



**Management Skills of Administrators in Tourism
And Civil Aviation Management College
Haikou University of Economics**

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Abstract

The objectives of this research were 1) to study the faculty members' opinions regarding the management skills of administrators of faculty members from Management Skills of Administrators in Tourism and Civil Aviation Management College, Haikou University of Economics (HUE) and 2) compare the faculty members' opinions regarding the management skills of administrators of faculty members classified from Management Skills of Administrators in Tourism and Civil Aviation Management College, HUE as by gender, age, education level, and work experience. The research sample consisted of 36 faculty members from the College of Tourism and Civil Aviation Management at Haikou University of Economics selected stratified random sampling. The research instrument was a 5-rating scale questionnaire with content validity, IOC values between 0.67-1.0 and a reliability value of 0.972. The data were analyzed by using frequency, percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD.

The results of the research were as follows: 1) the level of the management skills of administrators' Management Skills of Administrators in Tourism and Civil Aviation Management College, HUE was at a high level in overall, and particular aspects, ranking from the highest to the lowest mean: Responsibilities, Technical skills,

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Problem-solving skills, Conceptual skills, and Interpersonal skills, and 2) the opinions of faculty members with different gender, age, work experiences, and educational levels on Management Skills of Administrators in Tourism and Civil Aviation Management College, HUE was found difference in Conceptual skills on gender of a statistically significant at a level of .05.

Keywords: Management Skills of Administrators, HUE

Introduction

With the development of higher education, the management technology of university administrator has gradually attracted attention. The management technology of university administrator is not only related to the management level and efficiency of the college, but also related to the development and reputation of the college. With the arrival of the new era and the continuous development of talent training needs, the professional quality and ability of the administrative personnel in colleges and universities are still far from the requirements of the modernization of administrative management, and it is difficult to change this situation in the short term. For big times under the requirements of the college of higher education, administrative personnel should actively and actively adapt to the development of colleges and universities, education, teaching reform, to improve their demand for administrative management of business literacy, do in the best way, method, state service for college and students, led the organization success (Zhang, 2016).

College administrators have many roles, depending on management and management activities, management success, which requires many factors. Modern educational management must be consistent with the changes in the world society. Especially in the learning society of the technology era, connecting information from all parts of the world together, senior executives must play a full role. And use advanced management strategies and technologies to guide organizations to success. Modern colleges aim to develop skills and experiences in educational management



tailored to change in the world (Banjong, 2017) and are aware of the changes that have taken place. For educators in encouraging technology to improve the quality of management education and adjust their role in building learning networks inside and outside colleges, to cultivate learners to have knowledge, ability and human skills, and be accepted by more teachers or the state.

According to the study in the 2021-2023 college work report of Haikou University of Economics, the weekly work meeting of the college, SAR online and the development plan of the College of Tourism of Sun Yat-sen University of China Senior college administrators are key to sustainable education development, and educators believe that college administrators must possess the management skills of new era leaders. Therefore, it is necessary to rely on effective management. Social psychologist (Robert & Jeff, 2018) explored the relationship between management skills (abilities) and hierarchical management level in his article “Skills of an Effective Administrator” published in Harvard Business School. The result is the establishment of three areas for management skills and determination, namely: 1) Technical skills - ability is important, especially for lower-level managers; 2) Interpersonal skills - the abilities required for managers at all levels; 3) Conceptual skills - significant abilities, especially for senior management.

Based on the speech document of the university chairman at the 2021 middle-level cadre training class and the requirements for management cadres, this study analyses the status of management skills of administrators in the College of Tourism and Civil Aviation Management through the opinions of faculty members.

Therefore, this study aims to explore how to improve the administrator’s management technology of university management, combined with The tourism and civil aviation management college of HUE, institute of the development present situation, through the perspective of faculty members management technology investigation and analysis, understand the administrator’s management technology management situation and improve demand, put forward the corresponding countermeasures and suggestions, improve the level of university administrator’s

management technology, provide guarantee for the sustainable development of the college. It is of great significance to promote the development of higher education in China and improve the management level and efficiency of colleges and universities.

Research Objectives

1. To study the faculty members' perception of management skills of administrators in the tourism and Civil Aviation Management College of HUE.
2. To compare the faculty members' perception of management skills of administrators in the tourism and Civil Aviation Management College of HUE, classified according to gender, age, education level, and work experience.

