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บทบรรณาธิการ

วารสารวิชาการมหาวิทยาลัยราชพฤกษ์ ฉบับปีที่ 16 ฉบับที่ 2 (กรกฎาคม-ธันวาคม 2568) ยังคงมุ่งมั่นในการส่งเสริมและเผยแพร่ผลงานวิจัยที่มีคุณภาพในสาขาต่างๆ เพื่อเป็นเวทีสำหรับนักวิจัย อาจารย์ นักศึกษา และผู้สนใจได้แลกเปลี่ยนองค์ความรู้ และพัฒนาทางวิชาการให้ก้าวหน้าอย่างยั่งยืน ในฉบับนี้วารสารได้รวบรวมผลงานวิจัยจำนวน 7 เรื่อง ซึ่งมุ่งเน้นการสะท้อนประเด็นสำคัญและความท้าทายในแวดวงการบริหารการศึกษา และการจัดการสมัยใหม่ โดยมีเนื้อหาครอบคลุมในมิติต่างๆ ของการบริหารจัดการในสถาบันอุดมศึกษา ซึ่งรวมถึงทักษะการบริหารของผู้บริหารในวิทยาลัยการจัดการการท่องเที่ยวและการบินพลเรือน และการจัดการกิจกรรมนักศึกษาในสาขาวิชาการศึกษาปฐมวัย นอกจากนี้ยังมีการวิเคราะห์รูปแบบภาวะผู้นำตามสถานการณ์ของผู้บริหาร และภาวะผู้นำเชิงนวัตกรรม รวมถึงการมององค์กรแห่งการเรียนรู้ในยุคดิจิทัลตามการรับรู้ของคณาจารย์ ตลอดจนการศึกษาเรื่องการมอบอำนาจของผู้บริหาร และการจัดการแนะแนวสำหรับความสามารถของนักศึกษาในวิทยาลัยต่างๆ บทความเหล่านี้ไม่เพียงแต่สะท้อนให้เห็นถึงมิติที่หลากหลายของภาวะผู้นำ บทบาทผู้บริหาร และการพัฒนาทักษะเพื่อรองรับบริบทการศึกษาที่เปลี่ยนแปลงไป แต่ยังตอกย้ำความสำคัญของการจัดการศึกษาเชิงบูรณาการที่สอดคล้องกับความต้องการของสังคมและโลกยุคดิจิทัลอีกด้วย

ในท้ายที่สุดนี้ กองบรรณาธิการขอแสดงความขอบคุณอย่างยิ่ง ต่อผู้ทรงคุณวุฒิทุกท่านที่ได้กรุณามอบเวลาอันมีค่าเพื่อพิจารณากลั่นกรองบทความ และขอขอบคุณนักวิจัยทุกท่านที่ให้ความเชื่อมั่นในการส่งผลงานวิจัยเข้ามายังวารสาร เพื่อให้วารสารวิชาการมหาวิทยาลัยราชพฤกษ์ยังคงเป็นแหล่งความรู้ทางวิชาการที่มีคุณภาพและมีส่วนสำคัญในการพัฒนาวงวิชาการและสังคมสืบไป

กองบรรณาธิการ

วารสารวิชาการมหาวิทยาลัยราชพฤกษ์
ปีที่ 16 ฉบับที่ 2 (กรกฎาคม-ธันวาคม 2568)

รายชื่อผู้ทรงคุณวุฒิพิจารณากลั่นกรองบทความ

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สารบัญ

บทความวิจัย

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

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Abstract

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

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

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

Keywords: Management Skills of Administrators, HUE

Introduction

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

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

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

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

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

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

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

Research Objectives

1. To study the faculty members' perception of management skills of administrators in the tourism and Civil Aviation Management College of HUE.

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

Research Hypothesis

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

Expected earnings

1. Get information and knowledge about the management skills of administrators of Tourism and Civil Aviation Management College, HUE.

2. Comparison results of management skills of Tourism and Civil Aviation Management College, HUE by gender, age, education, and work experience.

3. Administrators' research results can be used as information to develop managers' management skills. And as a guide to improve the management skills of the Tourism and Civil Aviation Management College, HUE.

Conceptual framework presented as a chart

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

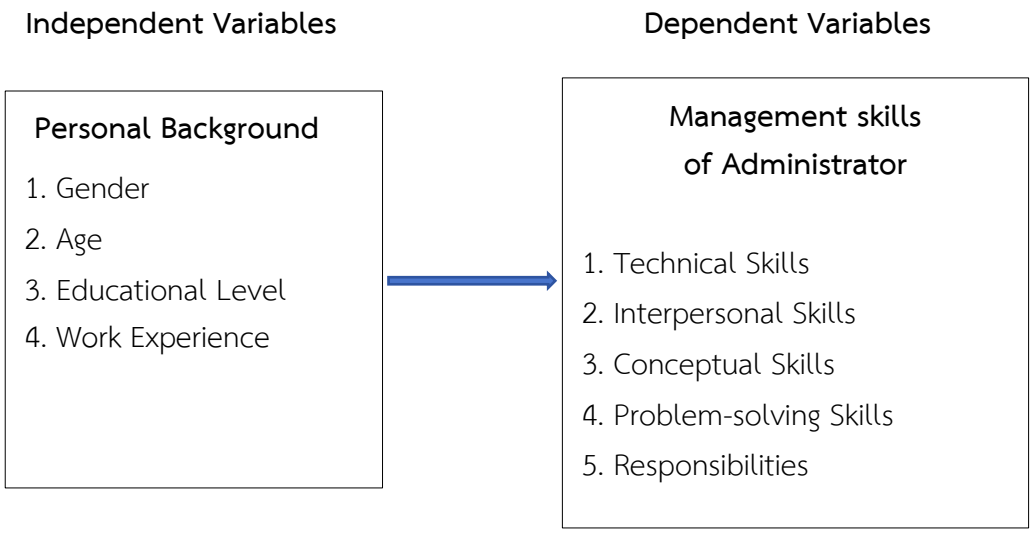

Figure 1 Conceptual Framework

Research Methodology

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

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

Data analysis

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

(n=36)

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

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

Table 2 The comparison of management skills of administrators by gender

(n=36)

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

* Statistically significant .05 level

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

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

(n=36)

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

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

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

(n=36)

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

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

Table 5 The mean and standard deviation of Management Skills of Administrators by age

(n=36)

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

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

Table 6 The analysis of variance regarding Management Skills of Administrators by age

(n=36)

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

Table 6 (Con.)

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

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

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

(n=36)

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

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

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

(n=36)

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

Table 8 (Con.)

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

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

Results

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

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

The research results were as follows:

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

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

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

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

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

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

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

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

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

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

Discussion

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

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

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

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

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

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

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

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

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

Recommendation

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

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

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

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

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

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

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

Suggestion for further research

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

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

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Student Activities Management in Preschool Education Major of the Vocational School of Fine Arts of Haikou University of Economics

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Abstract

The objectives of this research were 1) to study the student activities management in the Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics 2) to compare the student activities management in the Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics. According to the status of respondents in the Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics, classified by gender, age, and status in preschool. The sample consisted of 30 teachers and 61 students under the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics, by stratified random sampling according to school size. The research instrument was a questionnaire with content validity, IOC values between 0.67-1.00 and a reliability value of 0.97. The data were analyzed by using frequency, percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD. The results of the research were as follows: 1) the student activities management in the Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics was at a high level in overall, and particular aspects, ranking from the highest to the lowest mean: Communication, Time Management, Problem-Solving, Teamwork and 2) the opinions of student activities management in Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics, classified by gender, Status in preschool were not different in overall. Age was not different except “Communication” was different at the .05 level significance.

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Keywords: Student Activities Management, Preschool Education Major

Introduction

China has the largest education system in the world. In June 2023, there were 12.91 million students taking the National Higher Education Entrance Examination in China (The National College Entrance Examination [NCEE], 2023). International students have enrolled in over 1,000 higher education institutions throughout the country. Investment in education accounts for about 4% of total GDP in China. In 1986, the Chinese government passed a compulsory education law, making nine years of education mandatory for all Chinese children. Today, the Ministry of Education estimates that above 99 percent of the school-age children have received a universal nine-year basic education. Now, the students are studying under China's education system, which account for about 20 percent of the population in the world, and the Chinese government attaches great importance to the development of education beyond other developments. Since 1986, the government has enacted a 9-year compulsory education law with an education budget allocated to Chinese, it is expected that approximately 93 percent of the population nationwide will complete this compulsory education. In addition, the government encourages agencies at all levels and the private sector to play a role in investment or education management. The Chinese education system is like that of the United States, France, Thailand and other countries; it is making it too convenient for international students to study in China. There are also several educational institutions to cater to international students. Especially in major cities in China, such as Beijing, Shanghai, Guangzhou, and Xiamen. Education in China is divided into three levels: basic education, higher education, and adult education. The higher education level is taught in universities and colleges (short-cycle universities). Chinese higher education has good quality in both teaching and science research. Most of the Chinese universities are state universities, only 1 in 3 is a private university. Entering a Chinese university requires students to pass the university's requirements. According to the definition, secondary vocational education in the Czech Republic is provided by secondary technical schools (SOŠ),

secondary vocational schools (SOU) and conservatories. Secondary vocational education provide young people with the experience, skills, and competencies they need to engage in an occupation or group of occupations or work activities in the labor market. At the same time, they develop the general knowledge, skills, and key competencies needed for private, civic, and working life, and for lifelong learning. The importance of preschool education is one of the majors in secondary vocational schools. National Digital Forum (NDF) (2016) stated that in preschool, children learn how to compromise, respect others, and solve problems. Preschool will provide your child with apace to gain a sense of self, explore, connect with peers, and build self-confidence. Preschoolers often find themselves capable and able to do things on their own, rather than always asking mom to step in. They' ll learn about miracles a task like pouring their own juice and helping set the snack table, to larger problems like deciding how to spend their free time. As stated by Long (2012), the classroom is not the sole province of student learning. Learning is interwoven throughout the students, college experience from the day they move into their first dormitory as freshmen until the day they hold a diploma in hand. They are shaped by their experiences the lessons in conflict management from sharing living spaces with other students, the leadership skills acquired in leading a student organization, the critical thinking honed by challenging academic work, and an emerging sense of identity as they make meaning out of their experiences and as stated by Chen (2022), mentioned the student affairs administration focuses on all aspects of personnel training. It aims to meet the development demands of students and places the recessive educational significance in the explicit, specific affairs. The mature and efficient student affairs administration system based on the development of students was not only the key index to determine a high-quality Vocational College, but also an important support and guarantee to promote the comprehensive development of students' learning ability and other abilities, which plays a vital role in the education and growth of students. However, the research on student affairs administration was still in its infancy. Li et al. (2008) is a famous Chinese businessman who funded the research by Stanford

