RAJAPRUK UNIVERSITY

Editorial
บรรณาธิการแถลง

วารสารวิชาการ มหาวิทยาลัยราชพฤกษ์ ฉบับปีที่ 16 ฉบับที่ 1 (มกราคม – มิถุนายน 2568) ยังคงมุ่งมั่นในการส่งเสริมและเผยแพร่ผลงานวิจัยที่มีคุณภาพในสาขาต่าง ๆ เพื่อเป็นเวที สำหรับนักวิจัย อาจารย์ นักศึกษา และผู้สนใจ ได้แลกเปลี่ยนองค์ความรู้และพัฒนาทางวิชาการให้ ก้าวหน้าอย่างยั่งยืน

ในฉบับนี้ วารสารนำเสนอผลงานวิจัยจำนวน 6 เรื่อง ที่สะท้อนถึงประเด็นสำคัญและ ความท้าทายในแวดวงการบริหารการศึกษาและการจัดการสมัยใหม่ เช่น ภาวะผู้นำการโค้ชของ ผู้บริหาร ในมุมมองของอาจารย์วิทยาลัยสื่อ มหาวิทยาลัยเศรษฐศาสตร์ไหโข่ว บทบาทของผู้บริหารใน การส่งเสริมการใช้สื่อดิจิทัลเพื่อการจัดการเรียนรู้ ในวิทยาลัยนาฏศิลป์ ภาวะผู้นำทางวิชาการของ อาจารย์ ในคณะสื่อและการสื่อสาร การปรับตัวในการบริหารจัดการนักศึกษาต่างชาติ ของ มหาวิทยาลัยเศรษฐศาสตร์ไหโข่ว ภาวะผู้นำเชิงนวัตกรรมของผู้บริหาร ในมุมมองของอาจารย์วิทยาลัย ศิลปะและเทคโนโลยีหนานไห่ และการบริหารจัดการแนะแนวอาชีพให้สอดคล้องกับความต้องการ ทักษะของนักศึกษาปีสุดท้าย ในวิทยาลัยสื่อ บทความเหล่านี้ไม่เพียงสะท้อนให้เห็นถึงมิติที่หลากหลาย ของภาวะผู้นำ บทบาทผู้บริหาร และการพัฒนาทักษะเพื่อรองรับบริบทการศึกษาที่เปลี่ยนแปลงไป แต่ ยังตอกย้ำความสำคัญของการจัดการศึกษาเชิงบูรณาการที่สอดคล้องกับความต้องการของสังคมและ โลกยุคดิจิทัล

สุดท้ายนี้ กองบรรณาธิการขอขอบพระคุณผู้ทรงคุณวุฒิที่กรุณาสละเวลาอันมีค่าใน การกลั่นกรองบทความทุกเรื่อง และขอขอบคุณนักวิจัยที่มอบความไว้วางใจส่งผลงานวิจัยเพื่อร่วมกัน เสริมสร้างคุณภาพของวารสารวิชาการ มหาวิทยาลัยราชพฤกษ์ ให้เป็นแหล่งข้อมูลทางวิชาการที่ ทรงคุณค่าต่อสังคมและวงวิชาการต่อไป

ดร.ดรุณี ปัญจรัตนากร
บรรณาธิการประจำฉบับ

รายชื่อผู้ทรงคุณวุฒิพิจารณากลั่นกรองบทความ
วารสารวิชาการมหาวิทยาลัยราชพฤกษ์
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สารบัญ

บทความวิจัย

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

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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.

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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

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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	$\overline{\mathrm{X}}$	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 ($\overline{\mathrm{X}}$=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 ($\overline{\mathrm{X}}$=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			
		$\overline{\mathrm{X}}$	S.D.	$\overline{\mathrm{X}}$	S.D.	$\overline{\mathrm{X}}$	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			
		$\overline{\mathrm{X}}$	S.D.	$\overline{\mathrm{X}}$	S.D.	$\overline{\mathrm{X}}$	S.D.	$\overline{\mathrm{X}}$	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	Journalism		Broadcasting and Hosting Arts		Radio and television director		Photography		F	Sig.
		$\bar{x}$	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

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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.

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Roles of Administrators in Promoting Faculty Members of use Digital Media for Learning Management in Dance College Haikou University of Economics

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Abstract

The objectives of this research were: 1) to study the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics, and 2) to compare the role of administrators in promoting faculty members to use digital media classified by gender, age, education level, and work experience. The sample consisted of 43 faculty members selected through simple random sampling. The research instrument was a questionnaire with an item validity (IOC values) between .67-1.00 and a reliability value of .92. The data were analyzed using frequency, percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD.

The results of the research revealed that: 1) the role of administrators in promoting faculty members to use digital media, in overall and particular aspects, was at a high level, ranking the highest to the lowest: systematic improvement, followed by visionary leadership, digital citizenship, excellent professional practice, and the digital age learning culture, and 2) the opinion of faculty members on the role of administrators in promoting faculty members to use digital media, classified by gender and education level was not different in overall and specific aspects, When classified by age was not different in overall but in the aspect of the systematic improvement was considered statistically significant at .05 level, that the mean of the age more than 35 years old is higher than the mean of the age 29-35 years old and the age 23-28 years old. Work experience was not different in overall but in the aspect of the Digital

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citizenship was considered statistically significant at .05 level, that the mean of the working years of more than 10 years is higher than the mean 5 to 10 years, and then less than 5 years.

Keyword: Digital media, learning management, Haikou University of Economics (HUE)

Introduction

Higher education is in the era of digital transformation (Dx). Learning technologies and digital platforms are no longer an afterthought; they are critical for teaching and learning. The COVID-19 pandemic served as a catalyst for Dx, forcing colleges, universities, instructors, and students to shift online rapidly. Some instructors and students were prepared for the shift; those who were unprepared had to catch up quickly (Martin and Xie 2022). In the context of dance college, we need to look objectively at faculty members' use of digital media for learning management. As a fast and efficient communication technology tool, digital media can play a positive role in dance education. Through digital media, faculty members can convey dance knowledge and skills more directly and vividly and improve students' learning experience and participation. Therefore, when faculty members use digital media for learning management, we must make full use of its advantages, and at the same time pay attention to guiding students to use digital media correctly and cultivate students' critical thinking and information literacy. By continuously improving teaching methods and management strategies, we can ensure that digital media plays a positive role in teaching in dance college and promote the all-round development of students.

The development of educational technology, and in particular Learning Management Systems (LMS), is inextricably linked to the evolution and changing needs of the education sector. The origins of LMS can be traced back to the early 2000s, when the first platforms, such as Blackboard Inc. and Course Info, initiated a new era in education, introducing the Interactive Learning Network, which was installed in institutions like Yale Medical School and Cornell University. It was a groundbreaking moment that initiated the digital era in education, enabling faculty members and

students to access resources and educational materials online (Grupa.IT, 2023).

The seminar of Nanhai Dance college pointed out that, first, the leadership of the dance college needs to strengthen the formulation and implementation of strategies that combine traditional teaching methods with digital media teaching methods, give full play to the potential of digital media in teaching management, and thus affect teaching effectiveness and the professional development of faculty members. Second, although the dance college emphasizes professional practice, it is not closely connected with the actual industry. It should increase the opportunities for faculty members and students to communicate and practice directly with industry experts to meet the needs of the professional dance community. Excellent professional practice not only includes high-level technical performance, but also requires close contact with the industry, continuous learning and innovation (Faculty Members of Nanhai Dance College, 2023). Several issues were raised in the professional quality assessment: 1) Unbalanced resource allocation; 2) Traditional teaching methods cannot meet the needs of modern dance education, and innovative technologies need to be introduced; 3) There are problems with the internal communication mechanism, and the efficiency of decision-making and coordination needs to be strengthened (Nanhai Dance College, 2023). The actual problems faced by the dance college in the field of digital media involve technical support, academic resources, teaching equipment, academic guidance, teacher training and academic activities (Nanhai Dance College, 2023).

Research Objectives

1. To study the role of administrators in promoting faculty members to use digital media for learning of the Dance college of Haikou University of Economics.

2. To Compare the role of administrators in promoting faculty members to use digital media for learning of the Dance college of Haikou University of Economics.

Research Methodology

The study population consisted of 45 faculty members of Dance college in Haikou University of Economics. The research sample used in this study is 43 faculty members from the Dance college. Simple random sampling is used to open the sample scale of Krejcie and Morgan (Krejcie & Morgan, 1970, as cited in Petchroj, 2019) for division.

The research employed a structured questionnaire as the principal instrument of inquiry, designed in accordance with established practices in educational research. The instrument comprised two sections. Part A collected demographic information and elicited faculty members' perspectives on the use of digital media in learning management, with comparative analysis across gender, age, educational level, and work experience. Part B assessed perceptions of the roles of administrators in facilitating the integration of digital media into teaching, utilizing a five-point Likert scale (Likert, 1976) ranging from 1 ("lowest") to 5 ("highest"). To enhance the rigor of the instrument, procedures for ensuring validity and reliability were undertaken, including expert evaluation for content relevance and clarity, as well as a pilot study conducted with a representative sample prior to the final administration.

Data collection was carried out in three phases. First, formal permission and administrative support were obtained from the Head Office of Haikou University of Economics. Second, the questionnaire was prepared, reviewed, and tested for accuracy. Finally, the validated instrument was distributed electronically via WeChat and Tencent QQ to 43 faculty members of the Dance College, ensuring efficiency and accessibility in response gathering.

The data were analyzed using descriptive and inferential statistics. Frequency, mean, and standard deviation were employed to summarize responses, while independent-samples t-tests were used to examine differences by gender. One-way ANOVA was conducted to assess variations across age, education level, and work experience, with the Least Significant Difference (LSD) method applied for post hoc comparisons. This systematic approach to instrument design, data collection, and analysis enhanced the reliability and validity of the findings.

Results

Table 1 Means and standard deviation of the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics in overall.

(n=43)

Aspect	Effective use of digital media in learning management	$\overline{\text{X}}$	S.D.	Level	Ranking
1	Visionary leadership	4.08	.73	High	2
2	Digital age learning culture	3.99	.74	High	5
3	Excellence in professional practice	4.07	.73	High	3
4	Digital citizenship	4.07	.73	High	3
5	Systematic improvement	4.11	.78	High	1
	Total	**4.06**	**.74**	**High**	

From Table 1: it found that the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics was considered at the high level ($\overline{\text{X}}$ =4.06, S.D.= .74) in overall, when considering in each aspect, all aspects were at a high level, ranking from the highest to the lowest mean: systematic improvement ($\overline{\text{X}}$ =4.11 S.D.=.78), followed by visionary leadership; digital citizenship; excellence in professional practice; and Digital age learning culture.