Research Hypothesis

Understanding of faculty members of Tourism and Civil Aviation Management College of HUE on management technology. Management techniques will vary when classified by gender, age, education, and work experience.

Expected earnings

1. Get information and knowledge about the management skills of administrators of Tourism and Civil Aviation Management College, HUE.
2. Comparison results of management skills of Tourism and Civil Aviation Management College, HUE by gender, age, education, and work experience.
3. Administrators' research results can be used as information to develop managers' management skills. And as a guide to improve the management skills of the Tourism and Civil Aviation Management College, HUE.

Conceptual framework presented as a chart

It is a study on the management skills of the College of Tourism and Civil Aviation Management, HUE. Integrated Chen, Zhang, and Wang (2020), Li and Zhang (2020), Li and Zhou (2023), CFI, 2018, and Liu & Zulaikha, 2022, with the following dependent and independent variables.

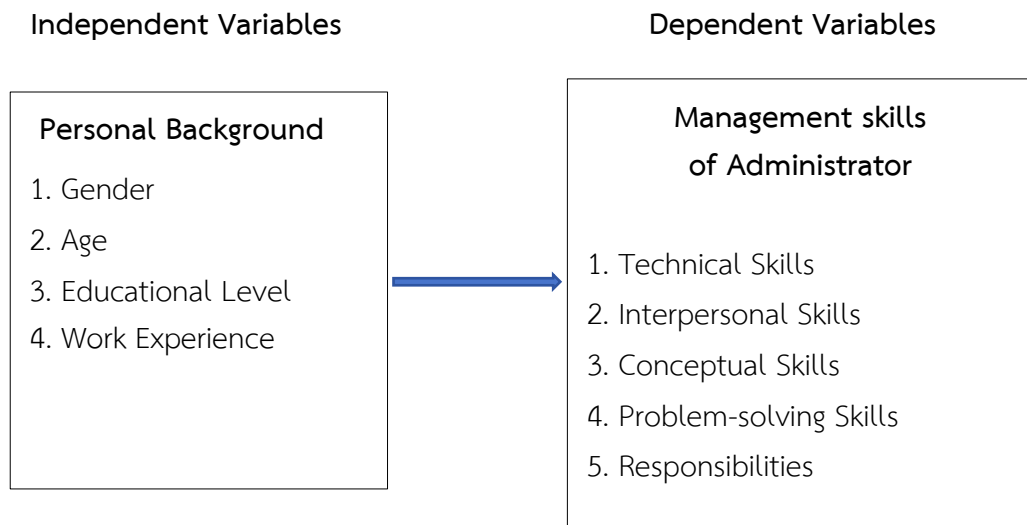


Figure 1 Conceptual Framework

Research Methodology

The research topic is the management skills of administrators in the Tourism and Civil Aviation Management College of Haikou University of Economics, People's Republic of China. This is a survey study aimed at 1) Studying the management skills of administrators in the Tourism and Civil Aviation Management College of Haikou University of Economics. 2) Comparing the differences in management skills between administrators in the Tourism and Civil Aviation Management College. Researchers have developed procedures for conducting research based on gender, education level, and work experience. The detailed information is as follows:

1. Population and Samples
2. Research Tools
3. Tool Structure and Tool Quality Inspection
4. Information Collection
5. Statistics used in Data Analysis

Data analysis

Table 1 The mean and standard deviation of the overall score regarding comparison of the Management Skills of Administrators in Tourism and Civil Aviation Management College, Haikou University of Economics, according to the expectation of faculty members

(n=36)

Item	Management Skills of Administrators	\bar{X}	SD	Level	Rank
1	Technical skills	4.48	.11	High	2
2	Interpersonal skills	4.38	.12	High	5
3	Conceptual skills	4.45	.16	High	4
4	Problem-solving skills	4.46	.14	High	3
5	Responsibilities	4.53	.18	Highest	1
Total		4.46	.09	High	

From Table 1, the faculty members opinions in the college of Management Skills of Administrators in Tourism and Civil Aviation Management College, Haikou University of Economics of administrators according to expectation of faculty members at a high level (\bar{X} =4.46, SD=.9). Among them, the factor with the highest mean was Responsibilities (\bar{X} =4.53, SD=.18), followed by technical skills, Problem-solving skills, Conceptual skills and Interpersonal skills respectively. The mean and standard deviation in each factor were shown in Table 2-8

Table 2 The comparison of management skills of administrators by gender

(n=36)