University. He views analytical skills as an important skill in business and believes that Chinese society is a strong and dynamic entrepreneurial society, as can be seen from the fact that Chinese people think, look for opportunities and build businesses well because Chinese compulsory education can practice analytical thinking quite well. The next problem is how a university education can improve children's critical thinking skills further including how to make children creative because of high critical thinking skills and creativity. This is considered the heart that will help raise the level of innovation and technology of businesses in the country. The research results: The weakness of the Chinese education system is not the harsh teaching and learning system during high school, but in a weak teaching system at the university level. Because Chinese universities will devote resources to research by encouraging professors to publish their work in world-class journals for Chinese universities to climb into the rankings of world universities and reputation, salary and prestige of the teachers show from the research results and published works, it does not look at the quality of teaching in the classroom and development of students.

From the study about students in Haikou University of Economics Vocational School of Fine Arts in the preschool education major, it was found that: student have poor self-management 1) They like to play on mobile while the teachers are teaching, 2) Some students are lazy with their homework, and 3) The students miss classes are not being on time for their studies. Taking care of students to solve this problem. Because the formulated class rules, the teacher has a class reward when the student is doing well and has a punishment system when the student makes a mistake, and uses the system to restrict student behavior, cultivate students' habits, and improve students' self-management abilities. These research results are conducive to cultivating students' good living habits and guiding students to establish a correct outlook on life and values. Helpful for us to understand the current situation of the management level student affairs management in Haikou University of Economics, Vocational School of Fine Arts, in the preschool education major. Will also promote

the school to establish a better student affairs management system and maintain the teaching rank of the school.

Research Objectives

1. To study the student activities management in the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics.

2. To compare the student activities management in the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics. According with the status of respondents by gender, age, and status in preschool.

Research Hypothesis

The student activities management in the preschool education major of Haikou University of Economics, Vocational School of Fine Arts, according to the status of respondents, are difference.

Conceptual Framework

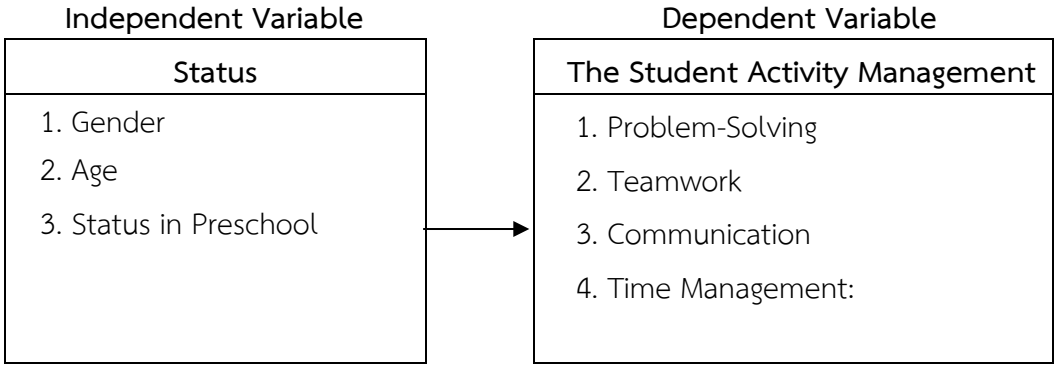

Figure 1 Conceptual Framework

Research Methodology

Population and Sample

The population are 40 teachers and 80 students in the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics.

The sample is3 0 teachers and 61 students, by the Open Krejcie and Morgan (1970) table, and simple random sampling shown in table 1.

Table 1 Population and Sample

School Personnel	Population	Sample
Techers in School	40	30
Students	98	73
Total	**138**	**103**

Research Instrument

The research instrument was a questionnaire with content validity, IOC values between 0.67-1.00 and a reliability value of 0.98

Data analysis and Statistics for research

1. Analysis status of respondents with frequency and percentage statistic.

2. Analyze the student activities management in Preschool Education Major of the Vocational School of Fine Arts of Haikou University of Economics with mean, standard deviation, and compare classify by gender, age, and status in preschool with t-test, One-way ANOVA, and LSD (Petchroj et al., 2019).

Results

1. Results of analysis of student activities management in Preschool Education Major of the Vocational School of Fine Arts of Haikou University of Economics, overall for answer 1st objective as show in table 2.

Table 2 Mean and standard deviation of the dependent variable of student activities management in the Preschool Education major Vocational School of Fine Arts of Haikou University of Economics

(n=91)

Aspect	Student Activities Management	$\bar{X}$	SD	Level	Rank
1	Problem-Solving	4.23	.46	High	3
2	Teamwork	4.20	.49	High	4
3	Communication	4.30	.48	High	1
4	Time Management	4.24	.44	High	2
	Total	**4.24**	**.40**	**High**	

From table 2 the opinion of respondents to the student activities management in Preschool Education Major of the Vocational School of Fine Arts of Haikou University of Economics was overall at a high level ($\bar{x}$=4.24, SD=.40). When classified University of Economics was overall at a high level ($\bar{x}$=4.24, SD=.40). When classified by aspect, they were at a high level, which could be arranged from high to low the communication, time management, problem-solving, and teamwork, respectively.

2. Compare the student activities management in the Preschool Education Major, Vocational School of Fine Arts of Haikou University of Economics, classified by gender, age, and Status in preschool . For answer 2nd objective as show in table 3.

Table 3 Results of comparing the mean and standard deviation of student activities management in the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics overall by gender

(n=91)

Aspect	Student Activities Management	Male		Female		t	Sig.
		$\bar{X}$	SD	$\bar{X}$	SD		
1	Problem-Solving	4.31	.29	4.23	.26	1.34	.95
2	Teamwork	4.18	.34	4.28	.33	1.39	.45

Table 3 (Con.)

Aspect	Student Activities Management	Male		Female		t	Sig.
		$\bar{X}$	SD	$\bar{X}$	SD		
3	Communication	4.34	.32	4.32	.29	.17	.28
4	Time Management	4.22	.25	4.34	.24	2.26	.35
	Total	**4.26**	**.18**	**4.29**	**.15**	**.88**	**.39**

From Table 3 the respondents of different genders have different opinions on student activities management in the Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics .The opinions of male and female were not different.

Table 4 Results of comparing the mean and standard deviation of student activities management in the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics overall by age

(n=91)

Aspect	Student Activities Management	16-25 years		26-35 years and more than		t	Sig.
		$\bar{X}$	SD	$\bar{X}$	SD		
1	Problem-Solving	4.27	.29	4.27	.25	0.43	.37
2	Teamwork	4.25	.34	4.16	.31	1.04	.43
3	Communication	4.33	.29	4.35	.36	.027*	.05
4	Time Management	4.31	.24	4.13	.23	2.74	.30
	Total	**4.29**	**.17**	**4.23**	**.13**	**1.42**	**.16**

From table 4 teachers and students of different ages have different opinions on student activities management in the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics .Male and female had different opinions except that the communication was significant at .05.

Table 5 Results of comparing mean and standard deviation of student activities management in the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics, overall by status in preschool

(n=91)

Aspect	student Activities Management	Teacher		Student 2nd year		Student 3rd year	
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1	Problem-Solving	4.27	.31	4.23	.32	4.31	.21
2	Teamwork	4.17	.36	4.29	.32	4.21	.33
3	Communication	4.23	.28	4.38	.31	4.37	.30
4	Time Management	4.30	.27	4.30	.26	4.24	.23
	Total	**4.24**	**0.19**	**4.30**	**0.17**	**4.28**	**0.14**

From table 5 The respondents has opinions on student activities management in the Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics, that Teacher ($\bar{x}$=4.24, SD=0.19), Student 2nd year ($\bar{x}$=4.30, SD=0.17), Student 3rd year ($\bar{x}$=4.28, SD=0.14). The results of the one-way ANOVA test are shown in table 6.

Table 6 Compare the student activities management in Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics, overall and all aspects, by Status in preschool

(n=91)

Aspect	Student Activities Management	Sources of Variance	SS	df	MS	F	Sig.
1	Problem-Solving	Between Groups	.11	2	.06	.69	.51
		Within Groups	7.00	88	.08		
		Total	**7.10**	**90**			
2	Teamwork	Between Groups	.23	2	.11	1.02	.36
		Within Groups	9.99	88	.11		
		Total	**10.05**	**90**			
3	Communication	Between Groups	.41	2	.20	2.29	.11
		Within Groups	7.84	88	.09		
		Total	**8.25**	**90**			
4	Time Management	Between Groups	.08	2	.04	.60	.55
		Within Groups	5.57	88	.06		
		Total	**5.65**	**90**			

From table 6 the respondents were teachers and students in the Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics, was different statuses in preschool .They had the same opinion.

