



Academic Leadership of Faculty Members in the Faculty of Media and Communication of Haikou University of Economics

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Abstract

The objectives of this research were: 1) to study the academic leadership of faculty members in the Faculty of Media and Communication, and 2) to compare the academic leadership of faculty members in the Faculty of Media and Communication of Haikou University of Economics classified by gender, age, education level, experience in university. The sample consisted of 40 faculty members selected by simple random sampling. The research instrument was a questionnaire with an item validity (IOC values) between .67-1.00 and a reliability value of .97. The data were analyzed using frequency, percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD.

The results of the research indicated that: 1) the academic leadership of faculty members, overall, was at the highest level when classified by aspect; they were found that four aspects were at the highest level and could be arranged from highest to lowest value dimension of promoting positive and collaborative relationship with faculty members, dimension of professional development of faculty members abilities, dimension of setting goals and development and dimension of assessment and monitoring of student academic performance and It was at a high level was dimension of promoting external communication performance. 2) Results of comparing the academic leadership of faculty members in the Faculty of Media and Communication of Haikou University of Economics found that gender was not different, age was not different, and education level was overall not different. However, the aspects were a dimension of professional development of faculty members' abilities, and the dimension of promoting external communication was different at .05 significance and

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experience in university was not different.

Keyword: Academic leadership, Faculty members Haikou University

Introduction

Nowadays, China intends to change its approach to learning management from lectures by faculty members and focusing on exam preparation. They give the student participation and recreational activities due to wanting to reduce stress in children. The lack of creativity among students, a key 21st-century skill, was something Chinese people did not want. China has transformed teacher production, teacher training, and teacher licensing. Professional learning and the growth structure of the teaching profession to career growth structure that emphasizes more experienced faculty members than helping new faculty members bug fixes building on traditional wisdom and success is evident. Therefore, the teacher's ability is important for student development. The teacher in China must pass a national test. So, the faculty members will receive a license. They must pass a written test concerning the science of learning management, psychology and learning management methods and interviews by master faculty members and local educational personnel. The teacher would have been an excellent teacher before; during the interview, applicants must demonstrate teaching a subject and answer questions about classroom management and classroom questions. All faculty members must also pass a Mandarin language test. The university is responsible for producing graduates and developing students to work outside society.

Haikou University of Economics (HUE) is a private university chiefly based on undergraduate program covering such specific academic sectors as economics, management, engineering, literature, the arts, and education (Haikou University, 2023). Haikou University of Economics consists of 14 colleges and schools with 40 undergraduate programs and completed construction of professional experimental and training laboratories. HUE is academic leadership of faculty members and living center for students both home and abroad. Academic Achievements in it, HUE was "Top 10 Private University of China with Most Comprehensive Potentialities". The faculty

members are therefore an important part in organizing teaching and learning to develop students, which is the main job of the university.

Academic leadership of faculty members is a behaviour that can be feedback from students. Academic leadership of faculty members is the ability to develop a curriculum, the learning process, innovative media development and can use of technology for learning and development of learning resources and educational supervision. Chen (2012) said that Faculty members' academic leadership in China is still in the state of "having practice but no systematic theory research" He said that Faculty members are not only professional teaching personnel but are no longer just "invitees" of school management or passive ones who accept the call of school leaders. Instead, they should adopt more practical leadership strategies to lead educational reform and cultivate a wide range of cooperation abilities. So, this research is "Academic leadership of faculty members in the Faculty of Academic of Media and Communication of Haikou University of Economics" for this research.

Research Objectives

1. To study the academic leadership of faculty members in the Faculty of Media and Communication of Haikou University of Economics.
2. To compare the academic leadership of faculty members in the Faculty of Media and Communication of Haikou University of Economics with different status of respondent.

Research Methodology

This study employed a quantitative research methodology. The population consisted of 45 faculty members from the Faculty of Media and Communication at Haikou University of Economics. The sample comprised 40 faculty members, determined using Krejcie and Morgan's sampling table and selected through simple random sampling.

The research instrument was a questionnaire. Its content validity was verified by a panel of experts using the Index of Item-Objective Congruence (IOC), with values

ranging from .67 to 1.00. The reliability of the instrument was assessed using Cronbach's alpha, yielding a coefficient of .97, which indicated a high level of internal consistency.

Data collection was conducted in three phases. First, official permission and administrative support were obtained through a formal request submitted to the head office of Haikou University of Economics. Second, the researcher prepared the questionnaire based on the study objectives. Third, after establishing the validity and reliability of the instrument, the questionnaire was distributed to 45 faculty members of the College of Media via the Baidu communication channel.