Aspect	Management Skills of Administrators	Gender				t	Sig.
		Male		Female			
		\bar{X}	SD	\bar{X}	SD		
1	Technical skills	4.49	.11	4.47	.10	.54	.59
2	Interpersonal skills	4.38	.10	4.37	.15	.37	.71
3	Conceptual skills	4.50	.13	4.38	.17	2.54*	.02
4	Problem-solving skills	4.46	.10	4.45	.19	.30	.77
5	Responsibilities	4.56	.18	4.48	.18	1.45	.16
Total		4.48	.79	4.43	.10	1.76	.09

* Statistically significant .05 level

From Table 2, it was found difference in Conceptual skills of a statistically significant level of .05.

Table 3 The mean and standard deviation of management skills of administrators by educational level

(n=36)

Aspect	Management Skills of Administrators	Educational level					
		Bachelor degrees		Master degree		Doctoral degree	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
1	Technical skills	4.43	.15	4.48	.97	4.51	.82
2	Interpersonal skills	4.39	.10	4.35	.12	4.44	.13
3	Conceptual skills	4.52	.18	4.44	.13	4.40	.19
4	Problem-solving skills	4.42	.15	4.49	.13	4.42	.18
5	Responsibilities	4.46	.21	4.58	.14	4.46	.23
Total		4.45	.10	4.47	.81	4.45	.11

From Table 3, it was found that in the overall mean of management skills of administrators among the respondents' educational levels, the educational levels with the highest mean were more than a master's degree (\bar{X} = 4.47, SD=.81), followed by bachelor's degrees and Doctoral degrees.

Table 4 The analysis of variance regarding management skills of administrators by educational level

(n=36)

Aspect	Management skills of an Administrator	Variance Sources	SS	df	MS	F	Sig.
1	Technical skills	Between groups	.03	2	.01	1.23	.30
		Within a group	.37	33	.01		
		Total	.42	35			
2	Interpersonal skills	Between groups	.56	2	.03	2.00	.15
		Within a group	.46	33	.01		
		Total	.51	35			
3	Conceptual skills	Between groups	.05	2	.03	1.08	.35
		Within a group	.80	33	.02		
		Total	.86	35			
4	Problem-solving skills	Between groups	.04	2	.02	.91	.41
		Within a group	.70	33	.02		
		Total	.74	35			
5	Responsibilities	Between groups	.12	2	.06	1.80	.18
		Within a group	1.06	33	.03		
		Total	1.18	35			
Total		Between groups	.003	2	.002	.19	.83
		Within a group	.29	33	.01	.009	
		Total	.30	35			

From Table 4, there no difference was found among the respondents' educational level regarding Management Skills of Administrators.

Table 5 The mean and standard deviation of Management Skills of Administrators by age
(n=36)

Aspect	Management Skills of Administrators	Age					
		Not over 31		31-40		41-50	
		years old		years old		years old	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
1	Technical skills	4.43	.15	4.47	.10	4.52	.87
2	Interpersonal skills	4.39	.10	4.34	.13	4.42	.12
3	Conceptual skills	4.52	.82	4.45	.14	4.41	.61
4	Problem-solving skills	4.42	.15	4.48	.14	4.45	.16
5	Responsibilities	4.46	.21	4.57	.15	4.51	.21
Total		4.45	.10	4.46	.86	4.46	.98

From Table 5, it was found that in the overall mean of Management Skills of Administrators among the respondents' ages, where the age with the highest mean was more than 31-40 years old (\bar{X} =4.46, SD=.86), followed by 41-50 years old, and not over 30 years old respectively.

Table 6 The analysis of variance regarding Management Skills of Administrators by age
(n=36)

Management Skills of Administrators		Variance sources	SS	df	MS	F	Sig.
1	Technical skills	Between groups	.04	2	.02	1.67	.20
		Within a group	.38	33	.01		
		Total	.42	35			

Table 6 (Con.)

Management							
Aspect	Skills of	Variance sources	SS	df	MS	F	Sig.
Administrators							
2	Interpersonal skills	Between groups	.05	2	.02	1.94	.16
		Within a group	.46	33	.01		
		Total	.51	35			
3	Conceptual skills	Between groups	.06	2	.03	1.19	.32
		Within a group	.80	33	.02		
		Total	.86	35			
4	Problem-solving skills	Between groups	.02	2	.01	.53	.60
		Within a group	.71	33	.02		
		Total	.74	35			
5	Responsibilities	Between groups	.07	2	.03	.98	.39
		Within a group	1.11	33	.03		
		Total	1.18	35			
Total		Between groups	.002	2	.001	.097	.91
		Within a group	.29	33	.01		
		Total	.29	35			

From Table 6, no statistically significant difference was found among the respondents' ages regarding Management Skills of Administrators.