Discussion

1. The student activities management in the Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics. The opinion of the respondent was overall and aspects at a high level, this may be because this research had factors related to decision making, the opinions of the respondent. From the university's operational activities, this time includes: 1) Problem-Solving 2) Teamwork

3) Communication and 4) Time Management. Because every element is a system of student activities management in the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics. Problem-solving was an activity organized for learners through learning and training to encourage learners to develop skills. In solving their own problems, both problems in studying and problems in daily life, which can use problem-solving skills, helps provide guidelines for solving problems for friends and those involved. Teamwork is an activity that encourages students to work together in groups, both small and large groups, determining the roles and responsibilities of leaders and followers, and being able to behave appropriately to the roles given to them and being able to manage oneself and manage a team effectively. By having order, discipline and accepting each other, to make working successful together. Communication was an organization of student development activities. Encourage learners to know how to socialize living together with others in society using teaching activities, activities to supplement the lesson by supporting the use of information media in studying, working and in daily life, ability to organize themselves and social learning, environment and learn together with others with order, discipline, morality and ethics, which are important factors in living together in society and Time Management was an activity that aims to encourage students to know, how to manage their time. Both in studying and livelihood, being to take care of oneself, self-management, be a disciplined person, having academic potential, being a good person, being a smart person, being happy, being able to live happily and safely with others, and being able to take care of others according to one's potential. All this field may be because in the Preschool Education Major Vocational School of Fine Arts of Haikou University of Economics hopes that students can reasonably allocate study time at school, so that students can combine work and rest, take reasonable rest even if they are not playful, and grow up healthier and happier.

2. Compare the student activities management in Preschool Education, Major Vocational School of Fine Arts of Haikou University of Economics, classified by gender, age, and, status in preschool. The research found that: The genders of respondents were not different, Age was not different except "Communication" was different at the .05 level significance.

2.1 The status in preschool of teachers and students of difference gender did not difference; this may be because the teacher of gender, "male and female", can teach in the classroom, and the same student group make they have the same opinion,

and they have a duty to teach everyone. And the university supports and cares for everyone equally so there are not different opinions.

2.2 The status in preschool of teachers and students had difference age was not difference except "Communication" was difference at the .05 level significant, which may be because the teachers in the 16-25 age group have higher opinions than those in the 25-35 age group and above, and the teachers in the 25-35 age group and above are experienced, and their communication is better than other groups, so their opinions are less than other groups. But the 16-25 age group, they are students and new teachers, so they have no experience, and they attach great importance to communication because they have no experience, or are students or new teachers.

2.3 The status in preschool of teachers and students had different. The status in preschool was not different, it may be because teachers and students have participated in activities in student activities management together in every activity, both teachers and students. Their roles in cooperation are no different, including thinking, planning, executing, and performing all activities together. So there are no different opinions.

Recommendations

1. Research the perceptions of all students and teachers regarding student activity management.

2. Use the results of this study to develop plans to enhance comprehensive capabilities in student activity management.

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Situational Leadership of Administrators as Perceived by Faculty Members at the Property Management Office of Haikou University of Economics

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Abstract

The objectives of this research were to: 1) examine the situational leadership of administrators as perceived by faculty members, and 2) compare faculty members' perceptions of administrators' situational leadership at the Property Management Office of Haikou University of Economics by gender, work experience, and department. The sample consisted of 108 faculty members selected through stratified random sampling. The research instrument was a questionnaire with item validity (IOC) values ranging from 0.67 to 1.00 and a reliability coefficient of 0.94. Data were analyzed using percentage, mean, standard deviation, t-test, one-way ANOVA, and LSD post-hoc test.

The findings revealed that administrators' situational leadership, both overall and in each dimension, was perceived at a high level. The leadership styles were ranked from highest to lowest mean as follows: Supporting, Coaching, Delegating, and Directing. The results also indicated no significant differences in perceptions by gender, work experience, or department. However, in the dimension of Coaching, faculty members with more than 10 years and 6-10 years of experience reported significantly higher perceptions than those with 1-5 years of experience at the .05 and .01 levels. These findings suggest that faculty experience influences perceptions of coaching

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leadership within the office.

Keywords: Situational Leadership, Faculty Perception, Haikou University of Economics

Introduction

As an important part of the field of higher education management, university property management involves the financial stability of universities, property preservation and appreciation, and ensuring the orderly development of scientific research and teaching. With the expansion of the scale of universities and the continuous increase in funding investment, the scale and quantity of university property have also increased, and the importance of university property management has become increasingly prominent. In reality, there are many problems in university property management. In the daily management of schools, the main factors causing this phenomenon are the lack of professionals in property management, imperfect property management systems, and low levels of property management informatization (Ding & Ma, 2023).

The 2023 evaluation report of the Property Management Office of Haikou University of Economics pointed out: “The working methods of the front-line management personnel are not yet alive, and the strain capacity needs to be further strengthened. Sometimes, ‘understanding’, the ability to adapt to changes is not strong, especially the handling of emergencies is not flexible enough”.

According to Hersey and Blanchard (2008) mentioned in Management of Organizational Behavior: Leading Human Resources that: a leader must have the personal flexibility and range of skills necessary to vary his own behavior. If the needs and motives of his followers are different, they must be treated differently. The emphasis in Situational Leadership is on the behavior of a leader in relation to followers; there is no one best way to influence people. The four leadership styles

(directing, coaching, supporting, and delegating) can be used as the basis for assessing effective leader behavior. No one style is effective in all situations; each style is appropriate and effective depending on the situation.

The objective of this study is to study the situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics. This study focuses on the four models of situational leadership to help improve the management ability and management level of the administrators of the Property Management Office through research on the views of the Faculty Members with different genders, work experience, and departments on the management level of the administrators under the four styles.

Research Objectives

1. To examine the situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics.

2. To compare faculty members' perceptions of administrators' situational leadership across gender, work experience, and department groups.

Research Hypothesis

H_1: There are significant differences in faculty members' perceptions of administrators' situational leadership across gender, work experience, and department groups.

Conceptual Framework

The study adopts Hersey and Blanchard's (2008) situational leadership theory. The four leadership styles (directing, coaching, supporting, delegating) serve as independent variables, while faculty members' perceptions of leadership constitute the dependent variable.

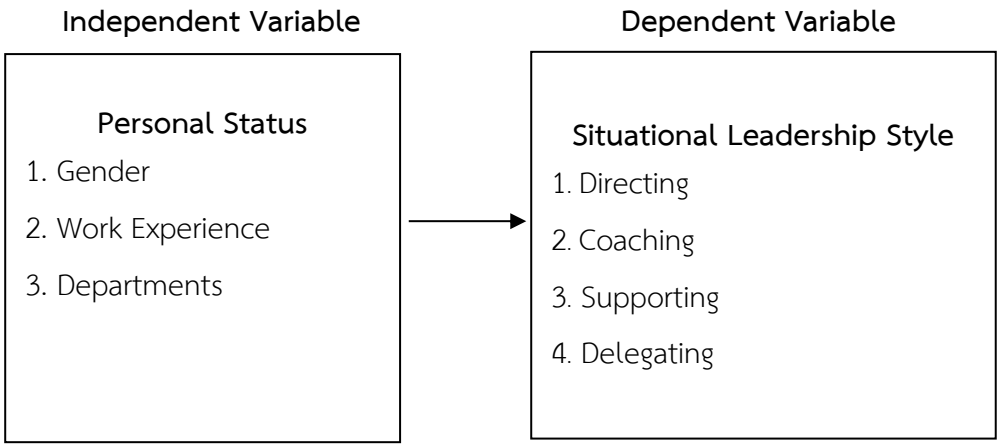

Figure 1 Conceptual Framework

Research Methodology

The total population is 150 faculty members at the Property Management Office of Haikou University of Economics. The respondents to the study were 108 faculty members. The research selected respondents from the Property Management Office at Haikou University of Economics. In selecting the 150 faculty members, the researcher used stratified random sampling according to departments and the Krejcie and Morgan table to determine the sample size for a given population. The statistics used an analysis of the data to obtain descriptive statistics: frequency, percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD (Petchroj et al., 2019).

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

Table 1 Population and Sample

	Departments of the Property Management Office	Population (N)	Sample (S)
1.	Public Venue Management Center	45	32
2.	Public Teaching Experimental Center	65	47

Table 1 (Con.)

Departments of the Property Management Office	Population (N)	Sample (S)
3. Film and Television Media Experimental Center	40	29
Total	**150**	**108**

Results

Table 2 The results of the mean, standard deviation, level, and ranking on the situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics

	Situational Leadership	$\bar{X}$	SD	Level	Rank
1	Directing	2.60	.35	Average	4
2	Coaching	4.19	.40	High	2
3	Supporting	4.24	.38	High	1
4	Delegating	4.00	.41	High	3
	Total	**3.76**	**.19**	**High**	

From Table 2, it found that the situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics was considered at the high level ($\bar{X}$=3.76, SD=.19) in overall, when considering in each aspects, all aspects were at a high level except for directing, ranking from the highest to the lowest mean: supporting ($\bar{X}$=4.24 SD=.38), followed by coaching, and delegating, except for directing is at an average level.

Table 3 Comparison of the situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics, classified by gender

(n=108)

Aspect	Situational Leadership	Gender				t	p-value
		Male		Female			
		$\bar{X}$	SD	$\bar{X}$	SD		
1	Directing	2.56	.36	2.64	.33	-1.26	.21
2	Coaching	4.18	.37	4.19	.42	-.01	.99
3	Supporting	4.28	.39	4.21	.37	.99	.32
4	Delegating	3.98	.42	4.03	.41	-.64	.52
	Total	**3.75**	**.19**	**3.77**	**.19**	**-.44**	**.66**

From Table 3, it was found that situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics by gender has no significant difference.