The data were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation, as well as inferential statistics such as the t-test, one-way ANOVA, and Least Significant Difference (LSD) post hoc test.

Results

1. In response to the first research objective, the study found that faculty members demonstrated high levels of academic leadership across all dimensions, as summarized in Table 1.

Table 1 Means and standard deviation of the academic leadership of faculty members in the Faculty of Media and Communication of Haikou University of Economics in overall.

(n=40)					
Aspect	Academic leadership of faculty members	\bar{X}	S.D.	Level	Ranking
1	Dimension of setting goals and development	4.55	.21	Highest	3
2	Dimension of assessment and monitoring of student academic performance	4.52	.15	Highest	4

Table 1 (Cont.)

Aspect	Academic leadership of faculty members	\bar{X}	S.D.	Level	Ranking
3	Dimension of promoting positive and collaborative relationship with faculty members	4.56	.26	Highest	1
4	Dimension of professional development of faculty members' abilities	4.56	.27	Highest	2
5	Dimension of promoting external communication	4.47	.14	High	5
Total		4.53	.09	Highest	

From table 1 found that: the academic leadership of faculty members in total were highest ($\bar{X} = 4.53$, S.D. = .09), when classified by aspect, they were found that 4 aspects were at the highest level, ranking from the highest to the lowest mean: dimension of promoting positive and collaborative relationship with faculty members ($\bar{X} = 4.56$, S.D. = .26), dimension of professional development of faculty members' abilities, dimension of setting goals and development and dimension of assessment and monitoring of student academic performance respectively. And it was at a high level was dimension of promoting external communication performance.

2. To address the second research objective, the study compared the academic leadership of faculty members across different respondent statuses, with the results summarized in the following table.

Table 2 Comparison of the academic leadership of faculty members in the Faculty of Media and Communication of Haikou University of Economics classified by gender.

(n=40)

Aspect	Academic leadership of faculty members	Gender				t	Sig.
		Male		Female			
		\bar{X}	S.D.	\bar{X}	S.D.		
1	Dimension of setting goals and development	4.56	.23	4.54	.20	.22	.82
2	Dimension of assessment and monitoring of student academic performance	4.51	.17	4.52	.11	-.18	.86
3	Dimension of promoting positive and collaborative relationship with faculty members	4.59	.28	4.51	.24	.88	.38
4	Dimension of professional development of faculty members' abilities	4.55	.13	4.58	.14	-.77	.45
5	Dimension of promoting external communication	4.50	.13	4.44	.15	1.49	.14
Total		4.54	.10	4.52	.08	.78	.44

From Table 2, the academic leadership among faculty members in the Faculty

of Media and Communication at Haikou University of Economics, classified by gender. There was no statistically significant difference in academic leadership between male and female faculty members.

Table 3 Mean and standard deviation of the academic leadership of faculty members in the Faculty of Media and Communication of Haikou University of Economics classified by age.

(n=40)

Aspect	Adjustment in the management of international students	Age						F	Sig.
		Less than		35-40		More than			
		35 years old		years old		40 years old			
		\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.		
1	Dimension of setting goals and development	4.54	.23	4.52	.17	4.60	.23	.39	.68
2	Dimension of assessment and monitoring of student academic performance	4.50	.12	4.56	.13	4.48	.20	1.00	.38
3	Dimension of promoting positive and collaborative relationship with faculty members	4.62	.22	4.55	.34	4.46	.19	1.26	.30

Table 3 (Cont.)

Aspect	Adjustment in the management of international students	Age						F	Sig.
		Less than 35 years old		35-40 years old		More than 40 years old			
		\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.		
4	Dimension of professional development of faculty members’ abilities	4.58	.12	4.56	.15	4.53	.15	.44	.65
5	Dimension of promoting external communication	4.49	.10	4.45	.19	4.47	.12	.22	.80
Total		4.55	.09	4.53	.10	4.51	.08	.54	.5

From Table 3, it found that the academic leadership among faculty members in the Faculty of Media and Communication at Haikou University of Economics classified by age. The highest mean was the group of age less than 35 years old, followed by the group 35-40 years old and the group more than 40 years old. When concerned with data analysis, One-way analysis of variance for age was overall, and in each aspect, there were no differences.

Table 4 Comparison of the academic leadership of faculty members in the Faculty of Media and Communication of Haikou University of Economics classified by educational level.