Table 7 The mean and standard deviation of Management Skills of Administrators by work experience

(n=36)

Aspect	Management Skills of Administrators	Work experience					
		Less than 5 years		5-10 years		More than 10 years	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
1	Technical skills	4.43	.15	4.46	.82	4.52	.92
2	Interpersonal skills	4.39	.10	4.33	.13	4.42	.11
3	Conceptual skills	4.52	.18	4.45	.14	4.40	.15
4	Problem-solving skills	4.42	.15	4.46	.12	4.48	.17
5	Responsibilities	4.46	.21	4.57	.13	4.51	.21
Total		4.45	.10	4.45	.85	4.47	.96

From Table 7, there was found that in the overall mean of Management Skills of Administrators among the respondents' work experiences where the work experience with the highest mean was more than 10 years (\bar{X} =4.47, SD=.96), followed by within 5 years, and 5 - 10 years respectively.

Table 8 The analysis of variance regarding Management Skills of Administrators by work experience

(n=36)

Aspect	Management Skills of Administrators	Variance Sources	Management				
			SS	df	MS	F	Sig.
1	Labor results	Between groups	.06	2	.03	2.70	.08
		Within a group	.36	33	.01		
		Total	.42	35			

Table 8 (Con.)

Management		Variance Sources	SS	df	MS	F	Sig.
Aspect	Skills of Administrators						
2	Job description	Between groups	.06	2	.03	1.98	.15
		Within a group	.46	33	.01		
		Total	.51	35			
3	In-service promotion and progress	Between groups	.06	2	.03	1.29	.29
		Within a group	.79	33	.02		
		Total	.86	35			
4	Interpersonal relationships in the organization	Between groups	.01	2	.008	.35	.71
		Within a group	.72	33	.02		
		Total	.74	35			
5	Responsibilities	Between groups	.06	2	.03	.93	.41
		Within a group	1.11	33	.03		
		Total	1.18	35			
	Total	Between groups	.03	.2	.02	.18	.178
		Within a group	.29	33	.09		
		Total	.29	35			

From Table 8, no difference was found among the respondents' work experiences regarding Management Skills of Administrators.

Results

This research on “Management Skills of Administrators in Tourism and Civil Aviation Management College, Haikou University of Economics” was aimed to 1) study the faculty members' opinions regarding the management skills of administrators of faculty members from Management Skills of Administrators in Tourism and Civil Aviation Management College, Haikou University of Economics and 2) compare the

faculty members' opinions regarding the management skills of administrators of faculty members classified from Management Skills of Administrators in Tourism and Civil Aviation Management College, Haikou University of Economics as by gender, age, education level and work experience. The research sample consisted of 36 faculty members from the College of Tourism and Civil Aviation Management of Haikou University of Economics, selected by a stratified sampling technique. The instrument for data collection was a set of 5-rating scale questionnaire with the validity between 0.67-1.0 and a reliability value of 0.972. The statistics used for data analysis included frequency, percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD as follows.

The research results were as follows:

1. It was found that the overall and each of the management skills of administrators' factors, namely technical skills, interpersonal skills, conceptual skills, problem-solving skills, and responsibilities, are at a high level. Among them, responsibilities were found at a higher level than the other four.

2. In the light of technical skills, the overall and each of the management skills were found as management skills of administrators at a high level. The item with highest mean was having advanced awareness of devices technology learning: online platforms and online activities and planned and phased self-learning or organizing team learning to enhance technical skills, having a high level of technical knowledge and ability, preparing employees for technological advancements and shifts in the academic, followed by complete matching the ability of technical knowledge with the development of the college and university, having guide employees to operate and communicating with functions of the machine, good mastery of modern technological equipment, having advanced awareness of device technology learning: social media, planned, and phased self-learning or organizing team learning to enhance technical skills. Thus, it can efficiently enhance the technical skills of administrators.