Table 4 The analysis of variance (ANOVA) for situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics by work experience

(n=108)

Aspect	Situational Leadership	Work Experience						F	P
		1-5 years		6-10 years		More than 10 years			
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD		
1	Directing	2.61	.38	2.57	.38	2.62	.29	.20	.82
2	Coaching	4.03	.33	4.23	.37	4.28	.44	4.20*	.02
3	Supporting	4.20	.37	4.26	.37	4.27	.40	.30	.75
4	Delegating	4.00	.36	3.98	.44	4.03	.43	.18	.83
	Total	**3.71**	**.17**	**3.76**	**.18**	**3.80**	**.19**	**2.22**	**.11**

* Statistically significant at level .05

From Table 4, it found that situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics classified by work experience, in overall the highest mean was with work experience of more than 10 years ($\overline{\mathbf{X}}$=3.80, SD=.19), followed by 6-10 years and 1-5 years, respectively, classified by work experience have no significant difference except for coaching were statistically significant at .05 level.

Table 5 The analysis of variance (ANOVA) for situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics by departments

(n=108)

Aspect	Situational Leadership	Departments						F	P
		Public Venue Manage-ment Center		Public Teaching Experi-mental Center		Film and Television Media Experi-mental Center			
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD		
1	Directing	2.58	.33	2.65	.34	2.55	.37	.76	.47
2	Coaching	4.27	.41	4.20	.41	4.06	.33	2.21	.12
3	Supporting	4.38	.37	4.20	.38	4.18	.36	2.80	.07
4	Delegating	3.96	.37	4.01	.42	4.05	.45	.37	.69
	Total	**3.80**	**.15**	**3.76**	**.19**	**3.71**	**.20**	**1.65**	**.20**

From Table 5, it found that the situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics classified by departments, in overall the highest mean was the departments of Public venue management center ($\bar{\mathbf{X}}$=3.80, SD=.15), followed by Public Teaching Experimental Center and Film and Television Media Experimental Center, classified by departments have no significant difference.

Discussion

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

Situational leadership at a high level. It might be faculty members in the Property Management Office of Haikou University of Economics believe that administrators can adjust their leadership style to cope with different work scenarios based on faculty members' work abilities, skills and experience, and faculty members believe that administrators' leadership style has a certain degree of adaptability according to Northouse (2016) stated that "As the name suggests, situational leadership is primarily concerned with leadership in a specific context. Its theoretical basis is that leadership behavior is required to adapt to different situations". From this point of view, to become an effective leader, one needs to be able to appropriately change their leadership mode to adapt to different situations. It is especially emphasized that the leadership in a specific situation is mainly composed of two elements: one is the guiding dimension, the second is the support dimension. Both must be used in harmony with the given context. First, determine the type of leadership required in a given situation. Leaders must assess their subordinates' ability and commitment to the tasks assigned to them. Secondly, according to the characteristics that employees' skills and subjective initiative change over time, the situational leadership theory holds that leaders should adjust and balance their guidance dimension and support dimension according to the changes in subordinates' needs. In short, the essence of the situational approach is that leaders behave in ways that are appropriate to the competence and responsibility of their subordinates. To be an effective leader, you must understand the needs of your subordinates and then adjust your working style to meet those needs, in accordance with the research of Francisco and Nuqui (2020) in their study about "Emergence of a Situational Leadership during COVID-19 Pandemic

Called New Normal Leadership" in their study about: (1) New Normal Leadership is the ability to be adaptive while staying strong with one's commitment; (2) It is about being an effective instructional decision-maker; and (3) A leader who is a good planner, vigilant, and initiator. Towards the end of this study, conclusions were drawn and recommendations were offered like the further testing of this extracted theory in quantitative approach, as highly recommended for confirmatory and more in-depth examinations, as Leesom and Sudararat (2023) studied on the situational leadership of school administrators under the Nonthaburi Primary Educational Service Area Office 2 that The results of the research were as follows the situational leadership of school administrators under the Nonthaburi Primary Educational Service Area Office 2, in overall and particular aspects, were at a high level.

Directing at an average level. It might be that faculty members in the Property Management Office of Haikou University of Economics believe that administrators provide guidance to faculty members and formulate policies for supervision, which helps them fulfil their job responsibilities. At the same time, faculty members hope to get more flexible management methods, which will play a positive role in completing their work. According to Kapur (2020), "Directing are regarded as an indispensable factors necessary in the achievement of goals and objectives. It is the job duty of the leaders to direct their subordinates to focus on the implementation of job duties appropriately and generate the desired outcomes. In order to put into operation these functions in an effective manner, the leaders, as well as others, need to possess sufficient knowledge and skills. They need to put emphasis towards enriching their knowledge, skills, and abilities, so they are able to help others. In educational institutions at all levels and in various types of organizations, all the individuals in leadership positions such as, instructors, supervisors, managers, principals, heads, directors and so forth, need to implement the functions of directing to their subordinates. When these functions are put into practice in an efficacious and meaningful manner, only then they will be able to render an important contribution

in facilitating the achievement of organizational goals and enriching the overall structure of the organization. Therefore, these functions are acknowledged to a major extent. The main areas that are taken into account in this research paper are the significance of directing, the significance of guiding, the principles of directing, the principles of guiding and measures to bring about improvements in Directing", in accordance with the research of Zigarmi and Roberts (2017) in their study about, "A test of three basic assumptions of situational leadership® II Model and Their Implications for HRD Practitioners", Purpose: This study aims to test the following three assertions underlying the Situational Leadership® II (SLII) model: all four leadership styles are received by followers; all four leadership styles are needed by followers; and if there is a fit between the leadership style a follower receives and needs, that follower will demonstrate favorable scores on outcome variables. Practical implications: As human resource development practitioners seek to educate and train their leaders on how to be more effective with their direct reports, this research provides evidence that all four styles are needed and received, although there were lower instances of reporting the S1 style to be needed or received. Also, the findings demonstrated that when followers view a fit exists between the leadership behaviors they need and the leadership behaviors they receive, greater positive job affect, lower negative job affect, increased cognitive and affective trust in the leader, and higher levels of favorable employee work intentions were evident.

Coaching at a high level. It might be that faculty members in the Property Management Office of Haikou University of Economics are satisfied with the coaching provided by administrators at work, especially the coaching and help in technical aspects, which enables faculty members to achieve more in their work. According to Hersey and Blanchard (2008), coaching is particularly effective when the employee lacks the necessary skills and knowledge and when commitment and motivation are low. It is based on two-way communication: The manager praises and supports employees so that they can develop self-confidence, initiative and commitment to do

the job, while also challenging employees to ask questions, make suggestions and learn from the process. Accordance with the research of Wee, Bang, and Park (2020) in their study about “A study on effect relationships of coaching leadership job satisfaction, organizational commitment, turnover intention” investigate the effectiveness of coaching leadership in the education area. The study is to construct the sub-dimensions (direction, accountability, and relationship) of coaching leadership, job satisfaction, organization commitment, and turnover intention. As a result, coaching leadership that constructs sub-dimensions of development, evaluation and relationship are positively linked with satisfaction and organization commitment. These results suggested that coaching is a new and effective leadership style that influences members of a school's attitude or organization performance. Therefore, this paper provided practical implications for CEOs and managers of organizations, including schools.

Supporting at a high level. It might be the faculty members in the Property Management Office of Haikou University of Economics highly agree with the supportive leadership style of administrators. Faculty members feel the care and support of administrators in their work, and their needs are met at work. Faculty members can improve their work efficiency in a friendly working environment, according to Kim (2021) state that a key characteristic of effective leaders is supportive leadership. Supportive leadership can be defined as a leader’s “behavior directed toward the satisfaction of subordinates” needs and preferences, such as displaying concern for subordinates’ welfare and creating a friendly and psychologically supportive work environment, accordance with the research of Chih (2018) in their study about “Interactive effects of supportive leadership and top management team’s charismatic vision in predicting worker retention in the Philippines”. Using a multiwave survey conducted in the Philippines, this paper investigated the interactive effects of construction workers’ perceptions of supportive leadership, retention intentions, and actual retention. The results revealed that

workers are more satisfied with their jobs when they perceive their supervisors as supportive. Job satisfaction, in turn, increased their retention intentions and actual retention behavior. Thus, to maintain a stable workforce, construction organizations are advised to invest resources (e.g., establishing education and mentoring programs) in developing supervisors' supportive leadership skills. This research adds to the literature focusing on the antecedents of construction workers' behavioral and performance outcomes by empirically examining the effect of supervisors' supportive leadership.

Delegating at a high level. It might be that faculty members in the Property Management Office of Haikou University of Economics feel respected and valued by administrators' delegating, which also means that faculty members bear more responsibilities. When administrators delegating faculty members, faculty members will enhance their work confidence and gain personal growth in independent work. According to Landry (2020). Delegation can be defined as a process by which a leader transfers responsibility for successfully executing a task to another person or persons. According to the research of Baker and Murphy (2022) in their study about "Delegation: A Core Leadership Skill", in addition to enhancing the overall performance of a team, group, or organization, delegation can play a crucial role in staff development. By delegating the execution of a task to another person, that individual is presented with a growth opportunity to enhance their skills and competence in a specific arena. In doing so, that person may enhance their sense of self-confidence, which then carries over into other situations. Along these lines, when a leader delegates an important task to another, the leader is sending the message that the team member is valued and respected. By delegating an important task, the leader can also foster greater alignment and commitment to the overall goals of the organization.