(n=40)

Aspect	Academic leadership of faculty members	Educational level				t	Sig
		Bachelor's degree	Master and Doctor's degree				
			\bar{X}	S.D.			
					\bar{X}		
1	Dimension of setting goals and development	4.54	.22	4.63	.15	1.05	.30
2	Dimension of assessment and monitoring of student academic performance	4.52	.12	4.51	.27	.05	.96
3	Dimension of promoting positive and collaborative relationship with faculty members	4.56	.28	4.57	.08	.01	1.00
4	Dimension of professional development of faculty members' abilities	4.54	.12	4.69	.14	2.77**	.01
5	Dimension of promoting external communication	4.45	.13	4.60	.14	2.64**	.01
Total		4.52	.09	4.60	.08	2.14*	.04

**Statistically significant at level .01

*Statistically significant at level .05

From Table 4, the academic leadership of faculty members in the Faculty of Media and Communication at Haikou University of Economics, when classified by

educational level. Overall, there was a statistically significant difference at the .05 level. When classified by specific dimensions, no significant differences were found except for (1) the dimension of professional development of faculty members' abilities and (2) the dimension of promoting external communication, both of which showed statistically significant differences at the .01 level.

Table 5 Mean and standard deviation of the academic leadership of faculty members in the Faculty of Media and Communication of Haikou University of Economics classified by experience in university.

(n=40)

Aspect	Adjustment in the management of international students	Experience in university						F	Sig.
		Less than 5 years		5-10 years		More than 10 years			
		\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.		
1	Dimension of setting goals and development	4.63	.25	4.47	.19	4.60	.20	2.26	.12
2	Dimension of assessment and monitoring of student academic performance	4.51	.12	4.55	.14	4.48	.17	.79	.46
3	Dimension of promoting positive and collaborative relationship with faculty members	4.63	.27	4.61	.29	4.47	.21	1.59	.22

Table 5 (Cont.)

Aspect	Adjustment in the management of international students	Experience in university						F	Sig.
		Less than		5-10		More than			
		5 years		years		10 years			
		\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.		
4	Dimension of professional development of faculty members' abilities	4.59	.12	4.55	.13	4.55	.15	.22	.81
5	Dimension of promoting external communication	4.63	.25	4.47	.19	4.60	.20	.34	.71
Total		4.57	.09	4.53	.11	4.52	.07	.96	.39

From Table 5, it found that the academic leadership among faculty members in the Faculty of Media and Communication at Haikou University of Economics classified by experience in university. The highest mean was the group less than 5 years, followed by the groups 5-10 years and the groups more than 10 years. When concerning about data analysis of One-way analysis of variance for age it found that there were no significant differences in overall and specific aspects.

The summary of the research results revealed that.

1) The academic leadership of faculty members in the Faculty of Media and Communication at Haikou University of Economics was perceived at the highest level overall. When considering specific dimensions, four aspects—goal setting and development, assessment and monitoring of student academic performance,

promoting positive and collaborative relationships with faculty members, and professional development of faculty members' abilities—were all recognized at the highest level. Meanwhile, the promotion of external communication was also rated highly, though at a slightly lower level compared with the other dimensions. These results indicate that faculty members demonstrate strong academic leadership across multiple domains, with particular strengths in fostering collaboration and professional development.

2) The comparison of academic leadership among faculty members in the Faculty of Media and Communication at Haikou University of Economics, classified by gender, age, educational level, and years of experience, revealed both similarities and differences. No significant differences were found when classified by gender, age, or work experience, indicating that faculty members generally shared similar perceptions of academic leadership across these groups. However, when classified by educational level, differences emerged in two specific dimensions: the professional development of faculty members' abilities and the promotion of external communication. In both cases, faculty members with higher educational qualifications perceived academic leadership more positively. These findings suggest that while academic leadership is broadly recognized at a high level across groups, certain dimensions are more strongly emphasized by faculty members with advanced academic backgrounds.