3. In the light of Interpersonal skills, the overall and each of the management skills were found as management skills of administrators at a high level. The item with

the highest mean was having communication skills, admire and faithfully follow team leaders with low followers, having interpersonal skills to lead faculty number, fully possessing the ability to generate creativity and motivation, having strong unity of faculty number, followed by strong leadership of faculty number, having strong empathy of faculty number, effective interaction with faculty number, partners, and employers, caring for the needs of faculty number based on common goals, effective work or contact with faculty number, partners, and employers, having excellent interpersonal skills to lead teams fully possessing the ability to generate creativity and motivation, having interpersonal skills, Having interpersonal skills, create a work environment that makes faculty number fell relaxed and motivated. The school advocates excellent interpersonal skills, which are important for the development of the university.

4. In the light of Conceptual skills, the overall and each of the management skills were found as management skills of administrators at a high level. The item with the highest mean was using conceptual means to quickly find and create solutions, conceptual technology enables the rational development of faculty number, followed by Ability to analyze conceptual problems, leading the management team in terms of conceptual thinking level, conceptual and technological capabilities align with the development framework of higher education in China, Ability to diagnose conceptual problems, Excellent conceptual skills benefit management teams, effectively predicting the obstacles faced by the development of the college.

5. In the light of problem-solving skills, the overall and each of management skills were found as the management skills of administrators at a high level. The item with the highest aspect mean was encountering problems able to effectively solve them, recognizing the potential of problem-solving techniques in enhancing the influence of universities, having the ability to innovate to find solutions to problems, ability to solve the challenges faced by the development of the college, followed by having the ability to judge to find solution to problems, skilled in utilizing problem-solving skills to enhance organizational resilience, Being able to promptly identify

potential hazards and avoid them in a timely manner, having the ability to analyze to find solutions to problems, continuously improving the ability to solve problems, transform and develop, ability to solve the difficulties faced by the development of the college.

6. In the light of Responsibilities, the overall and each of the management skills were found as management skills of administrators at a high level. The item with the highest aspect mean was having the trust of cooperating units leads to a greater vision for cooperation, a positive attitude towards work makes the entire team happy and enjoy successful outcomes, with a high level of internal drive for the development of faculty and staff, having a sense of mission towards one's job responsibilities, continuously improving personal abilities to serve the organization and faculty, followed by highly trusted by superiors in terms of personal responsibility and ability, having a high sense of responsibility towards the university and college.

7. There was a difference in conceptual skills at a statistically significant level of .05.

8. No difference was found regarding the management skills of administrators among the respondents with different ages, educational levels, and work experience.

Discussion

1. Responsibilities which was found to be at the top of the management skills of administrators at the Tourism and Civil Aviation Management College, Haikou University of Economics. Because it might be that Effective and responsible leadership and management skills are crucial for the success of any global enterprise or organization. This finding is in line with the study of Doh and Stumpf on “Handbook on Responsible Leadership and Governance in Global Business” (2005). As found from this research, the stronger the sense of responsibility of administrators, the more positive the work attitude of faculty members will be, the more dynamic and cohesive the college will be, the higher the satisfaction will be, making the entire team happy and enjoying successful results. At the same time, it will have the trust of cooperative units, which will bring a greater cooperation vision, high internal motivation for the

development of faculty members, and a sense of mission for their own work responsibilities. The personal responsibility and ability of administrators will be highly trusted by superiors, and they will have a high sense of responsibility towards the university and college.

2. Regarding Technical skills which is the second top management skills of administrators in accordance with the respondents, because it might be that the management skills of administrators, The awareness of advanced equipment technical skills learning among administrators cannot be ignored, especially with high technical knowledge and ability, mastering modern technological equipment, and preparing faculty members for academic technological progress and transformation, which can effectively improve the technical skills of administrators. It is consistent to the work of Gu and He (2004) said that university leaders should improve the influence of management technology, pay attention to talent strategy, improve their own quality and cultivation, and have character, knowledge, technology, ability, and emotion. These skills are the management skills of university leaders, including technical skills, human skills, and conceptual skills. Cognitive skills and teaching (Educational and teaching skills). As being found from this research, there were management skills of administrators in the light of Technical skills at the Tourism and Civil Aviation Management College, Haikou University of Economics that administrators of learning advanced equipment technology, online platforms and activities, planned, and phased self-learning or organizing team learning to improve technical skills, guiding faculty members to operate and communicate machine functions, mastering modern technology equipment, social media, planned, and phased self-learning or organizing team learning to enhance technical skills. This discussion highlights the strengths and implications of the technical management skills observed among university administrators in HUE, reflecting their readiness to manage and leverage technological advancements effectively within their institutions.