Table 2 Comparison of the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics classified by gender.

(n=43)

Aspect	Use of digital media in learning management	Gender				t	Sig.
		Male		Female			
		$\overline{\text{X}}$	S.D.	$\overline{\text{X}}$	S.D.		
1	Visionary leadership	4.14	.45	4.04	.51	.61	.60

Table 2 (Cont.)

Aspect	Use of digital media in learning management	Gender				t	Sig.
		Male		Female			
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
2	Digital age learning culture	3.98	.39	3.99	.50	-.05	.16
3	Excellence in professional practice	4.18	.43	4.00	.49	1.2	.49
4	Digital citizenship	4.04	.49	4.07	.51	-.20	.76
5	Systematic improvement	4.05	.49	4.13	.59	-.40	.23
	Total	**4.08**	**.37**	**4.05**	**.43**	**.24**	**.45**

From Table 2, it found that the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics by gender have no significant difference.

Table 3 Mean and standard deviation of the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics classified by age.

(n=43)

Aspect	Effective use of digital media in learning management	Age						F	Sig.
		23-28 years old		29-35 years old		More than 35 years old			
		$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	Visionary leadership	4.01	.52	4.18	.60	4.08	.33	.43	.65
2	Digital age learning culture	3.94	.45	4.00	.56	4.05	.42	.18	.84

Table 3 (Cont.)

Aspect	Effective use of digital media in learning management	Age						F	Sig.
		23-28 years old		29-35 years old		More than 35 years old			
		$\overline{x}$	S.D.	$\overline{x}$	S.D.	$\overline{x}$	S.D.		
3	Excellence in professional practice	3.97	.47	4.08	.59	4.18	.35	.80	.46
4	Digital citizenship	4.13	.56	4.02	.62	4.01	.26	.28	.76
5	Systematic improvement	3.94	.59	4.00	.55	4.43	.41	3.51*	.04
	Total	4.00	.44	4.06	.50	4.15	.26	.50	.60

*Statistically significant at level .05

From Table 3, it found that the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics classified by age. The highest mean was the group with more than 35 years old, followed by 29-35 years old and 23-28 years old. When concerning data analysis of One-way analysis of variance for age, it found that except for systematic improvement, 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 4.

Table 4 The pairwise mean differences were compared using the LSD opinion method of the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics, in systematic improvement divided by age.

(n=43)

Use of digital media in learning management		age		
		23-28 year	29–35 year	More than 35 years
5. Systematic improvement	$\overline{x}$	3.94	4.00	4.43
23-28 year	3.94	-	-.06*	-.49*
29–35 year	4.00		-	-.43*
More than 35 years	4.43			-

*Statistically significant at level .05

From Table 4, it found that the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics classified by age in the aspect of the systematic improvement was considered statistically significant at .05 level, that the mean of the age more than 35 years old is higher than the mean of the age 29-35 years old and the age 23-28 years old.

Table 5 Comparison of the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics classified by educational level.

(n=43)

Aspect	Use of digital media in learning management	Educational level				t	Sig
		Bachelor degrees and Master Degree		Ph.D. degree			
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	Visionary leadership	4.03	.51	4.13	.32	-.42	.074
2	Digital age learning culture	3.92	.47	4.08	.41	-.68	.44
3	Excellence in professional practice	4.01	.52	4.08	.59	-.30	.47
4	Digital citizenship	4.07	.57	3.77	.32	1.31	.10
5	Systematic improvement	4.04	.42	4.28	.48	-.91	.46
	Total	**4.02**	**.42**	**4.07**	**.37**	**.25**	**.24**

From Table 5, it found that the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics by educational level have no significant difference.

Table 6 Mean and standard deviation of the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics classified by work experience.

(n=43)

Aspect	Effective use of digital media in learning management	Within 5 years		5-10 Years		More than 10 years		F	Sig.
		$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
1	Visionary leadership	3.99	.53	3.99	.44	4.33	.45	2.12	.13
2	Digital age learning culture	3.79	.41	4.04	.52	4.20	.37	2.86	.07
3	Excellence in professional practice	4.00	.49	3.99	.47	4.23	.43	1.46	.25
4	Digital citizenship	4.04	.51	3.89	.45	4.39	.44	3.80*	.03
5	Systematic improvement	3.93	.65	4.26	.55	4.10	.41	1.36	.27
	Total	3.95	.45	4.03	.41	4.26	.29	1.98	.15

*Statistically significant at level .05

From Table 6, it found that the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics classified by work experience. The highest mean was the group with working years of more than 10 years, followed by 5 to 10 years, and then less than 5 years. When concerning data analysis of One-way analysis of variance for work experience, it found that except for digital citizenship, 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 7.

Table 7 The pairwise mean differences were compared using the LSD opinion method of the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics, in digital citizenship divided by work experience.

(n=43)

Use of digital media in learning management		Work experience		
		Less than 5 years	5-10 years	More than 10 years
4. Digital citizenship	$\overline{x}$	4.04	3.89	4.39
Less than 5 years	4.04	-	.16*	-.34*
5-10 years	3.89		-	-.50*
More than 10 years	4.39			-

*Statistically significant at level .05

From Table 7, it found that the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics classified by work experience in the aspect of the digital citizenship was considered statistically significant at .05 level, that the mean of the working years of more than 10 years is higher than the mean 5 to 10 years, and then less than 5 years.

The summary of the research results revealed that.

1) The role of administrators in promoting faculty members to use digital media for learning at the Dance College of Haikou University of Economics was perceived at a high level overall. When considering each dimension, all aspects were also rated at a high level. The most prominent role was systematic improvement, followed by visionary leadership, digital citizenship, excellence in professional practice, and digital age learning culture. These findings suggest that administrators are actively supporting the integration of digital media into learning management, with particular emphasis on improving systems and ensuring responsible digital practices, while also fostering professional growth and leadership in a digital context.

2) The comparison of the role of administrators in promoting faculty members to use digital media for learning at the Dance College of Haikou University of Economics revealed both similarities and differences across demographic variables. When classified by gender and educational level, no significant differences were found, indicating that faculty members, regardless of these characteristics, shared similar perceptions of administrators' roles in supporting digital media integration.

However, when classified by age, a significant difference was observed in the aspect of systematic improvement. Faculty members aged over 35 years perceived administrators' role in this dimension more positively compared to those aged 29–35 years and 23–28 years. Similarly, when classified by work experience, significant differences were found in the aspect of digital citizenship. Faculty members with more than 10 years of experience rated this role higher than those with fewer years of experience, particularly compared to the groups with 5–10 years and less than 5 years of experience.

Overall, the findings suggest that while perceptions of administrators' roles are generally consistent, specific dimensions such as systematic improvement and digital citizenship vary across age and work experience groups. This highlights the importance of considering faculty characteristics when developing strategies to promote the use of digital media in learning management.

Discussion

According to the data analysis and the summary of the research findings, the role of administrators in promoting faculty members to use digital media for learning, as opinion by faculty members at the Dance College of Haikou University of Economics are at a high level. The following are the discussions based on the results of role of administrators in promoting faculty members to use digital media for learning:

1. Visionary leadership is particularly important in promoting the use of digital media in learning management for faculty members at the Dance School of Haikou University of Economics. According to Timothy (2011), visionary leaders have three

significant characteristics: first, they are able to foresee and prepare for future changes; second, they are able to clearly establish and describe the vision and develop strategies to achieve this vision; and finally, they seek support for the vision through collaboration and empowerment of others. As visionary leaders, administrators should foresee the development trend of digital media technology and be prepared for future changes. This visionary leadership can not only improve the quality of teaching, but also promote the professional development of faculty members, thereby achieving the long-term goals of the academy.

2. Digital age learning culture is central to Morbitzer's (2014) discussion on the importance of cultivating learning abilities in rapidly changing environments. He advocates for a new learning culture that emphasizes adaptability, continuous learning, and the integration of digital technologies. In the context of higher education, Morbitzer highlights the need for faculty members to embrace technological tools in order to enhance their learning management capacities. This perspective is particularly relevant to institutions such as the Dance College of Haikou University of Economics, where the effective use of digital media plays a vital role in improving instructional strategies, promoting professional growth, and fostering innovation in teaching and learning.

3. Excellence in professional practice, as emphasized by Harald A. Mieg (2009), plays a pivotal role in advancing professional knowledge. Mieg highlighted that such advancement is not solely driven by individual excellence, but also by a strong sense of professionalism and active professional engagement. These elements interact to foster growth and innovation within the professional field. Applying Mieg's perspective in the educational context suggests that school administrators can enhance faculty members' utilization of digital media by promoting both individual excellence and collective professional responsibility. This approach not only supports continuous professional development but also nurtures a culture of engagement and excellence essential for thriving in the digital age.

4. Digital citizenship is particularly important. According to Ohler (2010), digital citizenship not only includes mastering basic technology skills but also involves

responsible and conscious behavior in digital environments. Similarly, Mossberger et al. (2007) defined digital citizenship as a code of responsible behavior in the use of technology, pointing out that schools and educational leaders need to shoulder the responsibility of teaching students to use technology correctly. In the learning management of faculty members in dance academies, the concept of digital citizenship provides us with an important perspective.

5. System improvement This may be because digital media plays an important role in promoting communication and supporting collaborative innovation in this process. This finding is similar to the study of Halász and Pont (2007). The study proposed that mutual support is needed to achieve the common goal of student learning. System improvement may be that faculty members and leaders can share and improve teaching methods and management strategies to achieve common educational goals

The opinion of the Roles of Administrators in Promoting faculty members of use Digital Media for Learning Management at the Dance School of Haikou University of Economics is not affected by gender, age, education level and work experience. This is consistent with the results of the ISTE Standard A (2009), which found that regardless of gender, age, education level and work experience, Administrators can better use digital media to promote learning management for faculty and staff, thereby improving the overall quality of education.