According to the comparative analysis of the situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics, classified by gender and departments, are no

significant difference. According to the research of Xu (2023) in their study about "Controversy and consensus: a review of Western research on gender leadership", the theory of no difference between leadership style and gender is being accepted by more and more researchers. Much research has proved that there is no significant difference in the impact of leadership style on women compared with men. The apparent difference is just an illusion, because any difference in the impact of management style is actually caused by the different positions that men and women usually hold. According with the research of Zhou (2021) in their study about "The impact of situational leadership on followership behavior". The results of the independent sample T-test and one-way ANOVA showed that in terms of departmental nature, respondents from different departments showed a high level of cognition of situational leadership behavior, and the differences were not significant. But work experience has significant differences in coaching leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics. In work experience, the interviewees were divided into 1-5 years, 5-10 years, and more than 10 years. It may be that most of the faculty members who have worked for 1-5 years are relatively young. When they join the Property Management Office of Haikou University of Economics, they are required to have certain technical capabilities. Therefore, faculty members who have worked for 1-5 years are less willing to accept an administrators coaching skills than faculty members who have worked for 6-10 years or more than 10 years. According with the research of Jing (2023) about "Research on the effect of situational leadership on faculty members Job satisfaction" After pairwise post hoc comparisons, the significance of each dimension of situational leadership's impact on faculty members and the total dimension of situational leadership are all lower than 0.05, so the components of situational leadership have significant differences in work experience. 0-5 years faculty members with working experience are less than faculty members with other work experience. In general, situational leadership shows a trend that faculty

members with longer work experience are more affected by situational leadership. That is, faculty members' influence on situational leadership in the university increases with work experience growth.

Recommendation

According to the research results, the following suggestions are put forward for the improvement of situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics.

Directing: The item of the administrators' focus on directing faculty members to properly follow their obligations is the lowest mean. The administrators should reduce their involvement in strict micro-management, encourage faculty members to explore proactively, and faculty members design their own work plans, and administrators only review the work results and judge the degree to which faculty members need direction for their next work based on the quality of the work results. Enable faculty members not to rely on the direction of administrators and to actively think about how to properly fulfill their work obligations.

Coaching: The item of the administrators giving guidance, any help, and other issues for faculty members is the lowest mean. The administrators should provide coaching to faculty members according to their different situations. For faculty members who already have certain skills, administrators can provide them with more off-campus learning and training to improve their personal work ability.

Supporting: The item of the administrators listening to faculty members' questions about their work and working together to find solutions to them is the lowest mean. The administrators should communicate with faculty members regularly, hold weekly and monthly meetings with faculty members to discuss issues and propose feasible solutions and plans during the meetings, and provide resources to help faculty members improve work performance.

Delegating: The administrators' provision of opportunities for faculty members to work independently is the lowest mean. The administrators should balance autonomy and guidance. The feasibility of independent work is judged based on the daily performance, work results and performance level of faculty members, and faculty members with a lower feasibility are given work with lower degree of autonomy, to avoid stress caused by faculty members' inability to assume the responsibility of working independently.

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Learning Organization in the Digital Age: According to the Faculty Members' Perception of Nanhai Dance College of Haikou University of Economics

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Abstract

The objectives of this research were 1) to study learning organization in the digital age according to the faculty members' perception of Nanhai Dance College of Haikou University of Economics (HUE) and 2) to compare the perception of faculty members of Nanhai Dance College of HUE about learning organization in the digital age based on gender, age, education level, and working experience. The samples consisted of 66 faculty members selected by simple random sampling. The research instrument was a 5-rating scale questionnaire with a validity (IOC values) between 0.67 to 1.00, and a reliability value of 0.95. The data were statistically analyzed by using percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD.

The results of the research were as follows: 1) learning organization in the digital age, according to the faculty members' perception of Nanhai Dance College of HUE, was at the highest level in overall and all aspects. The highest average was team learning, followed by shared vision, mental models, systems thinking, and personal mastery and 2) to compare the learning organization in the digital age according to the faculty members' perception of Nanhai Dance College of HUE, classified by gender, age, education level, and working experience, were not different in total and all aspects.

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Keywords: Learning Organization, Digital Age, Faculty members' Perception

Introduction

At present, the world has definitively entered the digital age, and Information Technology (IT) has profoundly penetrated all areas of education. As a critical component of the education system, universities must proactively adapt to this trend by integrating IT into teaching and learning processes to enhance the student experience. Leveraging networks and the internet allows faculty members to utilize diverse resources and teaching tools, thereby providing students with a wider variety of learning materials and pedagogical methods. The organization needs to manage the environment to support the members learning. To keep abreast of these changes and ensure your organization is flexible and adaptable, you need to foster and encourage a learning culture within your organization. Providing the biggest asset to members with training, development, and career pathways could also result in a happier, more productive workplace and save financial resources spent on managing turnover. Therefore, all organizations need to develop into a learning organization. Learning organization is a strategic commitment to capture and share learning in the organization for the benefit of individuals, teams, and the organization. Gill and Carrillo (2016) said, the learning organization was considered an ideal organizational model in which learning was developed, behavior was improved, and an atmosphere conducive to learning is created and Lingling (2021) said that the theory of learning organization is very important for the development of college teachers, which requires teachers to renew their ideas and establish the concept of lifelong learning. Teachers should realize that continuous learning and improving professional quality guarantee their professional status. Only by constantly learning, grasping modern educational concepts, updating knowledge structure, enriching knowledge reserve, and adjusting professional structure can college teachers realize their continuous creation and transcendence. In the digital, the digital revolution has brought about significant changes in various aspects of our lives, including education. With the proliferation of

digital technologies and the internet, education has become more accessible and convenient than ever before. Mantick (2019) said that education in the digital age teaching and learning requires instructors to rethink the traditional classroom model. While some educators worry that the digital-age learning culture will result in the obsolescence of in-person teachers, the opposite is true. Instead, teachers take on a new, more flexible role of classroom facilitator. As Jiang (2023) said that digital course teaching has ushered in a new trend in school dance education, facilitating the seamless integration of digital technology and dance education while maximizing access to high-quality online and offline resources. To create effective digital dance curricula, teachers must enhance the use of digital tools in teaching while cultivating a team of highly skilled, innovative grassroots teachers. The same as Ma and Guo (2019) said that dance education should conform to the development of the times, optimize the teaching mode of dance education, open the consciousness of innovation, and form a multi-channel teaching mode.

The statement of the problem

Against the background of teaching in the digital age, Nanhai Dance College of Haikou University of Economics hopes faculty members to strengthen the use of digital tools in teaching organizations, encourage faculty members to continue learning, release their creative potential, and constantly improve faculty members' teaching design ability, classroom management, and information technology proficiency.

Nanhai Dance College of Haikou University of Economics was established on December 19, 2022. The school currently has 800 students and 80 faculty members. The faculty members are composed of faculty members of different genders, ages, education levels, and working experiences, of which 20% are between the ages of 36 and 45; Teachers aged 25-35 accounted for 80%.

The important problem issues are: (Nanhai Dance College, 2023)

1) Most of the faculty members of Nanhai Dance College are very young. Some faculty members lack teaching experience.

2) Faculty members' self-study mode is relatively simple; the concept of continuous learning and faculty member-development consciousness are not strong.

3) The speed of faculty members' members-learning and faculty members' members-improvement is relatively slow.

4) In addition, at the University, there was training of faculty members every year, but faculty members' training is a relatively theoretical learning, with less targeted practical guidance, and practical operation.

Furthermore, these issues indicate that the long-term effectiveness of the faculty may not keep pace with the college's rapid development. Therefore, faculty members must be clearly aware that learning is a continuous process and must establish the habit of lifelong learning and self-transcendence.

As stated, the problems happened in Nanhai University in the circumstances of the digital age, with the rapid development of information technology, it is only through continuous learning and improving faculty members self-competence in their work that faculty members can constantly adapt and respond to changing needs. To ensure the continuous development of the teaching level and education quality of Nanhai Dance College, it is necessary to improve faculty members' cognition of learning organization, transform the teaching team of Nanhai Dance College into an institution with the characteristics of a learning organization, and ensure that all teachers and students can continue to improve themselves. Davis and Lopic (2016) said the learning organization has a special significance in schools because the educational environment becomes a place of training and innovation where the learning process takes place, leading to significant changes in the organization. In addition, liaison offices are seen as creating, acquiring and transforming knowledge.

One favorite Learning organization concept is Peter Senge's theory.

According to Lunenburg and Ornstein (2022) and Peter Sange (2006) stated that the learning organization have 5 principles: 1. Team learning, 2. Shared Vision, 3. Mental model, 4. Personal Mastery and 5. Systems thinking. Senge (2006) introduced a theory of learning organizations that has made significant contributions to the

performance of organizations. According to this theory, “a place where people are constantly expanding their abilities to create the results they truly desire, a place where new and expansive modes of thinking are nurtured, a place where collective aspirations are released, where people are constantly learning together”. It has five principles (1. Team learning, 2. Shared Vision, 3. Mental model, 4. Personal Mastery, and 5. Systems thinking), which together play a significant role in promoting a learning environment at the organizational level.

This paper studies learning organization in the digital age according to faculty members’ perception of Nanhai Dance College in HUE. The research result can help faculty members encourage them to continue learning, release their creative potential, and constantly improve their teaching design ability, classroom management, and information technology proficiency. Also, can all members in the university learn to adapt to the digital century by learning organizational methods.

Research Objectives

1. To study learning organization in the digital age according to the perception of faculty members in Nanhai Dance College of Haikou University of Economics.

2. To compare the perception of faculty members of Nanhai Dance College of Haikou University of Economics about learning organization in the digital age based on gender, age, education level, and working experience.

Research Hypothesis

The faculty members’ perception of Nanhai Dance College of Haikou University of Economics on the learning organization in the digital age, classified by different gender, age, education leve, and working experience, is different.