Discussion

1. The result of studying the academic leadership of faculty members overall was at the highest level. It was like that because of Haikou University operations there was a policy to promote positive relationships and cooperation between faculty members in cooperation in work and teaching. It can be making every faculty member have expertise by developing their professional abilities to become a professional teacher in comprehensive teaching. The faculty members had given importance to teaching by curriculum to set goals and teaching make the objectives for developing students. There was learning both in theory and intensive practice. There was an evaluation measure and follow-up on student academic performance to provide

students with knowledge and skills that can be good for their lives. The students were efficient in working and studying by platform for learning and external communication. This made students in this course quality and caused the evaluators to conclude that operations about academic leadership of faculty members overall were at the highest level. This may be attributed to the fact that the operational performance of Haikou University was generally at a high level. This finding is consistent with the principles of transformational leadership proposed by Bass and Avolio (2000). The Multifactor Leadership Questionnaire (MLQ), a quantitative instrument, was employed to assess leadership behaviors, with faculty members rating their respective administrators. Based on the responses, administrators were categorized according to the extent to which they exhibited transformational leadership qualities—either high or low. The use of the MLQ provided a systematic and objective basis for grouping the administrators. Of the 10 faculty members surveyed, five were identified as working under administrators who demonstrated high levels of transformational leadership. This finding is consistent with the research of Detweiler et al. (2017), who examined the challenges faced by individuals considered “outsiders” in assuming academic leadership roles within higher education. Their study placed particular emphasis on the complexities encountered in the fields of rhetoric and composition within English studies. Drawing on descriptive statistics and historical data, they highlighted the persistent barriers that confront women and other underrepresented groups in accessing the highest levels of academic leadership. Furthermore, they advocated for the recognition of leadership and advocacy work—often dismissed as mere administrative or service responsibilities—by integrating feminist-revisionist frameworks with Ernest Boyer’s concept of “engaged scholarship,” thereby underscoring the broader impact of such work within both academic institutions and the public sphere. And this finding is also consistent with the study conducted by Prabhar and Jerome (2021) on academic leadership and professional skills among faculty members in higher education institutions. Their research emphasized that academic leadership in higher education involves prompt decision-making, the management of large academic communities, and the ability to respond effectively to the diverse needs of students, faculty, staff, and the wider

society. The study identified key challenges faced by academic leaders and recognized their responses and adaptive strategies. Furthermore, the research aimed to explore the perceptions and practices of academic leaders regarding essential professional skills, particularly in areas such as information technology and computer operations. The findings confirmed that the integration of core educational and organizational processes is most effective when grounded in a strong foundation of individualization, which was reported at the highest level. And this finding is consistent with the research conducted by Vongphachanh et al. (2023), which aimed to develop an academic leadership model for teacher staff at Savannakhet University in the Lao People's Democratic Republic. The objectives of their study were (1) to identify the components and indicators of academic leadership that should be developed among faculty members, (2) to design and develop an academic leadership development model, and (3) to evaluate the model in terms of accuracy, suitability, feasibility, and usefulness. The research findings revealed that: (1) the overall academic leadership components of faculty members at Savannakhet University were rated at the highest level; (2) the developed model demonstrated a very high level of accuracy, the highest level of suitability and feasibility, and a high level of usefulness; and (3) the effectiveness of the model, as measured before and after the implementation, showed improvement from a moderate to the highest level. Furthermore, the overall evaluation of the academic leadership development model was rated at the highest level. And this finding is also consistent with the study conducted by WangTaiyuan and Mhunpiew (2024), which focused on developing a model to enhance teacher leadership skills among university faculty members in application-oriented universities in Taiyuan, Shanxi Province, China. The conceptual framework of the study was grounded in the theories of teacher leadership and distributed leadership. The findings revealed that the level of teacher leadership among faculty members in the three selected institutions was at the highest level. Key factors contributing to the development of teacher leadership included collaboration, shared responsibility, empowerment, trust and communication, and adaptability and responsiveness. The survey data indicated that these five factors had a positive correlation with the improvement of faculty members' leadership

competencies. Based on the research findings, a model consisting of three structured activities was developed and validated by experts to promote teacher leadership skills among faculty members in application-oriented universities.

2. Results of comparing academic leadership of faculty members in the Faculty of Media and Communication of Haikou University of Economics, classified by gender, age, educational level and Experience in the University. They found that

2.1 Gender of faculty members' opinions regarding about academic leadership of faculty members in the Faculty of Media and Communication of Haikou University of Economics in general and in each aspect were not different. This may be because male and female respondents work together. They are aware of the activities together and thus have no different opinions.

2.2 Age of faculty members' opinions regarding about academic leadership of faculty members in the Faculty of Media and Communication of Haikou University of Economics was overall, and each aspect was not different. This may be because the respondents had different ages, but they could be working together; they had ideas, actions, and everything together. So, there were no different opinions. However, they were of different ages.