Recommendation

The results of the questionnaire show that administrators have achieved remarkable results in promoting faculty members to use digital media for learning management. However, there is still room for improvement in the "learning culture in the digital age". In the future, we should strengthen resource allocation and training in this area to improve the overall level of digital learning further.

Suggestions for Further Research

1. Explore the practical obstacles and challenges encountered by faculty members at Nanhai Dance College of Haikou University of Economics in adopting and

utilising digital media for learning. Such investigations would provide deeper insights into the barriers that limit effective integration and inform strategies for overcoming them.

2. Examine the specific impacts of digital media applications on teaching effectiveness and student learning outcomes among faculty members at Nanhai Dance College of Haikou University of Economics. This line of inquiry would contribute to a clearer understanding of how digital media influences both instructional quality and academic achievement.

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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	$\overline{X}$	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	$\overline{X}$	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 ($\overline{X}$ = 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 ($\overline{X}$ = 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 | | | |
		$\overline{X}$	S.D.	$\overline{X}$	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	Less than 35 years old		35-40 years old		More than 40 years old		F	Sig.
		$\overline{x}$	S.D.	$\overline{x}$	S.D.	$\overline{x}$	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			
		$\overline{x}$	S.D.	$\overline{x}$	S.D.	$\overline{x}$	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	Bachelor's degree		Master and Doctor's degree		t	Sig
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
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			
		$\overline{x}$	S.D.	$\overline{x}$	S.D.	$\overline{x}$	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 years		5-10 years		More than 10 years			
		$\overline{x}$	S.D.	$\overline{x}$	S.D.	$\overline{x}$	S.D.		
4	Dimension of professional development of faculty members' abilities	4.59	.12	4.55	.13	4.55	.15	.22	.81
		4.50	.11	4.45	.16	4.48	.13		
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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Adjustment in the Management of International Students
of Haikou University of Economics

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Abstract

The objectives of this research were: 1) to study the adjustment in the management of international students at Haikou University of Economics (HUE), 2) to compare international students` opinions about the adjustment in the management of HUE, 3) to propose the guidelines of supporting adjustment in the management with international students work. The mixed-methods research was employed. The samples consisted of 80 international students and interview 5 administrators, selected by simple random sampling classified by student year. The research instrument was a 5-rating scale questionnaire with item validity (IOC values) between .67 to 1.00, and a reliability value of .912. The data were statistically analyzed by using percentage, mean, standard deviation, t-test, One-way ANOVA, LSD and the content analysis.

The results of the research showed that: 1) adjustment in the management of international students` opinions at HUE that was at the highest level in total and all aspects. The highest mean was psychological adjustment, followed by academic adjustment, cultural adjustment, and social adjustment. 2) The compare of adjustment in the management of international students at HUE, classified by gender was statistically significant at .05 level in total, academic adjustment and cultural adjustment, male give higher mean than female, meanwhile student year was no different. 3) Administrators provide relevant opinions and suggestions on the adjustment in the management of international students.

Keyword: Adjustment management, International Students, Haikou University of Economics

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Introduction

With the deepening development of globalization, universities in various countries are constantly exploring and innovating in the management of international students' education. They strive to improve the quality of education and overall experience of international students by improving the policy system, strengthening the construction of the teaching staff, and providing diversified services. As for China, the Ministry of Education of China has taken a series of measures in the management of international students. It requires all universities to establish and improve the recruitment, training, management, and service systems for international students. These regulations require universities to standardize the management behavior of international students, improve the level of internationalization of education, and formulate specific management methods based on actual conditions.

Mesidor et al. (2016) stated that international students studying abroad encounter many adaptability problems in the new university environment. From a management perspective, the author proposes adjustments for the academic, social, cultural, and psychological adaptation of international students.

International students are extremely important to the higher education of any country for both academic prestige and financial advantage (Baklashova and Kazakov, 2016). With the development of "One Belt and One Road", China is increasing its level of openness, increasing international influence, and new prospects for the internationalization of higher education. Education for international students in domestic universities has achieved rapid development, and a large number of international students have come to study in China. Cultural collisions and exchanges of ideas with different countries have promoted the flow of talents and academic development between countries. The increasingly developing education for international students in higher education institutions has also become an important bridge for friendly exchanges between China and the world. International students in China have developed rapidly, and the number of students, educational content, and management effectiveness have steadily improved. At the same time, some contradictions need to be resolved in terms of student quality, development

adaptation, and management compatibility (Zhang et al., 2023).

Many international students face challenges as they get higher education outside their home countries. They face obstacles such as different food, unfamiliar living conditions, financial problems in life, finding balance between studies and work. They have to fit themselves into the schedule of classes, learning styles, and other possible difficulties related to language, culture, and personal barriers. A student may encounter a number of difficulties in the transitional period from everyday situations in daily life to cultural adaptation (Haikou University of Economics, 2023).

International students at Haikou University of Economics faced significant adjustment challenges in four areas: academic, social, cultural, and psychological. To strengthen the management and services for international students, Haikou University of Economics must make full use of all management functions. This will enable faculty and staff to effectively supervise and coordinate all aspects of the organization's functions and provide adequate services to international students. The faculty of Haikou University of Economics needs to have the necessary management capabilities, and effective training programs must be implemented and provided with the necessary resources. To better serve international students, Haikou University of Economics has established a dedicated international student management team equipped with full-time teachers who are responsible for the daily management and psychological counselling services for international students. These measures help meet the needs of international students in academic adaptation, social adaptation, cultural adaptation, and psychological adaptation and promote international students to better integrate into campus life and learning environment.

To promote the internationalization of higher education in Hainan Province, accelerate the development of education for international students in Hainan Province, and better adapt to the needs of the construction of Hainan as an international tourist island, the Hainan Provincial Government established the "Hainan Provincial Government International Students Office." The Haikou University of Economics has launched a "scholarship in tuition fee" since 2013. Haikou University of Economics began recruiting international students in 2018. Starting in 2019, the Hainan Provincial

Government has been providing scholarships to some international students every year. Many international students go to the Haikou University of Economics to study Chinese language courses for one year and obtain the HSK4 language proficiency certificate, which exempts them from 4 years of tuition fees and allows them to study for a bachelor's degree at the Haikou University of Economics. Between 2019 and 2023, Haikou University of Economics admitted 100 international students who are pursuing their bachelor's degrees. These students come from various countries including Thailand, Malaysia, Cambodia, the Philippines, Indonesia, Uzbekistan, Pakistan, and Congo. Out of the total students, 34 are males and 66 are females, and they are distributed across different academic years.

According to the problem and concept of higher education, the researcher would like to study the management of international students at Haikou University of Economics. The result of this research will help international students and faculty members analyze, and their feedback will be used to propose effective management strategies that can help them adjust to their unfamiliar environment, plan their academic careers, and lay a strong foundation for their future career development. This approach can also offer valuable insights for other schools that are looking to improve their management of international students.

Research Objectives

1. To study adjustment in the management of international students at Haikou University of Economics.

2. To international students` opinions on the adjustment in the management of international students at Haikou University of Economics.

3. To propose the guidelines of supporting adjustment in the management with international students work.

Research Methodology

This study employed a mixed-methods design, incorporating both quantitative and qualitative approaches. The quantitative component involved the distribution of questionnaires via WeChat to examine factors affecting adjustment in the management of international students from the perspective of students at Haikou University of Economics. The qualitative component utilized interviews to gain deeper insights into issues related to adjustment and management practices.

The research population consisted of 100 international students at Haikou University of Economics. Based on Krejcie and Morgan's (1970, as cited in Petchroj et al., 2019) sampling table, a sample of 80 students was selected through simple random sampling. In addition, a group of nine faculty members was identified, from which five participants were purposively selected to provide complementary perspectives.

The primary research instrument was a questionnaire, which was validated by three experts for content validity using the Index of Item-Objective Congruence (IOC), yielding values between .67 and 1.00. Reliability testing using Cronbach's alpha produced a coefficient of .912, indicating high internal consistency. An interview form was also developed, focusing on open-ended questions related to adjustment in the management of international students.

The data were analyzed using both quantitative and qualitative techniques. Quantitative data were statistically analyzed through percentage, mean, standard deviation, t-test, one-way ANOVA, and Least Significant Difference (LSD) post hoc test. Qualitative data from interviews were examined through content analysis to identify key themes and patterns.

Results

1. In response to the first research objective, the study found that international students at Haikou University of Economics demonstrated the highest levels of adjustment in management across all dimensions, as summarized in Table 1.

Table 1 Means and standard deviation of the adjustment in the management of international students of Haikou University of Economics in overall.

(n=80)

Aspect	Adjustment in the management of international students	$\overline{X}$	S.D.	Level	Ranking
1	Academic Adjustment	4.53	.24	Highest	2
2	Social Adjustment	4.49	.27	High	4
3	Cultural Adjustment	4.52	.26	Highest	3
4	Psychological Adjustment	4.56	.29	Highest	1
	Total	4.53	.23	Highest	

From Table 1, it found that the adjustment in the management of international students of Haikou University of Economics was considered at a high level ($\overline{X}$ =4.53, S.D.= .23) in overall, when considering in each aspect, 3 aspects were at the highest level, ranking from the highest to the lowest mean: psychological Adjustment ($\overline{X}$ =4.56 S.D.=.29), followed by academic adjustment, and cultural adjustment. And it was at a high level was social adjustment.

2. To address the second research objective, the study compared the adjustment in the management of international students across different respondent statuses, with the results summarized in the following table.

Table 2 Comparison of the adjustment in the management of international students of Haikou University of Economics classified by gender.

(n=80)

Aspect	Adjustment in the management of international students	Gender				t	Sig.
		Male		Female			
		$\overline{x}$	S.D.	$\overline{x}$	S.D.		
1	Academic Adjustment	4.59	.26	4.46	.20	2.46*	.02
2	Social Adjustment	4.53	.28	4.45	.27	1.30	.20
3	Cultural Adjustment	4.59	.25	4.45	.25	2.43*	.02
4	Psychological Adjustment	4.60	.30	4.50	.27	1.42	.16
	Total	4.58	.23	4.47	.22	2.17*	.03

*Statistically significant at level .05

From Table 2, it found that among male and female there was statistically significant at level .05 in total and individual aspect in academic adjustment and cultural adjustment. Male having mean higher than female.

