12), 35–37.
- Kouzes, J. M., & Posner, B. Z. (2023). *The leadership challenge workbook*. John Wiley & Sons.
- Lu, Y. (2023). Research on the guaranteed mechanism of democratic management rights of university faculty and staff under the background of governance modernization. *Shandong Trade Union Forum*, (01), 29–37.
- Liu, Q. (2023). *A study on the relationship between university faculty and staff's perception of leadership, teacher collective efficacy and school education*

- effectiveness* [Master's thesis, Hebei Normal University].
- Petchroj, L. (2019). *Statistics for research and SPSS application techniques*. Chareon Dee Monkong Kanpim.
- Song, C. (2022). *Research on the impact of leadership developmental feedback on employee voice behavior* [Master's thesis, Shanghai University of Finance and Economics]. Retrieved from <https://link.cnki.net/doi/10.27296/d.cnki.gshcu.2022.000201>
- Wang, H. (2017). Research on countermeasures of democratic management in colleges and universities under the background of informatization. *Industry and Technology Forum*, (11), 269–270.
- Xu, X. (2023). Construction of evaluation system for college teacher training. *Journal of Huanggang Vocational and Technical College*, (6), 17–21.
- Yang, X. (2016). How to be a good coaching leader. *Manager*, (01), 22–23.
- Yan, J. (2021). A study on the mechanism of positive feedback on the nonlinear relationship between performance-based rewards and creativity [Doctoral dissertation, Gansu Agricultural University]. Retrieved from <https://link.cnki.net/doi/10.27300/d.cnki.gshau.2021.000145>
- Yang, Q., & Zhang, T. (2021). A survey on the leadership behavior of teachers in public physical education courses in colleges and universities based on PM theory: Taking Luoyang Normal University as an example. *Neijiang Science and Technology*, 42(8), 112–113.