2.3 Education level of faculty members' opinions regarding about academic leadership of faculty members in the Faculty of Media and Communication of Haikou University of Economics was an overall significant difference at .05 level. When classified by aspect, there were different 2 aspects: 1) the dimension of professional development of faculty members' abilities and 2) the dimension of promoting external communication were the significant differences at the .01 level.

2.4 Experience in the university of faculty members' opinions regarding about academic leadership of faculty members in the Faculty of Media and Communication of Haikou University of Economics was overall, and each aspect was not different. This may be because the faculty members are the only teacher's group. They are working with them under the same policy and the same objective in academic activities with the same curriculum. They have the opinion no different. It is consistent with the idea of Qian et al. (2017). The students studied the academic leadership model of teachers

in China for the reason that most teacher academic leadership models are research studies. Derived from Western social knowledge, such as the United States. England and New Zealand, The China teacher academic leadership model consists of five dimensions, and the idea of Van and Kruger (2003) said the mentioned workload of academic leadership of administrators as follows: 1) set the mission of the school, 2) curriculum and teaching management, 3) teaching supervision, 4) tracking student progress, and 5) promoting the academic atmosphere.

Recommendation

Suggestions for the Academic leadership of faculty members in the Faculty of Media and Communication of Haikou University of Economics.

From the data analysis, it can be seen that pay more attention to the "Dimension of promoting positive and collaborative relationship with faculty members" in the Academic leadership of faculty members because in work, establishing positive and cooperative relationships between faculty members, collaboration, complement each other, can increase the opportunity of faculty members' education, improve the teacher's theory level, enrich the practical experience, and to change faculty members' learning concept and promote faculty members' professional development has more important reference significance and positive role. Some practical problems encountered in teaching have been solved by mutual inspiration, and the limitations of faculty members have been made up.

1. The dimension of promoting external communication received the lowest mean score. Specifically, the item "Teaching is focused on student development" had the lowest rating among all items. Based on the current context of the Faculty of Media and Communication at Haikou University of Economics, it is recommended that academic leaders actively promote international exchange opportunities for secondary-level colleges. This includes establishing a comprehensive system for international collaboration, clarifying strategic development goals with a student-center approach, and creating opportunities for faculty members to participate in exchange and professional development programs abroad. Such initiatives are expected to enhance

faculty capacities and, ultimately, contribute to student development.

2. The dimension of assessment and monitoring of student academic performance ranked fourth among the five evaluated dimensions. Notably, the item “As a result of supervising students’ academic performance” received the lowest mean score within this dimension. In light of the current context of the Faculty of Media and Communication at Haikou University of Economics, it is recommended that academic leaders emphasize the critical role of supervising and monitoring students’ academic outcomes. Strengthening this aspect can enhance faculty members’ ability to gain a more accurate and intuitive understanding of student’s learning progress and contribute to the promotion of academic achievement and quality learning experiences at the collegiate level.

3. The dimension of setting goals and development ranked third among the five assessed dimensions. Within this dimension, the item concerning "faculty members' assessment of the environment in carrying out the mission" received the lowest mean score. Considering the current context of the Faculty of Media and Communication at Haikou University of Economics, it is recommended that faculty leaders prioritize comprehensive environmental assessments when setting institutional goals and planning for development. A thorough understanding of the internal and external environment can significantly influence the clarity, feasibility, and effectiveness of faculty development objectives and strategic direction.

4. The dimension of professional development of faculty members’ abilities ranked second highest among the five measured dimensions. However, the item “Faculty members receive professional development to enhance their potential in their work” recorded the lowest mean score within this dimension. Given the current context of the Faculty of Media and Communication at Haikou University of Economics, it is recommended that academic leaders actively promote and support professional development opportunities for faculty members. Encouraging continuous growth in professional competencies is essential to strengthening the capabilities of academic personnel, which in turn contributes to institutional effectiveness and long-term educational quality.

5. The dimension of promoting positive and collaborative relationships among faculty members received the highest mean score among the five assessed dimensions. However, the item “Faculty members apply the principles of team teaching through collaborative work, leading to knowledge exchange and increased teaching efficiency beneficial to students” reported the lowest mean score within this dimension. In light of the current context of the Faculty of Media and Communication at Haikou University of Economics, it is recommended that academic leaders establish structured support mechanisms to promote team teaching practices among faculty members. Facilitating collaboration and knowledge sharing can significantly enhance instructional effectiveness, ultimately benefiting student learning outcomes.

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