Table 3 Mean and standard deviation of the adjustment in the management of international students at Haikou University of Economics (HUE) classified by student year.

(n=80)

Aspect	Adjustment in the management of international students	Student year								F	Sig.
		Freshman		Sophomore		Junior		Senior			
		$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	Academic Adjustment	4.58	.28	4.48	.19	4.55	.29	4.51	.16	.70	.56
2	Social Adjustment	4.54	.28	4.35	.19	4.56	.32	4.51	.24	2.4	.08
3	Cultural Adjustment	4.58	.24	4.43	.23	4.55	.28	4.55	.28	1.24	.30
4	Psychological Adjustment	4.62	.30	4.44	.29	4.54	.30	4.63	.25	1.77	.16
	Total	4.58	.24	4.43	.18	4.55	.27	4.5	.19	1.76	.16

From Table 3, it found that the opinions of the adjustment in the management of international students at Haikou University of Economics classified by student year. The highest mean was freshman, followed by the senior, junior and sophomore in overall. When concerning about data analysis of One-way analysis of variance for student year, it found that there was no different.

3. Results from interviews and the opinions of administrators found that adjustment in the management of international students.

According to the interviews with 5 administrators at Haikou University of Economics, the management of international students' needs to start from the four aspects of planning, organization, actuating and control to form a complete and efficient management system. By formulating a detailed annual work plan, setting up a professional management team, establishing a reasonable incentive

mechanism and strengthening the construction of information systems, the education quality and management level of international students can be effectively improved, and the further development of foreign exchanges and cooperation can be promoted.

3.1 Organizing international students to participate in off-campus social practice activities, establish multicultural student clubs, actively communicate with local people, and participate in local social activities.

3.2 Offering special cultural courses; help international students overcome language barriers and guide them to become familiar with and adapt to the living environment in China; encourage international students to participate in university club activities; provide cross-cultural exchange courses; international students can visit cultural performances to experience Chinese culture

3.3 Scientifically design training programs; develop internationalized courses and implement bilingual teaching; improve the internationalization level and cross-cultural management ability of the teaching team; set up general courses on international education

3.4 Establish a professional mental health service department; organize mental health cultural festival activities; establish courses such as cultural adaptation and psychological quality training; encourage all international students to develop a healthy lifestyle; pay attention to the cross-cultural adaptation of international students.

The summary of the research results revealed that.

1) In response to the first research objective, the study found that international students at Haikou University of Economics demonstrated the highest level of adjustment in management across all dimensions. Among the four areas assessed, psychological adjustment was rated the highest, followed by academic adjustment and cultural adjustment, while social adjustment was also evaluated positively, though at a slightly lower level. Overall, the results indicate that international students are generally well-adjusted in terms of academic, cultural, psychological, and social

aspects of their university experience.

2) In response to the second research objective, the study examined international students' opinions on adjustment in the management of international students at Haikou University of Economics. The results revealed differences when classified by gender, where male students reported higher levels of adjustment in academic and cultural aspects compared with female students. However, when classified by student year, no significant differences were found, indicating that students across different years of study generally shared similar perceptions of adjustment. Overall, these findings suggest that while gender may influence certain dimensions of adjustment, the year of study does not appear to affect students' opinions on their adjustment experiences.

3) In response to the third research objective, the study proposed guidelines to support adjustment in the management of international students at Haikou University of Economics. The findings emphasized that effective management should integrate planning, organization, implementation, and control to establish a comprehensive system. Key guidelines include promoting international students' participation in multicultural and social activities, offering cultural exchange and language support programs, and encouraging involvement in university clubs and community engagement. Furthermore, the study highlighted the importance of scientifically designed training programs, bilingual instruction, and internationalized curricula to enhance cross-cultural competencies. In addition, the establishment of professional mental health services, cultural adaptation courses, and wellness activities was recommended to support psychological adjustment and overall well-being. These guidelines collectively aim to improve the quality of management, foster integration, and strengthen the international learning environment for students.

Discussion

1. The research results in total, and every aspect showed that the highest level except social adjustment, the highest aspect of international students' opinions for adjustment in the management was a psychological adjustment. International students

need to face unfamiliar environments, cultural differences and language barriers, and their studies abroad are usually more arduous and complicated than at home. They live alone in a foreign country far away from home, and are prone to loneliness, homesickness and other factors that will bring problems to international students. This finding was consistent with the research of Liang et al. (2017), The impact of social anxiety, loneliness, and coping styles on the mental health of international students in China. This study proposes that international students should cultivate different interests and hobbies, release their potential by participating in various activities, maintain a happy spirit, relieve tension, enrich their inner world, and promote mental health by communicating with international students from distinct cultural backgrounds. International students should actively participate in psychological lectures to understand the ways and methods of psychological counselling. When considering each aspect, it was discussed as follows:

2. International student's opinions on academic adjustment. The aspect of academic adjustment ranks second in the adjustment in management. In this aspect, the highest item was adapting well to the course schedule of international students and using multimedia resources in classrooms to facilitate learning. International students think that learning exchanges, course learning and self-adjustment are the main factors affecting the academic adaptation of international students. This finding was consistent with the research of Zhu et al. (2022), Academic Adaptation of International Students in China: Evidence from the Grounded Theory and Structure Equation Model. This study proposes that the university should consider the unusual circumstances of international students and try to arrange simple courses, including reducing the number of courses appropriately. This is very conducive to international students' rapid adaptation to the new learning environment and provides significant help for their academic adjustment. International students will only adjust their learning behavior, overcome the difficulties and challenges in the unfamiliar academic system, and ultimately achieve the goal of living in harmony with the learning environment.

3. International student's opinions on cultural adjustment. The aspect of cultural adjustment ranks third in the adjustment in management. In this aspect, the

highest item was accepting different cultures in different countries. Because it might be that international students have moderately high difficulty in identifying with interpersonal relationships, social interactions, and school life. At the same time, there are differences between regions and religious beliefs, which shows that many international students are unable to identify with or accept certain Chinese values. This finding was consistent with Zhong et al. (2013) Correlation analysis between cultural adaptation and mental health of international students. This study proposes that the cultural adjustment of international students should be strengthened through communication with Chinese students, joint learning, and creating opportunities for international students to participate in various activities to enhance their sense of Chinese cultural identity. While maintaining their original culture, international students also need to actively interact with Chinese culture and adopt an integrated cultural adjustment strategy.

4. International student's opinions on social adjustment. The aspect of social adjustment ranks lowest in the adjustment in the management. In this aspect, the highest item was sharing traditional buildings with your friends. It might be that as international students adjust to Chinese society, they may interact with their surroundings in various ways, which may include sharing and discussing Chinese cultural elements such as traditional architecture. This finding was consistent with Yin (2023) Empowering international students in China to better integrate into China. According to Li & Zizzi (2018), A Case Study of International Students' Social Adjustment, Friendship Development, and Physical Activity. The social adjustment ability of international students is not only related to whether they can successfully spend their study abroad life but also directly affects their mental health, career development and personal growth. Therefore, international students should actively participate in social activities to continuously improve their social adjustment ability.

2. In terms of gender, it has differences in academic adjustment and cultural adjustment. The mean scores of males' recognition of academic adjustment, social adjustment, cultural adjustment, and psychological adjustment were higher than females. It might be that during their study abroad, males have a stronger overall ability

to adjust than females because males are more willing to accept new challenges and are more optimistic. The innate sensitivity and delicacy caused by gender differences make females have a lower level of adaptation in various aspects. Related to Zhong et al. (2013). Correlation analysis between cultural adaptation and mental health of international students.

The comparison of opinions on adjustment in the management of international students classified by student year was no different. Related to Quan (2011). Cross-cultural education and management of international students. Cultural anthropologist Oberg believes that "the loss of familiar social interaction signals or symbols, and unfamiliarity with the other party's social symbols, leads to deep anxiety in psychology". In general, there will be a U-shaped curve through the honeymoon period, depression period, adjustment period and adaptation period. International students who have been exposed to another cultural model for a long time will go from the initial excitement of the honeymoon period to the discomfort of the depression period and then adjust to adaptation.

Recommendation

According to the research results, the following suggestions are put forward for adjusting the management of international students at Haikou University of Economics. The author hopes that universities can improve the adjustment and management capabilities of international students in the following four aspects.

1. Guide and educate international students by improving their use of WeChat to connect with others. Ensure that international students understand the functions and security of WeChat, know how to effectively use the WeChat platform for social and professional network building, and effectively expand their own network of contacts.

2. Universities can strengthen the Chinese cultural education and international communication capabilities of international students in China and improve their cultural adaptability and sense of identity with Chinese culture. This will not only help them better integrate into Chinese culture but also promote the exchange and mutual

learning of diverse civilizations.

3. Build an internationalized curriculum system with Chinese characteristics, innovate international development models, fully use Internet technology, and provide flexible and diverse learning resources for international students through online courses, distance education, etc., to help them better adapt to and integrate into the Chinese learning environment.

4. Universities should strengthen institutional construction, provide strong guarantees and support for the sustainable development of internationalization of universities, and ensure the quality and effectiveness of courses by establishing and improving relevant systems, such as course certification mechanisms and teacher training programs.

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The Innovative Leadership of Administrators as Perceived by Faculty Members of Nanhai Academy of the Arts and Technology, Haikou University of Economics

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Abstract

The objectives of this research were: 1) to study the innovative leadership, 2) to compare the innovative leadership as perceived by faculty member classified by gender, age, educational level, and work experience. The quantitative research was employed. The sample consisted of 52 faculty members selected by stratified random sampling by majors, and data were collected using a five-point Likert scale questionnaire, achieving an IOC of .97 and a Cronbach's Alpha of .974. The data were statistically analyzed by using percentage, mean, standard deviation, t-test, One-way ANOVA and LSD.

The results of the research were: 1) The innovative leadership of administrators as perceived by the faculty members of Nanhai Academy of the Arts and Technology, Haikou University of Economics in overall and in each aspect were in high level. The highest aspect was innovative vision, followed by innovative climate, innovative process, and innovative human resource capacity. 2) The compare of innovative leadership of administrators as perceived by the faculty members of Nanhai Academy of the Arts and Technology, Haikou University of Economics, classified by gender, age, educational level, and work experience showed no difference level in total, both specific aspect and items.