3. With respect to Problem-solving skills which is found as the third place of administrators in accordance with the respondents, because it might be that

Encountering problems able to effectively solve them, Recognizing the potential of problem-solving techniques in enhancing the influence of universities, Having the ability to innovate to find solutions to problems, Ability to solve the challenges faced by the development of the college, Having the ability to judge to find solution to problems. This is in consistent with the studies of Bennis and Nanus (1985). Leaders are the people who lead the team out of adversity, eliminate problems, and eliminate conflicts in the team. Overcome various obstacles until the already set social goals can be effectively achieved. The faculty number of the College of Tourism and Civil Aviation Management at HUE believe that: “Improve professional quality, be a good college leader” must be skilled in utilizing problem-solving skills to enhance organizational resilience, Being able to promptly identify potential hazards and avoid them in a timely manner, having the ability to analyze to find solutions to problems, continuously improving the ability to solve problems, transform and develop, ability to solve the difficulties faced by the development of the college.

4. With respect to conceptual skills, which is found in the fourth place of administrators in accordance with the respondents, because it might be that using conceptual means to quickly find and create solutions, conceptual technology enables the rational development of faculty number, the ability to analyze conceptual problems. This is consistent with the studies of Ruan, Cai, and Stensaker (2024). Cognitive theoretical frameworks often offer conceptualizations of the diverse dimensions that could shape leadership attention and behaviour. Leading the management team in terms of conceptual thinking level, Conceptual and technological capabilities align with the development framework of higher education in China, Ability to diagnose conceptual problems, Excellent conceptual skills benefit management teams, effectively predicting the obstacles faced by the development of the college.

5. With respect to Interpersonal skills which is found as last priority place of administrators in accordance with the respondents, because it might be that As administrators, possessing excellent interpersonal skills can make the team’s faculty

number more convinced and followed, have strong empathy for faculty number, effectively interact with faculty number, partners, and the university, and lead the team with the skills to generate creativity and motivation. It is the management executive that the college needs. It might be seen as being consistent with DuBrin (1998), who pointed out that a leader is a person who advances and scans organization by playing a role in interpersonal relationships. People achieve their group goals. In each case, faculty numbers are willing to lead the team to effectively achieve their goals by using persuasion and motivating members to do what they can.

6. Gender, age, educational level, and work experience did not affect the opinions of management skills of administrators at the Tourism and Civil Aviation Management College, Haikou University of Economics. This is in consistent with the studies of Doh and Stumpf (2005) and Robert and Jeff (2018), which found that both school teachers and university faculty number, no matter their gender, age, educational level, and work experience would be, the good or bad management skills of administrators are related to the smooth progress of the work of the college, among which the most critical is the management skills of the main administrators in colleges and universities. Improving the management skills of administrators is crucial for the overall development planning of colleges and universities.

Recommendation

The research results show that the Responsibilities are much larger than any other Management skills of Administrators.

1. Develop targeted training programs or online courses to enhance social media literacy, thereby strengthening the ability of managers to effectively use social media and adapt to the constantly changing digital environment.

2. Build and open up multidimensional communication channels, promote a collaborative culture, establish regular feedback mechanisms, and transparent decision-making processes.

3. Create and enhance predictive and strategic thinking, with a focus on advanced predictive analysis and scenario planning, to better manage and adapt to emerging trends and challenges in the field of education.

4. Strike a balance between addressing immediate issues and focusing on long-term strategic goals, develop comprehensive strategies specifically tailored to development challenges, ensure that long-term goals are clearly defined and supported by sufficient resources, and ensure more effective responses to development challenges.

5. Strengthen the consistency between personal roles and the values of the college and create a self-owned cultural atmosphere. By implementing strategies such as feedback mechanisms, career development opportunities, and recognition plans, bridge the gap in perceived responsibility and increase managers' participation and commitment to the college.

Moreover, the college should pay attention to today's Higher education, which faces many new situations, new problems and new changes. It is suggested that the college provide reasonable psychological rewards, such as positive recognition and non-monetary benefits, to support administrators in continuing their studies, which will help improve their abilities and qualities.

Suggestion for further research

1. The specific component analysis of the administrators' understanding of the development, changes, and educational cultural background of higher education in China should be studied.

2. Research and development of a particular scheme to enhance the management skills of administrators using the results of this research should be undertaken.

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