Conceptual Framework

The researchers defined a conceptual framework for the study. Learning organization theory concepts using Senge’s (2006).

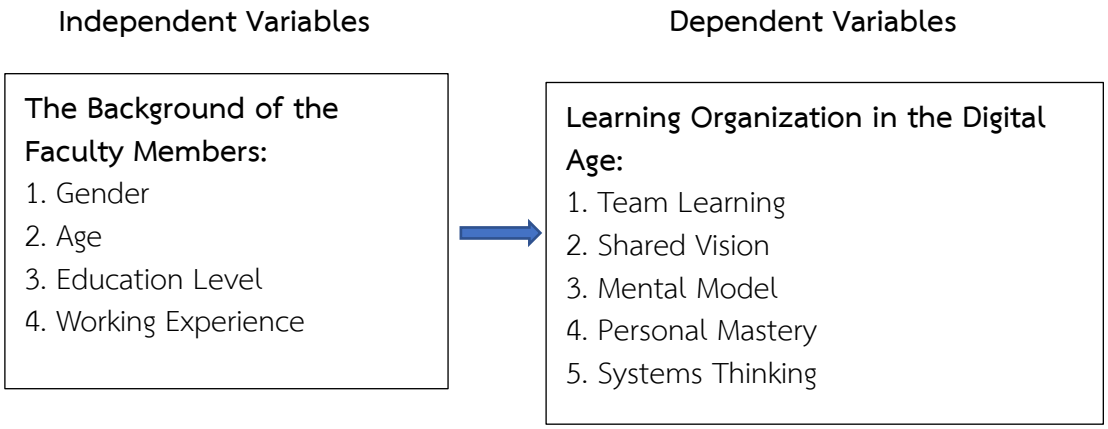

Figure 1 Conceptual Framework

Research Methodology

This research was used a quantitative approach. The researcher used WeChat questionnaires to investigate the faculty members perception of Nanhai Dance College of learning organizations in the digital age. Through data analysis, faculty members cognition of learning organization can be improved, and the teaching team of Nanhai Dance College will be transformed into an institution with learning organization characteristics.

The research population, namely 80 faculty members of Nanhai Dance College in HUE. A total of 66 faculty members were selected from the samples selected by simple random sampling. The sample size group was 66 (Krejcie & Morgan, 1970 as cited in Petchroj, Angsuchot, & Chamnirasart, 2019).

The research instrument for collecting data was a questionnaire, which was checked by three experts for its IOC value at 0.67-1.00, and reliability by Cronbach's alpha coefficient at .95. The interview form included a concluding question about faculty members perception of learning organization.

Data Analysis

1. As for data analysis, the researcher used percentages, means, and standard deviation, t-test, one-way ANOVA, LSD, and content analysis (Petchroj, Angsuchot, & Chamnirasart, 2019).

Table 1 Mean and standard deviation of the Learning Organization in the Digital Age according to the faculty members' perception of the Nanhai Dance College of Haikou University of Economics

(n=66)

Aspect	Faculty Members' Perception of Learning Organization	$\bar{X}$	SD	Level	Rank
1	Team learning	4.57	.34	Highest	1
2	Shared Vision	4.56	.27	Highest	2
3	Mental Models	4.55	.37	Highest	3
4	Personal Mastery	4.52	.32	Highest	5
5	Systems thinking	4.53	.28	Highest	4
	Total	**4.54**	**.25**	**Highest**	

From Table 1, it was found that the total was the highest level ($\bar{X}$=4.54 SD=.25). The highest mean of the aspect was team learning at the highest level ($\bar{X}$=4.57 SD=.34), followed by shared vision, mental models, systems thinking, and personal mastery. The mean and standard deviation in each aspect were shown in Table 2-6.

Table 2 Mean and standard deviation according to the aspect of team learning

(n=66)

Item	Team learning	$\bar{X}$	SD	Level	Rank
1	Your learning ability can be improved through team learning.	4.44	.75	High	8
2	Team learning helps you develop your professional ability.	4.55	.61	Highest	6
3	You can build a learning environment.	4.64	.55	Highest	2
4	Your abilities can promote team learning.	4.56	.56	Highest	4
5	Team learning stimulates your energy.	4.67	.48	Highest	1
6	Communicating with the team can improve your learning ability.	4.53	.53	Highest	7
7	You can create a good learning atmosphere to enhance the team members.	4.55	.59	Highest	5
8	Team learning can promote your personal development.	4.61	.53	Highest	3
	Total	**4.57**	**.34**	**Highest**	

From Table 2, it showed that team learning was at the highest level in total and for every item ($\bar{X}$=4.54 SD=.34). The item with the highest average value was 'Team learning stimulates energy' ($\bar{X}$=4.67 SD=.48), followed by 'Building a learning environment' and 'Team learning can promote personal development'. Abilities can promote team learning, which in turn helps develop professional abilities. Communicating with the team can also improve learning abilities. When learning ability can be improved through team learning, the average was the lowest and the highest.

Table 3 Mean and standard deviation of shared vision

(n=66)

Item	Shared Vision	$\bar{X}$	SD	Level	Rank
1	You shared the goal vision actively.	4.50	.64	Highest	7
2	You can encourage each other to achieve common vision.	4.55	.53	Highest	4
3	You can build a common vision to enhance team cohesion.	4.64	.48	Highest	2
4	You can negotiate a common vision of organization.	4.59	.50	Highest	3
5	A shared vision allows you to improve your cohesion.	4.73	.45	Highest	1
6	Building a shared vision allows you to achieve your goals better.	4.50	.59	Highest	6
7	Shared vision can change your mental model.	4.52	.53	Highest	5
8	Shared vision can change your behavior.	4.49	.56	High	8
	Total	**4.56**	**.27**	**Highest**	

From Table 3, it showed the shared vision was in total and every item the highest level of learning organization in the digital age according to the faculty members' perception of Nanhai Dance College of Haikou University of Economics. ($\bar{X}$=4.56 SD=.27). The highest mean was that a shared vision allows you to improve your cohesion ($\bar{X}$= 4.73 SD=.45), followed by building a common vision to enhance team cohesion and negotiating a common vision of organization, encouraging each other to achieve the common vision, building a shared vision allows you to achieve your goals better. Shared vision can change your mental model, shared the goal vision. When shared vision can change your behavior was the lowest average and the highest level.

Table 4 Mean and standard deviation of mental models

(n=66)

Item	Mental Models	$\bar{X}$	SD	Level	Rank
1	You can effectively coordinate skills through psychological patterns.	4.56	.59	Highest	3
2	You can improve your communication effectively.	4.59	.52	Highest	1
3	You can use your mental model to improve your self-reflection and learning skills.	4.52	.61	Highest	4
4	Your learning skills can improve.	4.58	.58	Highest	2
5	You can deal with problems effectively through a mental model.	4.49	.65	High	5
	Total	**4.55**	**.37**	**Highest**	

From Table 4, it showed that mental models were in total items at the highest level ($\bar{X}$=4.55 SD=.37). The item with the highest average value was improving your communication effectively ($\bar{X}$=4.59 SD=.52), followed by our learning skills can improve, effectively coordinate skills through psychological patterns, learning skills can improve dealing with problems effectively through mental models was the lowest average and high level.

Table 5 Mean and standard deviation according to personal proficiency

(n=66)

Item	Personal Mastery	$\bar{X}$	SD	Level	Rank
1	You can constantly expand horizons at work.	4.55	.53	Highest	2
2	You can constantly develop patience at work.	4.50	.59	Highest	3
3	You can keep focusing on energy all the time at work.	4.49	.56	High	5
4	You can constantly improve your knowledge and skills at work.	4.47	.61	High	6
5	Your own learning and professional development are key to changing personal proficiency.	4.61	.52	Highest	1
6	You can continue to improve self-management awareness.	4.49	.56	High	4
	Total	**4.52**	**.29**	**Highest**	

From Table 5, It showed that personal proficiency was at the highest level ($\bar{X}$=4.52 SD=.29). The item with the highest average value was that own learning and professional development are key to changing ($\bar{X}$=4.61 SD=.52), followed by constantly expanding horizons at work, constantly developing patience at work, continue to improve self-management awareness, and constantly focusing on energy at all times at work. Constants improve knowledge and skills at work were the lowest average and highest level.

Table 6 Mean and standard deviation according to systems thinking

(n=66)

Item	Systems Thinking	$\bar{X}$	SD	Level	Rank
1	You can think systematically.	4.39	.60	High	8
2	Can help you understand things simply.	4.60	.53	Highest	3
3	You can use systems thinking to see the connection between different things.	4.53	.53	Highest	5
4	Systems thinking can improve collaboration with your team members.	4.62	.55	Highest	1
5	You can optimize the decision-making process through systems thinking.	4.58	.56	Highest	4
6	You can improve problem-solving ability through systematic thinking.	4.49	.66	High	6
7	Systems thinking can promote the ability to innovate.	4.41	.53	High	7
8	You can improve performance and creativity through systems thinking.	4.61	.60	Highest	2
	Total	**4.53**	**.28**	**Highest**	

From Table 6, It showed that systems thinking was at the highest level ($\bar{X}$=4.53 SD=.28). The items with the highest average value showed that systems thinking can improve collaboration with team members ($\bar{X}$=4.62 SD=.55), followed by improving performance and creativity through system thinking, helping understand things simply, optimizing the decision-making process through system thinking, using system thinking to see the connection between different things, improving problem-solving ability through systematic thinking and system thinking can promote the ability to innovate. The ability to think systematically was the lowest average and the highest level.