Keyword: Innovative Leadership, Administrators, Nanhai Academy of the Arts and Technology

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Introduction

In the 21st century, in the era of the knowledge economy, innovation has become the basic survival and activity mode of a country and a nation. It is the basis and driving force of sustainable social development. Innovation cannot be separated from the career of "people". As the cradle of cultivating elite talents in all fields of the future society, the reform and progress of education quality and teaching methods play an important role in the development of the whole society. First-class university leadership is the core ability that must be possessed to promote the development of universities. In the context of constant changes, university leadership needs to achieve innovation and change in order to better cope with the increasingly complex educational environment and challenges.

A competent leader achieves progress by innovating and using innovative changes to keep up with the changing educational trends (Sinlarat, 2010). Innovative leadership plays a multitude of roles when facilitating innovation in organizations, and the role of a leader is especially important in influencing creativity and innovation. With the appropriate leadership, successful innovation becomes a realistic and achievable goal, but without it, the challenge may prove insurmountable (Hunter & Cushenbery, 2011).

As the primary productivity of science and technology and an important base for cultivating human resources, colleges and universities not only uphold the responsibility of researching advanced knowledge and cultivating social talents but also shoulder the realistic mission of serving society and promoting development. Educational institution managers must be eager to transform the innovative development of the organization in order to bring about new innovative capabilities. Achieve goals and create changes that add value to educational institutions and develop sustainably in the future, thereby changing the environment of educational institutions in the era of innovation (Sinlarat, 2010).

Foster innovation in Chinese universities, Peng (2012) emphasizes the need to enhance the innovative capabilities of university leaders. His research identifies three critical areas for development. Firstly, university leaders must cultivate an innovative

vision to foster new ideas and strategies, which is essential for adapting to the rapidly evolving educational landscape. Strengthening mechanism innovation is crucial for creating a culture of continuous improvement and adaptability within the institution. Secondly, implementing competitive appointment and tenure systems is vital for attracting and retaining high-calibre faculty and staff, thereby enhancing academic and research capabilities and fostering a dynamic academic environment. Lastly, there is a need to bolster education and training programs for university leaders, equipping them with skills for effective innovation management. Improving assessment and supervision mechanisms ensures accountability and continuous motivation for leaders to pursue innovative practices. By addressing these areas, universities can enhance their competitiveness and achieve sustainable development.

In the situation of Haikou University of Economics according to the December 2022 Year-end report of Nanhai Academy of the Arts and Technology of Haikou University of Economics (2022), the problems existing in the leadership team management of Nanhai Academy of the Arts and Technology are summarized and analyzed: 1) The human resource management system is not innovative enough, resulting in unreasonable talent structure and large talent mobility. 2) Cultural construction and innovative practice are not paid enough attention to, and cannot well stimulate the creativity of faculty members, and a good atmosphere for innovation needs to be further established. 3) The innovation mechanism of organizational collaboration and process management is not perfect. 4)Innovative vision and strategy are not clear enough. These problems need to be resolved. Innovative leadership will be the key to success in developing the university to be an innovative organization. According to Imron et al. (2018), innovative leadership significantly impacts university achievement by driving sustainable improvements in education quality. This type of leadership requires readiness to embrace change and innovation. In the context of a university, the principal's leadership is crucial as their roles and responsibilities influence all aspects of the administrator's organizational life. The principal's innovative changes systematically affect the school's quality of education, highlighting the importance of their role in aligning individual goals with the institution's future expectations. Effective,

innovative leadership thus ensures continuous development and synchronization between personal and organizational objectives, leading to enhanced educational outcomes.

Innovative leaders must prioritize organizational management amid economic changes, technology, information and technology because a learning society is a new management model that requires effective leadership. Through innovations, school administrators can influence teachers to adopt innovations, use technology in production to develop media and innovations that support learning and work, dare to think differently and bring old ideas into the future of educational institutions. Find new ways to solve problems or create new things in concrete ways, these innovations must be applied to provide the greatest benefit to the educational institution (Chaemchoi, 2017).

Changing the environment of educational institutions in the age of innovation will make teachers receptive to technology, innovation and all kinds of changes. Executives must be recognized and included. Managers in the era of innovation must have the vision and develop implementation guidelines to introduce technology into educational institutions to promote new learning innovations. Being an innovative organization or institution that can cope with continuous changes is leadership (Chaemchoi, 2017). The development of higher education directly affects the future social construction process, which makes universities face more and more challenges.

The key to whether universities can withstand the test and achieve ultimate success lies in the important human resources of university leaders. Their work behavior and performance will not only determine the quality and level of teaching and scientific research, but also in a fiercely competitive environment. will determine the survival and development of colleges and universities. Leaders who serve as a link in the university context will have a significant impact on the work attitudes and behaviors of faculty and staff (Li, 2015). As Katina Pollock (2008) identifies four key pillars of innovation that are crucial for fostering an environment conducive to innovation in applied to university settings as well. These pillars include having a clear vision and strategy for innovation that aligns with institutional goals and motivates stakeholders, creating a supportive culture that encourages experimentation and risk-

taking, allocating resources effectively to support innovative practices, and establishing processes for continuous improvement and feedback. Applying these pillars to universities can help address challenges, enabling leaders to enhance their innovative capabilities, drive sustainable development, and improve educational outcomes.

The analysis of Nanhai Academy of the Arts and Technology reveals a significant gap in the innovative leadership capabilities of its leaders, particularly in areas such as vision, talent development, technology, and resource management. This deficiency hampers the academy's ability to create and implement effective innovation strategies, which are crucial for its development. Drawing from Katina Pollock's (2008) study on the four pillars of innovation, which emphasizes the importance of vision, supportive culture, resource allocation, and continuous improvement, it is clear that these elements are essential for fostering an environment conducive to innovation

The findings of this new study will provide valuable insights for the leaders at Nanhai Academy of the Arts and Technology, guiding them to adopt more effective research methods and improve their leadership strategies. By incorporating these innovative leadership principles, the academy can better navigate its challenges, enhance its competitive edge, and achieve sustainable development. This study underscores the critical role of innovative leadership in driving the success and advancement of educational institutions.

Research Objectives

1. To study innovative leadership of administrators as perceived by faculty members of Nanhai Academy of the Arts and Technology, Haikou University of Economics.

2. To compare innovative leadership of administrators as perceived by faculty members of Nanhai Academy of the Arts and Technology, Haikou University of Economics, when classified by gender, age, educational level and work experience.

Research Methodology

This study used descriptive survey research to examine perceptions of innovative leadership among administrators at Nanhai Academy of the Arts and Technology,

Haikou University of Economics.

Population and Sample: The population included 60 faculty members. The sample of this research were 52 faculty members as suggested by Krejcie and Morgan's Table for Determining Sample Size (Robert V. Krejcie and Earyle W. Morgan, 1970 cited in Petchroj, 2019) and selected by stratified random sampling.

Research Instrument: A 29-item questionnaire using a 5-point Likert scale was developed from relevant leadership theories. Content validity was confirmed by three experts (IOC = .97). A pilot test with 30 non-sample participants yielded a reliability score (Cronbach's alpha) of .97. Data Collection: Questionnaires were distributed via email and online platforms. Data were coded and prepared for analysis. Data Analysis: Descriptive statistics (frequency, percentage, mean, standard deviation) described respondent characteristics and perceptions. Inferential statistics (t-test, one-way ANOVA, LSD) were used to compare perceptions by demographic variables.

Results

1. In line with the first research objective, which was to study the innovative leadership of administrators as perceived by faculty members of Nanhai Academy of the Arts and Technology at Haikou University of Economics, as summarized in Table 1.

Table 1 The results of the mean, standard deviation, meaning, and rank of faculty members' opinions on the innovative leadership of administrators at the Nanhai Academy of the Arts and Technology at Haikou University of Economics in overall.

(n=52)

Item	Innovative Leadership	$\bar{X}$	S.D.	Level	Ranking
1	Innovative Human Resource Capacity	4.41	.59	high	4
2	Innovative Climate	4.51	.52	highest	2
3	Innovative Process	4.49	.52	high	3
4	Innovative Vision	4.54	.50	highest	1
	Total	**4.49**	**.48**	**high**	

From Table 1, it was revealed that the faculty members' opinions on the innovative leadership of administrators were overall high ($\overline{X}$= 4.49, S.D.= .48). When considering each aspect, the highest aspect was innovative vision in highest level ($\overline{X}$=4.54, S.D.=.50), followed by innovative climate in highest level. In high lever were innovative process and innovative human resource capacity.

2. In accordance with the second research objective, which aimed to compare the innovative leadership of administrators as perceived by faculty members of Nanhai Academy of the Arts and Technology at Haikou University of Economics across gender, age, educational level, and work experience, the findings are presented as follows.

Table 2 Comparison of faculty members' opinions on innovative leadership of administrators at Nanhai Academy of the Arts and Technology, Haikou University of Economics, classified by gender.

(n=52)

Item	Innovative Leadership	Gender				t	Sig.
		Male		Female			
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	Innovative Human Resource Capacity	4.48	.51	4.36	.66	.69	.50
2	Innovative Climate	4.46	.55	4.56	.51	-.63	.54
3	Innovative Process	4.53	.49	4.46	.55	.52	.60
4	Innovative Vision	4.54	.53	4.55	.49	-.03	.98
	Total	**4.50**	**.49**	**4.48**	**.49**	**.17**	**.86**

From Table 2, it was revealed that the mean of faculty members' opinions on the innovative leadership of administrators at Nanhai Academy of the Arts and Technology, Haikou University of Economics, classified by gender, showed no difference level in total and each specific aspect.

Table 3 Comparison of faculty members' opinions on innovative leadership of administrators at Nanhai Academy of the Arts and Technology, Haikou University of Economics, classified by age.

(n=52)

Item	Innovative Leadership	Age				t	Sig.
		Less than 31		more than 31			
		$\overline{\mathrm{X}}$	S.D.	$\overline{\mathrm{X}}$	S.D.		
1	Innovative Human Resource Capacity	4.47	.50	4.37	.67	.62	.54
2	Innovative Climate	4.53	.52	4.50	.54	.20	.84
3	Innovative Process	4.50	.51	4.48	.54	.12	.90
4	Innovative Vision	4.58	.45	4.51	.55	.52	.61
	Total	**4.52**	**.46**	**4.46**	**.51**	**.41**	**.68**

From Table 3, it was revealed that the mean of faculty members' opinions on the innovative leadership of administrators at Nanhai Academy of the Arts and Technology, Haikou University of Economics, classified by age, showed no difference level in total and each specific aspect.

Table 4 Comparison of faculty members' opinions on innovative leadership of administrators at Nanhai Academy of the Arts and Technology, Haikou University of Economics, classified by educational level.

(n=52)

Item	Innovative Leadership	Educational level				t	Sig.
		Bachelor		Master			
		$\overline{\mathrm{X}}$	S.D.	$\overline{\mathrm{X}}$	S.D.		
1	Innovative Human Resource Capacity	4.41	.64	4.42	.59	-.01	.99
2	Innovative Climate	4.57	.52	4.50	.53	.38	.70
3	Innovative Process	4.56	.61	4.47	.50	.49	.63
4	Innovative Vision	4.63	.51	4.52	.51	.59	.56
	Total	**4.54**	**.55**	**4.48**	**.47**	**.39**	**.70**

From Table 4, it was revealed that the mean of faculty members' opinions on the innovative leadership of administrators at Nanhai Academy of the Arts and Technology, Haikou University of Economics, classified by educational level, showed no difference level in total and each specific aspect.

Table 5 Comparison of faculty members' opinions on innovative leadership of administrators at Nanhai Academy of the Arts and Technology, Haikou University of Economics, classified by work experience.

(n=52)

Item	Innovative Leadership	Work experience						F	Sig.
		1-5 year		6-10 year		More than 10 year			
		$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	Innovative Human Resource Capacity	4.51	.49	4.36	.52	4.30	.81	.63	.53
2	Innovative Climate	4.58	.46	4.44	.54	4.45	.64	.44	.65
3	Innovative Process	4.53	.51	4.52	.46	4.39	.59	.33	.72
4	Innovative vision	4.60	.46	4.55	.48	4.43	.61	.54	.58
	Total	**4.56**	**.46**	**4.47**	**.46**	**4.39**	**.57**	**.53**	**.59**

From Table 5, it was revealed that the mean for work experience with "1-5 years" of experience was the highest followed by "6-10 years" and "more than 10 years". ANOVA was used to study the faculty member's opinions on the innovative leadership of administrators, classified by work experience. The sample did not show statistically significance in total and all aspects, indicating consistency and no differences.

The summary of the research results revealed that.

1) The study revealed that faculty members perceived the innovative leadership of administrators at Nanhai Academy of the Arts and Technology, Haikou

University of Economics, to be at a high level overall. Among the key dimensions assessed, innovative vision emerged as the most highly recognized strength, reflecting the administrators' ability to establish clear, forward-looking goals and strategies for institutional development. This was closely followed by the innovative climate, which emphasized the creation of supportive and collaborative environments conducive to new ideas and practices. In addition, innovative processes and human resource capacity were also acknowledged positively, highlighting the administrators' ability to implement effective systems and maximize personnel potential in fostering innovation. Overall, the findings indicate that administrators demonstrate strong innovative leadership, particularly in shaping a vision and cultivating an environment that encourages creativity and progress.

2) The comparative analysis of faculty members' perceptions of the innovative leadership of administrators at Nanhai Academy of the Arts and Technology, Haikou University of Economics, classified by gender, age, educational level, and work experience, revealed no statistically significant differences across all variables. Faculty members consistently rated the administrators' innovative leadership at a high level in all dimensions—human resource capacity, innovative climate, innovative process, and innovative vision. These findings indicate that the perception of administrators' innovative leadership was generally uniform, regardless of demographic or professional background. This suggests that the administrators' innovative leadership practices are recognized broadly and positively by faculty members, reflecting a shared acknowledgment of their efforts in fostering innovation within the institution.

Discussion

1. The results revealed that the innovative leadership of administrators, as perceived by the faculty members of Nanhai Academy of the Arts and Technology, the Haikou University of Economics, overall and in each aspect, were at a high level. This highest level was an innovative vision. Because it might be the administrators' ability to foster creativity, adaptability, and forward-thinking within the institution. In the competitive academic environment in China, innovative leadership is crucial for

achieving international recognition and improving academic performance. This leadership style promotes openness to change, collaboration, new ideas, and the integration of technology into teaching and learning, all of which enhance organizational culture and faculty satisfaction, preparing the institution for changes and achieving its goals. And institutional success. This is consistent with innovative leadership. According to Horth, innovative leadership is crucial for navigating challenging changes and solving problems, as it encourages leaders to focus on cooperative efforts and the overall strength of the institution. These findings also align with Rogers' Innovation Diffusion Theory (Rogers, 1962) supports the idea that administrators act as change agents, facilitating the spread of new ideas and methods throughout the organization. Also, the Leadership for Innovation Framework (Mumford et al., 2002) further explains that effective leadership involves fostering creativity and creating an environment conducive to experimentation, aligning with the high perception of innovation among faculty. Supporting research, such as Li et al. (2020), reveals that innovative leadership in Chinese higher education enhances academic performance, faculty retention, and research output. Wu and Zhou (2018) demonstrate that such leadership fosters faculty creativity and empowerment. Similarly, Zhang et al. (2019) found that transformational and innovative leadership styles positively impact faculty satisfaction and institutional performance. Together, these theories and studies underscore the significance of innovative leadership in fostering a positive and productive work environment in academic institutions. The findings reveal that administrators of Nanhai Academy of the Arts and Technology, Haikou University of Economics, possess critical leadership abilities, particularly in fostering awareness and changing attitudes. These leaders are adept at personal transformation, evolving into innovation leaders by continuously learning new skills and developing frameworks that enable them to turn creative ideas into actionable strategies. Their capacity to adapt and grow not only benefits the organization but also helps them lead by example, inspiring others to adopt innovative practices and change their attitudes toward leadership. Ultimately, this self-development and proactive leadership lead to enhanced organizational outcomes through innovation-driven actions. The findings

reveal that administrators possess critical leadership abilities, particularly in fostering awareness and changing attitudes. These leaders are adept at personal transformation, evolving into innovation leaders by continuously learning new skills and developing frameworks that enable them to turn creative ideas into actionable strategies. Their capacity to adapt and grow not only benefits the organization but also helps them lead by example, inspiring others to adopt innovative practices and change their attitudes toward leadership. Ultimately, this self-development and proactive leadership lead to enhanced organizational outcomes through innovation-driven actions.

2. Results of comparing the mean scores on the innovative leadership of administrators as perceived by the faculty members of Nanhai Academy of the Arts and Technology, Haikou University of Economics, classified by gender, age, education level, and work experience. The research discussion is as follows:

2.1 The results of comparing by t-test the mean scores on the innovative leadership of administrators, as perceived by the faculty members of Nanhai Academy of the Arts and Technology, Haikou University of Economics, classified by gender, showed no difference level in total and each specific aspect. This consistency is attributed to the fact that administrators at Nanhai Academy of the Arts and Technology, Haikou University of Economics, regularly receive training designed for new-generation executives. This training equips them with innovative leadership qualities and professional knowledge, enabling them to manage work effectively and guide the organization towards sustainable development.

2.2 The results of comparing by t-test the mean scores on the innovative leadership of administrators, as perceived by the faculty members of Nanhai Academy of the Arts and Technology, Haikou University of Economics, classified by age, showed no difference level in total and each specific aspect. This was because administrators were of similar ages and engaged in ongoing development and support for the use of innovation and information technology in their daily lives. Research indicates that faculty members' perceptions of innovative leadership in universities do not significantly vary by age due to several factors.

2.3 The results of comparing by t-test the mean scores on the innovative leadership of administrators, as perceived by the faculty members of Nanhai Academy

of the Arts and Technology, Haikou University of Economics, classified by educational level, showed no difference level in total and each specific aspect. This is because administrators promote teachers with all levels of education to receive equal support in technology. Research indicates that the perception of faculty members about innovative leadership in universities in China shows no significant differences when classified by educational level; it indicates that faculty members' views on innovative leadership are consistent regardless of their highest degree attained.

       2.4 Results of One-way ANOVA comparing the mean on the innovative leadership of administrators as perceived by the faculty members of Nanhai Academy of the Arts and Technology, Haikou University of Economics, classified by work experience, in total and all aspects, indicating consistency and no differences. This is because the current advancement in information technology has caused rapid changes in the environment, society, culture, science, and technology. Research indicates that the perception of faculty members about innovative leadership in universities in China shows no significant differences when classified by work experience; it indicates that faculty members' views on innovative leadership are consistent regardless of their length of service or experience in academia.

       2.5 Furthermore, the researcher analyzed more to compare the mean and standard deviation of the items of each variable classified by gender, age, educational level, and work experience. It also found that no show was statistically significant as a whole. This is because these demographic factors do not substantially influence their views on innovative leadership. This suggests that faculty members, regardless of these characteristics, have similar perceptions of innovative leadership in their institutions.

Recommendation

    1. Suggestions for the application of the research results

       1.1 The comparing the mean of innovative human resource capacity found the lowest item was "Administrators establish ongoing training courses to develop innovative skills for faculty members in the long term". Administrators should design long-term, tailored training programs focused on developing innovative skills, incorporating emerging technologies, and fostering creative teaching methods. This will

help faculty stay current with industry trends and educational innovations. May pair faculty with mentors or creating peer learning groups can help sustain ongoing skill development. These programs should emphasize innovation in pedagogy and research, allowing faculty members to learn from each other's experiences.

1.2 The comparing the mean of Innovative Climate found the lowest item was "Administrators provide resources that foster innovation for faculty members" in high level. Administrators should allocate more funds and materials (e.g., research grants, technology, time) that directly support faculty innovation. Ensuring access to cutting-edge technologies and collaborative tools can enhance the innovative capacity of faculty. Setting up an internal innovation support hub where faculty can access resources, seek technical assistance, and collaborate with peers on innovation projects would help address the need for more tangible support.

1.3 The comparing the mean of Innovative Process found the lowest item was "Adjust the work process flexibly based on feedback from faculty members" in high level. Administrators should establish more dynamic systems that regularly solicit feedback from faculty and use that information to adjust workflows and processes. This could include regular surveys, feedback loops, and forums for open discussion on how to optimize work processes based on faculty needs. Consider adopting an agile approach to work processes, where there are regular reviews and adaptations based on ongoing faculty feedback. This ensures that processes remain flexible and relevant to the ever-changing needs of the institution.