Table 7 Comparison of the Faculty members classified by gender

(n=66)

Aspect	Perception of Learning Organization	Gender				t	p-value
		Male		Female			
		$\bar{X}$	SD	$\bar{X}$	SD		
1	Team Learning	4.63	.25	4.52	.38	1.14	.26
2	Shared Vision	4.58	.23	4.56	.30	.35	.73
3	Mental Models	4.55	.32	4.54	.40	.15	.88
4	Personal Mastery	4.54	.32	4.50	.32	.47	.64
5	Systems Thinking	4.53	.29	4.52	.28	.16	.87
	Total	**4.57**	**.21**	**4.53**	**.28**	**.57**	**.57**

From Table 7, it was found that the perception of learning of males and females was not different.

Table 8 Comparison of the Faculty members classified by age

(n=66)

Aspect	Perception of Learning Organization	New age				t	p-value
		22- 30 years old		31- 40 years old and over that			
		$\bar{X}$	SD	$\bar{X}$	SD		
1	Team learning	4.54	.36	4.64	.28	-1.55	.13
2	Shared vision	4.55	.26	4.58	.29	-.75	.46
3	Mental Models	4.52	.38	4.61	.34	-1.14	.26
4	Personal Mastery	4.49	.31	4.58	.35	-1.00	.32

Table 8 (Con.)

Aspect	Perception of Learning Organization	New age				t	p-value
		22- 30 years old		31- 40 years old and over that			
		$\bar{X}$	SD	$\bar{X}$	SD		
5	Systems thinking	4.54	.28	4.51	.30	.26	.79
	Total	**4.53**	**.26**	**4.58**	**.25**	**1.10**	**.28**

From Table 8, it was found that the opinions of learning organization in the digital age, according to the faculty members' perception of the Nanhai Dance College of Haikou University of Economics, were classified by age, were not different.

Table 9 Comparison of the deviation of the faculty members classified by education level (n=66)

Aspect	Perception of Learning Organization	Education level				t	p-value
		Bachelor's degree		Master's degree and over			
		$\bar{X}$	SD	$\bar{X}$	SD		
1	Team Learning	4.61	.24	4.51	.42	1.26	.21
2	Shared Vision	4.58	.23	4.54	.31	.65	.52
3	Mental Models	4.57	.31	4.52	.43	.52	.61
4	Personal Mastery	4.53	.31	4.49	.33	.47	.64
5	Systems Thinking	4.54	.28	4.51	.30	.35	.73
	Total	**4.57**	**.21**	**4.51**	**.30**	**.82**	**.42**

From table 9, it was found that the opinions of learning organization in the digital age, according to the faculty members' perception of Nanhai Dance College of Haikou University of Economics, classified by education level, were not different.

Table 10 Mean and standard deviation of perception of learning organization the faculty members classified by working experience

(n=66)

Aspect	Perception of Learning Organization	Working experience						t	p-value
		1- 5 years		6 - 10 years		More than 10 years			
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD		
1	Team Learning	4.55	.34	4.57	.38	4.63	.22	.21	.81
2	Shared Vision	4.53	.29	4.58	.26	4.63	.23	.55	.58
3	Mental Models	4.51	.40	4.56	.37	4.64	.21	.50	.61
4	Personal Mastery	4.49	.30	4.48	.38	4.67	.22	.50	.61
5	Systems Thinking	4.48	.29	4.54	.29	4.65	.21	1.41	.25
	Total	**4.51**	**.27**	**4.55**	**.27**	**4.64**	**.14**	**1.41**	**.25**

From table 10, analysis of variance of the opinions of learning organization in the digital age according to the faculty members' perception of Nanhai Dance College of Haikou University of Economics, classified by working experience. The highest mean was 6-10 years, followed by more than 10 years and 1-5 years. Analysis of One-way analysis of variance of adjustment in the perception of learning organization according to the Faculty members' working experience. The opinions of Faculty members' Perception of Learning Organization classified by working experience were not different.

Results

The major results of the study were concluded as follows:

1. The results of this research revealed that there were to learning organization in the digital age, according to the Faculty members' Perception of Nanhai Dance College of Haikou University of Economics in total was highest, with which, the highest aspect was

team learning. followed by Shared vision, Mental Models, Systems thinking and Personal Mastery. The information in each aspect is as follows:

1.1 The aspect of Team learning in total was highest. The highest item was team learning stimulate your energy, Followed by building learning environment, team learning can promote your personal development, your abilities can promote team learning, team learning help develop professional ability and creating a good learning atmosphere to enhance the team member, creating a good learning atmosphere to enhance the team member, communicating with the team can improve your learning ability, while the lowest item was learning ability can be improved from team learning.

1.2 The aspect of Shared vision in total was highest. The highest item was a shared vision allows you to improve your cohesion, followed by building a common vision to enhance team cohesion, negotiate common vision of organization, encouraging each other to achieve common vision, shared vision can change your mental model, building a shared vision allows you to achieve goals better and shared the goal vision actively, while the lowest item was shared vision can change your behavior.

1.3 The aspect of Mental models in total was highest, with the highest item was improving your communication effectively. Followed by learning skills can improve, effectively coordinate skills through psychological patterns and using a mental model to improve your self-reflection and learning skills. While the lowest item was dealing with problems effectively through a mental model.

1.4 The aspect of Systems thinking in total was highest, with the highest item being that systems thinking can improve collaboration with your team members. Followed by improving performance and creativity through system thinking, helping you understand things simply, optimizing the decision-making process through system thinking, using system thinking to see the connection between different things, improving problem-solving ability through systematic thinking, system thinking can promote the ability to innovate. While the lowest item was the ability to think systematically.

1.5 The aspect of Personal proficiency in total was highest, with learning and professional development are the key to changing personal proficiency. Followed

by constantly expanding horizons at work, constantly developing patience at work, constantly focusing on energy all the time at work, continuing to improve self-management awareness. While the lowest item was the constant improvement of knowledge and skills at work.

2. The comparison of faculty members' perception of learning organization opinions uses a t-test found that faculty members' perceptions were not different among those classified by gender, age, and education level. The opinions of faculty members' perception of learning organization opinions use One-way ANOVA found that there was no difference classified by working experience.

Discussion

1. The research results showed that the highest aspect of perception of learning organization to the faculty members of Nanhai Dance College was team learning. Because it might be that teachers can share teaching resources and exchange teaching experience, which can produce significant synergies. Each member of the team can learn from the successes and experiences of others and work together to solve problems encountered in teaching. This kind of collaborative work can not only reduce the burden of teachers and improve work efficiency, but also promote mutual understanding and cooperation between team members and enhance the cohesion of the team. According the research by Zhang (2015) shows that through team learning, the wisdom of the team can be integrated into the personalized concept, so as to constantly adapt to the work needs under the new situation. I can share other people's work skills and effective methods, but also can show personal understanding and unique ideas, accept the inspiration of others, and the team learning process can promote personal growth.

2. Faculty members of Nanhai Dance College's opinions on the shared vision

In the aspect of shared vision the highest mean was shared vision, which allow foe improved cohesion, because it might be that, according to Nanhai Dance College faculty members' perception, a common vision is the common desire of the

teacher team members and the goal of striving together. Related to “Research on the professional development of young teachers in colleges and universities under the theory of learning organization” (Hu, 2017). Individual effort alone is not sufficient to achieve this vision. Teams can learn from each other, cooperate, share, and solve problems. In conclusion, building a common vision has profound implications for the team and faculty, improving team cohesion, enhancing teamwork, motivating members, and promoting professional development that can help the team better achieve its goals.

3. Faculty members of Nanhai Dance College’s opinions on mental models

In the aspect of mental models, the highest level was improving your communication effectively, because it might be that effective communication can ensure the accurate transmission of information, reduce misunderstanding and conflicts, and improve work efficiency. When building a learning organization, effective communication can promote understanding and trust between faculty members and can also help the college to reveal and resolve misunderstandings and conflicts caused by differences in psychological models among members. According to the research by Hu (2017), with the development of society, the majority of young teachers should carefully examine themselves, actively change the deep-rooted ideas in the brain, learn to look at the future development with new thinking and new vision; know themselves, understand themselves, re-examine themselves, find their shortcomings in teaching work, communication and so on, and then according to their future development goals really change from the heart, active learning, improve personal ability.

4. Faculty members of the Nanhai Dance College’s opinions on personal proficiency

In the aspect of personal proficiency, the highest level identified was personal mastery, learning and professional development are key factors influencing this personal proficiency, which may reflect the perception of Nanhai Dance College faculty members. This finding aligns with the research by Chen, Zhang, Qin, and Xu (2022), titled “Analysis of teachers’ self-education path in intelligent education”. They posit that self-transcendence is the highest realm and ultimate goal for teachers

engaging in self-education. This self-transcendence primarily involves teachers, through continuous learning, reflection, change, and innovation, clarifying their self-cognition, enhancing self-learning, improving self-regulation, and conducting self-reflection. Ultimately, this process leads to the improvement and transcendence of their own teaching ability, professional level, and educational sentiments. By achieving this, teachers perceive the value and meaning of the profession itself and their individual contribution, consequently generating greater drive and motivation for their educational and teaching practice and personal professional development.

5. Faculty members of Nanhai Dance College's opinions on systems thinking

In the aspect of systems thinking, the highest level of system thinking can improve collaboration with your team members, because it might be that, according to Nanhai Dance College faculty members' perception. By thinking about the causal cycle of the system, we can clearly understand our own problems. If we clear our thinking, we can better solve problems and improve ourselves. According to the research by Liu (2015) shows, systems thinking can help people greatly simplify the understanding of things. By learning systems thinking, people can realize the connections between things that used to seem completely different. To understand things and analyze problems from the perspective of systems thinking. The previously bewildering and elusive complex picture of the mind can become orderly, concise, and clear in an instant.