1.4 The comparing the mean of Innovative Vision found the lowest item was "The administrators collaborate with external partners to reach the faculty's goals" in high level. Administrators should actively seek collaborations with industry partners, research institutions, and international bodies. These collaborations can help provide faculty with access to new resources, technologies, and global expertise, aligning external input with internal goals. Creating joint initiatives with external partners focused on research, innovation, and shared goals will not only enhance the university's reputation but also provide faculty with more opportunities for development and impact. Collaborations should be framed around specific goals, such as technology transfer, research publications, or curriculum development.

2. Suggestions for future research

2.1 Research should be conducted on the innovative leadership of administrators at other levels, such as educational policy executives in various universities.

2.2 Research should be conducted on the innovative leadership of administrators in terms of morality and ethics.

2.3 Research should be conducted on models and guidelines for promoting, supporting, and developing innovative leadership among administrators.

2.4 The opinions of administrators should be studied by analyzing data classified by relevant personnel groups, as mentioned above, to use the results for consideration, planning, and further development of educational quality.

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Management of Employment Guidance according to the Need of Senior Students Skill at Media College of Haikou University of Economics

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Abstract

The objectives of this research were: 1) to study the management of employment guidance according to the need of senior students skill at Media College of Haikou University of Economics, 2) to compare the management of employment guidance according to the need of senior students skill at Media College of Haikou University of Economics based on gender and major, and 3) to propose the guidance for employment guidance to reach the need of senior students skill in the Media College of Haikou University of Economics based on the opinion of faculty member. The mixed-methods research was employed. The samples consisted of 171 student managers. The research instrument was a 5-rating scale questionnaire with validity (IOC values) between .67 - 1.00 and a reliability value of .931. The data were statistically analyzed using percentage, mean, standard deviation, t-test, One-way ANOVA, LSD, and content analysis.

The results of the research were: 1) the management of employment guidance as perceived by senior students' skill at Media College of Haikou University of Economics was at a high level in overall and aspects. The highest average was skill of communication, followed by skill of information technology, and skill of interview and skill of finding job in marketplace, and 2) the opinions of senior students skill on the management of employment guidance at Media College of Haikou University of Economics, classified by major in overall were statistically significant at .05 and .01 levels, except for the differential gender, no difference. Moreover, 3) administrators provide relevant opinions and suggestions on the adjustment in the management of

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employment senior students' skills.

Keyword: Employment Guidance, student skills, Media College of Haikou University of Economics

Introduction

In contemporary society, college graduates are a valuable asset for the country, and culture is the primary source of talent resources. With the popularization of higher education and the intensification of talent competition, the employment situation of college students is becoming increasingly severe. The increasing pressure on college students has become common, and many college graduates face tremendous employment pressure. To address the issues above and the reasons for the employment difficulties college students face, Haikou University of Economics provides employment guidance and career planning for students, enabling them to enhance their employment ability, master the basic knowledge of employment, possess the ability to obtain employment information and transmit and master employment skills. Relieve the employment pressure on college students. The employment of college students is a global issue related to social harmony and campus stability. Chinese scholar Liu and Gao (2019) presented that the difficulty of jobs for college students is closely related to the lack of employment guidance and education and the lack of competitiveness among students. Through guidance and education, comprehensively improve the employment competitiveness of college students and promote their achievement of high-quality employment.

According to Han (2023), in the study Exploration of the Path for College Counselors to Carry Out Employment Guidance for College Students, the theoretical framework of employment guidance consists of three key stages: guidance planning, guidance process, and guidance value. These stages help students understand future career trends through diverse forms of guidance, recognize their shortcomings, and develop appropriate remedial strategies. Furthermore, the process assists students in forming career perspectives that align with their qualifications and goals, encouraging

them to make informed and strategic career choices rather than impulsive decisions. By doing so, students are better equipped to improve their employability and success rate, enhance their overall competencies during internships, and enter society with a well-formed, realistic career outlook—ultimately laying a strong foundation for future employment success.

Also, Ma (2023) pointed out in his research on the current employment situation and difficulties faced by college students that the challenges and problems they face in their employment include:1) The professional setting is disconnected from market demand. There is a particular imbalance between professional settings and the job market. The disconnect in talent cultivation leads to poor employment quality for college graduates, which is one of the reasons for the damage to their employment rights and interests. 2) Lack of professional employment guidance. During their time in school, students mainly study professional knowledge in textbooks and need more understanding of enterprises and society's actual development and changes. This has led to many students discovering differences between the work abilities required by enterprises and the knowledge learned in school after graduation, resulting in many students experiencing obvious maladaptation after graduation. Students will be more eager for employment guidance, hoping to have a more precise direction in the employment process through teachers' guidance. 3) There is an unstable employment mentality during the employment stage. Students will have expectations for their future employment and feel at ease through their abilities. However, some of the difficulties faced in the employment process are unexpected, which can lead to a sense of gap and negative psychology. Under unstable employment psychology, many students may experience long-term unemployment. 4) College students need more vital legal awareness. In daily life, there is relatively little exposure to relevant legal knowledge, and there needs to be more emphasis on the employment courses offered by schools. They need to understand what kind of employment rights they enjoy, and some students have their rights and interests infringed upon. They must also learn which legal means to protect their rights and interests. 5) Employers need to gain awareness of social responsibility. The growth rate of employment positions has always been unable

to catch up with the growth rate of the employed population, resulting in a significant imbalance between supply and demand in the labor market, and the supply-demand contradiction is becoming increasingly prominent. Job seekers are forced to be in a disadvantaged position, and companies treat college students as cheap labor for profit, exploiting their wages and welfare benefits without truly fulfilling their corporate social responsibilities.

According to the report on the evaluation of graduate training quality in recent years by Media College of Haikou University of Economics (2022), it was found that the trend of employment Rate Changes. It was decreasing according to data for the years 2017 (80%), 2018 (79%) and 2019 (78.7%). The pressure of employment competition is increasing, and it is becoming increasingly difficult for students to find jobs, resulting in a decrease in the college's employment rate. Many students are confused and anxious and must choose job positions that do not match their majors. The demand for employment guidance for students has increased.

In this article, the researcher would like to study the management of employment guidance according to the need of senior students at Media College of Haikou University of Economics. The research result will help the students develop career planning and guidance and lay a solid foundation for future career development. This can also provide valuable insights for other schools seeking employment guidance in student management.

Research Objectives

1. To study management of employment guidance according to the need of senior student skill at Media College of Haikou University of Economics.

2. To compare the management of employment guidance according to the need of senior student skill at Media College of Haikou University of Economics based on genders and majors.

3. To propose the guidance for employment guidance to reach the need of senior student skill in the Media College of Haikou University of Economics based on the opinion of faculty member.

Research Methodology

This study employed a Mixed-Methods approach focusing on senior students at the Media College of Haikou University of Economics. The quantitative phase involved distributing questionnaires via WeChat to investigate students' needs in employment guidance and career planning, while the qualitative phase consisted of interviews with nine faculty members to gather insights into strategies for addressing these needs. The research population comprised 300 senior students at the Media College, from which 171 were selected using simple random sampling. The final sample size was 169, based on the Krejcie and Morgan formula (Krejcie & Morgan, 1970, cited in Petchroj, 2019), along with nine faculty members from the Media College.

The research tool was a two-part survey questionnaire. The first part collected demographic information, specifically the gender and major of the students. The second part was a comprehensive questionnaire designed to explore students' employment intentions, skills, and needs, thereby providing insights into the importance of employment guidance and management. All items were measured on a five-point Likert-type scale ranging from 1 ("strongly disagree") to 5 ("strongly agree"), ensuring consistency in capturing student perceptions. The questionnaire functioned as a rating scale in accordance with the Likert format.

Quantitative data were analyzed using descriptive statistics, including frequency, mean, and standard deviation, to summarize student responses. Inferential statistics were applied to test differences and relationships, including independent sample t-tests, one-way ANOVA, and the Least Significant Difference (LSD) post hoc test. Qualitative interview data were analyzed through thematic analysis to complement the quantitative findings and provide deeper insights into faculty members' perspectives.

Results

1. In accordance with the research objective, to study the management of employment guidance according to the needs of senior students' skills at the Media College of Haikou University of Economics the results are presented to illustrate faculty and student perspectives on employment guidance practices and their alignment with students'

skill requirements, as summarized in Table 1.

Table 1 Mean and standard deviation of the management of employment guidance according to the need of senior student skill at Media College of Haikou University of Economics in overall.

(n=171)

Aspect	management of employment guidance	$\bar{X}$	S.D.	Level	Ranking
1	Communication skill	4.40	.40	High	1
2	Information technology skill	4.40	.44	High	2
3	Market place skill	4.28	.42	High	4
4	Interview skill	4.36	.43	High	3
	Total	4.36	.37	High	

From Table 1, it was founded that the total was a high level ($\bar{X}$=4.36, S.D.=.37). The highest mean of aspect was the communication skill. When considering each aspect, a high aspect was innovative vision ($\bar{X}$= 4.40, S.D. = .40), followed by information technology skill, interview skill, and Market place skill.

2. In line with the second research objective—to compare the management of employment guidance according to the needs of senior students' skills at the Media College of Haikou University of Economics based on gender and major—the findings are presented to highlight similarities and differences in perceptions across these demographic groups.

Table 2 Comparison of the management of employment guidance according to the need of senior student skill at Media College of Haikou University of Economics, classified by gender.

(n=171)

Aspect	management of employment guidance	Gender				t	Sig.
		Male		Female			
		$\overline{x}$	S.D.	$\overline{x}$	S.D.		
1	Communication skill	4.37	.49	4.41	.34	-.69	.49
2	Information technology skill	4.29	.56	4.46	.33	-2.21*	.03
3	Market place skill	4.18	.44	4.34	.39	-2.56**	.01
4	Interview skill	4.23	.48	4.44	.37	-3.18**	.00
	Total	4.27	.43	4.41	.32	-2.53**	.01

*Statistically significant at level .05

**Statistically significant at level .01

From Table 2, it was found that there was a statistically significant overall difference at the .01 level between male and female students in their perceptions of employment guidance management. Female students reported higher mean scores than male students in the areas of information technology skill, marketplace skill, and interview skill. However, no significant difference was found in communication skill.

Table 3 Comparison of the management of employment guidance according to the need of senior student skill at Media College of Haikou University of Economics, classified by major.

(n=171)

Aspect	Management of employment guidance	Major								F	Sig.
		Broad-casting and Television		Photo-graphy		Broadcasting and Hosting Art		Journalism			
		$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	Communication skill	4.36	.45	4.38	.37	4.39	.39	4.50	.38	.916	.43
2	Information technology skill	4.38	.43	4.31	.62	4.50	.315	4.45	.26	1.23	.30
3	Market place skill	4.37	.39	4.23	.50	4.13	.40	4.32	.36	2.65*	.05
4	Interview skill	4.40	.44	4.30	.54	4.40	.28	4.31	.35	.80	.50
	Total	4.38	.39	4.31	.48	4.40	.28	4.40	.26	.45	.72

From Table 3, it was found that there was no statistically significant difference in overall. However, a statistically significant difference was found at the .05 level in the area of marketplace skill, indicating that students in different majors perceived employment guidance differently in this aspect.

3. In accordance with the third research objective—to propose guidance for employment management that meets the skill needs of senior students at the Media College of Haikou University of Economics based on the opinions of faculty members—the findings are presented to outline practical recommendations drawn from faculty perspectives.

From the interview, the opinions of faculty members about the management of employment guidance found that continuous learning and self-improvement are the keys to improving personal employability. Enhance skills by participating in

vocational qualification examination training or vocational skills training. Adhere to the principle of integrity and demonstrate good professionalism.

Discussion

1. The study found that the overall management of employment guidance at the Media College of Haikou University of Economics was rated at a high level. Among the four aspects, communication skill ranked the highest, followed by information technology skill, interview skill, and marketplace skill. The findings revealed that communication skill was rated as the most important aspect of employment guidance management. This result highlights the central role communication plays in job-seeking, particularly in interviews and workplace integration. Strong communication abilities not only increase interview performance but also foster self-confidence, enhance self-expression, and promote long-term career development. These skills enable job seekers to effectively present their strengths, build trust with employers, and navigate diverse communication scenarios. Such findings align with Wang and Yang (2021), who emphasized that communication and expression skills are critical for college students' learning, growth, and long-term professional success.

1.1 Senior Students' Views on Communication Skill. Senior students rated highly the importance of demonstrating appropriate behavior, manners, and communication styles in professional contexts, such as interviews and networking. This may be because effective communication significantly improves success in job searches, whether during interviews, HR interactions, or online applications. Liang et al. (2024) supported this view, noting that interpersonal communication skills ensure accurate exchange of information and form the foundation for establishing professional relationships.

1.2 Senior students' views on the Information technology skill in employment guidance. The study also showed that students valued information technology skills, especially the ability to use online platforms to access recruitment opportunities. Given that online recruitment has become a dominant job-searching method, digital proficiency is critical to improving both the efficiency and quality of

employment searches. Consistent with Zhang and Wang (2019), smart employment platforms that integrate big data and digital technologies allow institutions to provide accurate and timely job market information, thereby supporting informed student decision-making.

1.3 Senior students' view on marketplace skill according to the employment guidance. Marketplace skills, though rated lower than communication and IT skills, were still considered vital. Senior students emphasized the importance of participating in government-organized job fairs and gaining practical employability skills. As Wang (2023) noted, institutions should integrate classroom learning with internships and employability training, including resume writing, job search planning, and professional development activities. Such initiatives can bridge the gap between academic preparation and labor market expectations.

1.4 Senior students' view of Interview skill on the employment guidance. Interview skills were also identified as a critical component of employment guidance. Students highlighted the importance of thorough preparation, understanding job descriptions, maintaining professional appearance, and demonstrating adaptability and confidence. These findings support Tao (2024), who argued that recruiters evaluate candidates holistically, considering both technical competence and psychological readiness. Thus, strengthening interview skills contributes not only to immediate job placement but also to long-term career resilience.

2. The results of comparing the management of employment guidance according to the needs of senior students' skills at the Media College of Haikou University of Economics based on gender and major—the findings are discussed as follows.

2.1 The comparison of the gender found that a statistically significant difference at the .01 level between male and female students in their perceptions of employment guidance management. Female students reported higher mean scores in information technology skills, marketplace skills, and interview skills, while no significant difference was observed in communication skills. This suggests that female students place greater emphasis on preparation, particularly in developing technological and

interview-related competencies that enhance self-confidence and presentation ability—factors crucial in the job application process. This aligns with Tao (2024), who emphasized that modern job interviews assess self-confidence, adaptability, and psychological readiness, and with Wang and Yang (2021), who found that female students actively prioritize practicing technological and presentation skills.

2.2 The comparison of academic major showed no statistically significant overall difference across majors in perceptions of employment guidance management. However, a significant difference at the .05 level was found in marketplace skills. This indicates that students from different majors perceive employment guidance differently in this area, likely due to variations in learning opportunities. For example, Journalism or Broadcasting and Hosting Art students are more frequently exposed to practical training in market analysis, audience engagement, and work presentation, which better equips them to understand labor market dynamics. This finding supports Liang et al. (2024), who argued that hands-on training and industry-relevant content play a critical role in shaping students' career readiness and perceptions of labor market expectations across disciplines.

3. In accordance with the third research objective, which aimed to propose guidance for employment management that meets the skill needs of senior students at the Media College of Haikou University of Economics based on faculty opinions, the findings revealed three important directions. First, faculty members emphasized the importance of continuous learning and lifelong self-improvement as key strategies to enhance employability. This perspective is consistent with Suyitno et al. (2025), who argued that work-based learning and self-efficacy contribute significantly to the development of vocational identity and employability skills. Continuous engagement in learning activities enables students to adapt more effectively to the evolving labor market and enhances their confidence in professional settings. Second, participation in vocational qualification examinations and structured skill-based training was highlighted as an essential component of employment guidance. Such programs provide students with relevant competencies and align their abilities with the expectations of industry. Mustajab and Irawan (2023) reported that vocational training programs directly influence employment outcomes, demonstrating that structured and targeted training

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improves students' readiness to enter the job market. This suggests that integrating professional certification and skill-development opportunities into the curriculum would increase graduates' competitiveness. Finally, faculty stressed the significance of integrity and professionalism as fundamental attributes for long-term career development. Beyond technical and cognitive abilities, ethical behavior and professional responsibility are seen as critical to gaining employer trust and sustaining success in the workplace. Gardiner (2024) emphasized that integrity fosters collaboration, accountability, and resilience, which are essential for professional growth. Faculty views therefore align with existing literature, affirming that professional values remain central to employability alongside technical expertise.

Recommendation

1. Suggestions for the application of the research results

1.1 Based on the research findings, several recommendations are proposed for improving the management of employment guidance for senior students at the Media College of Haikou University of Economics.

First, since marketplace skill was rated the lowest, it is recommended that the college strengthen opportunities for students to build connections with alumni, faculty members, and industry professionals through career fairs, networking events, and mentorship programs. Such initiatives can broaden students' exposure to labor market realities and enhance access to employment opportunities.

Second, as interview skill was identified as an area requiring improvement, efforts should focus on cultivating students' enthusiasm and professional demeanor during interviews. Training sessions that emphasize confident self-presentation, appropriate body language, and positive communication strategies can help students leave stronger impressions on potential employers.

Third, the relatively low rating of information technology skill suggests the need to enhance digital platforms that provide employment-related information. Improving the usability and functionality of online career services, while delivering more diversified and targeted resources, can support students in making informed decisions and strengthen their overall employability.

Finally, although communication skill received a higher evaluation compared to the other areas, there remains room for improvement, particularly in empathetic listening and effective dialogue. Programs that promote perspective-taking, active questioning, and professional expression during discussions can help students develop stronger interpersonal relationships, reduce misunderstandings, and enhance workplace readiness.

Together, these recommendations highlight the importance of providing holistic employment guidance that integrates professional networking, interview preparation, digital literacy, and communication competence, thereby enabling senior students to transition more effectively into the labor market.

1.2 Based on the comparison of employment guidance management across gender and major, the research findings suggest several implications for practical application. The results showed that female students reported higher mean scores than male students in the areas of information technology skills, marketplace skills, and interview skills, while no significant difference was found in communication skills. This implies that male students may require additional support in these specific areas. Therefore, it is recommended that the Media College of Haikou University of Economics design targeted interventions, such as specialized training workshops and mentoring programs, to strengthen male students' readiness in these skill domains. In terms of majors, although no significant overall difference was observed, a significant difference emerged in marketplace skills, with Journalism and Broadcasting students demonstrating stronger competencies due to greater exposure to practical and industry-related learning opportunities. This highlights the need for cross-disciplinary integration of marketplace-oriented training. For example, Photography students, who exhibited relatively lower marketplace skills, could benefit from structured exposure to industry networking, project pitching, and labor market simulations. This aligns with Liang et al. (2024), who emphasized the role of practical, hands-on experiences in shaping students' perceptions of labor market expectations and enhancing employability across academic disciplines.

1.3 The findings from faculty members' opinions emphasize that continuous learning, self-improvement, vocational training, integrity, and professionalism are

essential elements in preparing senior students for employment. To apply these results effectively, the Media College of Haikou University of Economics should consider the following practical strategies:

1.3.1 Integration of Continuous Learning Programs. The College should embed structured lifelong learning activities within the curriculum, such as short courses, seminars, and certification programs, to encourage students to pursue ongoing professional growth. This could include flexible learning modules that focus on both technical and soft skills relevant to the media industry.

1.3.2 Strengthening Vocational and Skills-Based Training. Since faculty members highlighted the importance of vocational qualification examination training, the College should partner with industry organizations to provide specialized workshops and hands-on training. Such initiatives will enhance students' readiness for employment and align their skills with current market demands

1.3.3 Embedding Integrity and Professionalism in Education. To cultivate strong ethical standards and professionalism, the College should implement mentorship programs where faculty and industry experts guide students in workplace behavior, ethical decision-making, and professional etiquette. This aligns with research indicating that values-driven education significantly improves students' employability and long-term career success

2. Suggestions for future research

2.1 Should examine the long-term impact of employment guidance on graduates' career success, to identify whether the guidance provided during college truly supports employability and sustainable career development.

2.2 Should explore employment guidance management across different universities and cultural contexts to identify gaps, best practices, and adaptable strategies for diverse educational and labor market environments.

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