The comparison of opinions on Perception of Learning Organization in the Faculty members is no different, because Nanhai Dance Academy has only been established for two years, for a very short time, the teachers are relatively young, the working experience is not rich enough, and they share the same views on the learning organization.

Recommendation

According to the research results, the following suggestions are put forward for the learning organization in the digital age, according to the faculty members'

Perception of Nanhai Dance College of Haikou University of Economics:

1. Use spare time to participate in various education training courses, learning exchange meetings and seminars, promote communication and cooperation among teachers, discuss teaching problems and share teaching experience understand the latest teaching methods and skills, and apply them to their own teaching practice.

2. Participate in various training and learning activities to expand faculty members' professional knowledge and skills. Practice breaking down the questions into smaller parts and understanding their interrelationships.

3. Encourage teachers to raise problems and problem-solving procedures in experiments, cultivate their professional application ability, and promote critical thinking and self-learning ability.

4. Teachers can participate in the formulation of clear goals to ensure that teachers have a clear understanding of the goals, can discuss with the team members, and share their expectations and visions for the future of the team.

5. Teachers actively participate in teaching plan discussion, teaching experience sharing and other activities to promote mutual learning and communication to improve the cohesion and cooperation efficiency of the teachers' team. Constantly improve self-professional level.

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Empowerment of Administrators as Perceived by Faculty Members in The Yaha School of Built Environment, Haikou University of Economics

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Abstract

The objectives of the study were 1) to study the empowerment of administrators as perceived by faculty members and 2) to compare the empowerment of administrators as perceived by faculty members in the Yaha School of Built Environment, Haikou University of Economics, classified by gender, age, education level and, work experience. The sample consisted of 86 faculty members, selected by using a five-point Likert scale questionnaire, achieving an IOC between 0.67-1.00 and a reliability value of 0.98. The data was analyzed by using percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD.

The results of the research were as follows: 1) the empowerment of administrators as perceived by faculty members were at a high level, in overall, and particular aspect, ranking from the highest to the lowest: Promoting informal power, Providing information, Providing resources, Providing support, Promoting formal power, and Providing opportunity, 2) the perceptions of the empowerment of administrators, classified by all categories were not different in overall, however when consider in the specific aspect, classified by age was statistically significant at .01 level in the aspects of “Providing Resources” and “Promoting Informal Power”, while the differential education level was statistically significant at .01 level in “Providing Support”, and

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classified by work experience, was statistically significant at the .05 level in “Providing Resources” and “Promoting Formal Power”.

Keywords: Empowerment, Administrators

Introduction

In today’s context, universities face significant internal and external pressures stemming from economic, social, political, technological, and environmental changes that impact management practices. These pressures include the need to improve efficiency and effectiveness in a competitive global economy, meet the growing demand for higher quality education and services, navigate changing government policies and regulations, integrate digital advancements into all aspects of education, and adopt sustainable practices. Internally, universities also contend with employee dissatisfaction due to rigid bureaucratic structures. Furthermore, in China, the globalized higher education landscape has been shaped and reshaped by the power dynamics among nation-states. In recent years, a noticeable reverse flow of academics from the Global North to the Global South has been observed (Wang & Chen, 2020).

China’s higher education system has undergone significant reforms, transitioning from tight government control to initiatives aimed at elevating the quality and global standing of its universities. Major initiatives such as Project 211 (initiated in 1995) and Project 985 (launched in 1998) focused on enhancing approximately 100 universities and creating world-class institutions, respectively, significantly boosting their research output and international influence (ChinaActually.com, 2021). Building on these foundations, the Double First-Class Initiative was launched in 2017 to further develop world-class universities and disciplines through rigorous evaluation and funding mechanisms, ensuring continuous improvement and competitiveness (Zhang, 2020). From another perspective, the integration of technology has become essential, modernizing educational practices and improving institutional efficiency across all facets of education.

These initiatives have elevated Chinese universities to global standards, placing additional pressure on university leaders to excel. The digital revolution further necessitates leaders who can integrate technology into all aspects of education. Empowered leadership can address these issues by fostering a flexible and innovative environment. To adapt to new variables and meet the demands of change and higher educational expectations, university management must focus on applying concepts such as comprehensive quality management and administrative empowerment (Brown & Harvey, 2006). Empowerment has emerged as a key trend in modern organizations, which have increasingly adopted devolved, divisional structures with a more knowledgeable workforce (Joseph, 2014; Belle, 2016).

The empowerment involves various approaches such as participative management, quality circles, employee involvement, and empowerment techniques, which help individuals recognize their own value and worth. These methods contribute to the development of stronger, more resilient individuals who are better equipped to handle life and work challenges, fostering positive behaviors and effective problem-solving skills. Consequently, both individual and organizational performance improve, making organizations more accommodating, receptive, and alert, which is crucial for innovation (Seth & Lee, 2017). Support by the studies of Li (2019), Chen and Li (2020), Wang et al. (2018), and Liu and Zhang (2017) provided empirical evidence that empowered leadership enhances decision-making, promotes innovation, improves morale, and ensures accountability, crucial for meeting stakeholder expectations and maintaining competitiveness in the global educational landscape. Also, empowerment influences job satisfaction by making employees feel more responsible and authoritative, demonstrating that factors beyond financial incentives can drive better performance (Hameed, 2014; Alhabeeb & Rowley, 2017). It is important to adopt empowerment dimensions, as they significantly impact job satisfaction and are closely related to reducing emotional exhaustion (Swiss VBS, 2017). In the context of universities, empowered university leaders enhance decision-making and responsiveness, foster innovation and creativity, improve morale and job satisfaction,

ensure accountability and transparency, and develop future leaders. Studies by Li (2019), Chen and Li (2020), Wang et al. (2018), and Liu and Zhang (2017) demonstrate that empowered leadership is linked to improved institutional performance, innovation, and employee outcomes, underscoring its importance for the sustainability and growth of higher education institutions. Several key elements are essential for successful empowerment in universities. According to a study by Lee and Kusumah (2017), involving faculty in decision-making leads to higher job satisfaction and a greater sense of ownership over their work. Another study explored how structural empowerment, as conceptualized by Kanter (1997), can mitigate burnout among academic staff. It emphasized the role of empowering work conditions, such as access to opportunities and support, in preventing burnout and promoting professional development. It also demonstrates a strong link between structural empowerment and job satisfaction among university staff. The study suggests that empowering work environments contribute significantly to job satisfaction, reducing job strain and enhancing overall employee well-being and can mitigate burnout among academic staff. It emphasized the role of empowering work conditions, such as access to opportunities and support, in preventing burnout and promoting professional development (Wang et al., 2021).

However, in some studies such as Shuangmiao (2021) argued that international academics in Chinese universities have experienced individual empowerment through the establishment of academic research networks and enhanced professional development. It showed that the degree of empowerment varies depending on institutional configurations. Despite the differing organizational characteristics, these academics have faced a degree of collective disempowerment, which is evident in their slow adjustment to China's professional protocols and a lack of bargaining power. This disempowerment is attributed to often unclear institutional power dynamics and a hierarchical management approach in Chinese universities.

Aligned with Liu (2019), he stated that the fundamental reason for advocating the empowerment of university teachers is the lack of teacher participation in educational development and reform, which has led to suboptimal educational and

teaching outcomes. To address this, it is proposed to strengthen the management process in educational activities, enabling teachers to effectively express their views. This approach aims to enhance teachers' initiative and enthusiasm in participating in educational and teaching processes.

In the 2023 annual work summary of the Yaha School of Built Environment, three main work plans were highlighted to address issues within the institution: 1) Optimizing the Office Environment by improving the physical workspace can significantly impact staff morale and productivity. A well-designed and comfortable office environment is crucial for reducing stress and increasing job satisfaction. Poor working conditions can lead to employee dissatisfaction, high turnover rates, and decreased productivity. Therefore, optimizing the office environment is essential for creating a conducive working atmosphere that enhances faculty and staff well-being. 2) Conducting Training Courses: There is a need to strengthen the learning and teaching abilities of faculty and staff. Continuous professional development through training courses is vital for educators to stay updated with the latest educational practices and technologies. Without adequate training, faculty may struggle to meet the evolving demands of education, leading to ineffective teaching methods and poor student outcomes. Empowering staff through professional development ensures that they possess the necessary skills and knowledge to excel in their roles, thereby improving overall educational quality. 3) Holding Faculty and Staff Seminars: Regular seminars for faculty and staff are necessary to foster collaboration and communication within the college. These seminars provide a platform for sharing best practices, addressing common challenges, and promoting a sense of community among staff. Lack of communication and collaboration can lead to isolated working practices, reduced innovation, and a weakened sense of belonging among staff. Periodically holding seminars ensures continuous improvement in teaching and learning practices and strengthens the sense of community and shared purpose within the college. To address these issues, adopting empowerment dimensions is crucial. Empowerment significantly impacts job satisfaction and is closely related to reducing emotional

exhaustion (Swiss VBS, 2017). Empowering staff involves providing them with the authority, resources, and support they need to make decisions and take actions independently. This can lead to increased job satisfaction, enhanced personal abilities, and a stronger sense of belonging to the institution. By focusing on empowerment, the Yaha School of Built Environment can create a more dynamic, motivated, and effective workforce, ultimately leading to improved educational outcomes.

From the evidence, it is clear that university administrators play a crucial role in the empowerment process. This role is essential because research has shown that leadership in empowering faculty is highly successful in improving various outcomes among university faculty (Alhabeeb & Rowley, 2017). Empowered faculty members tend to exhibit higher job satisfaction, increased organizational commitment, and enhanced performance, which collectively contribute to the overall success of the institution.

The researcher is interested in studying the empowerment of administrators as perceived by faculty members in the Yaha School of Built Environment, Haikou University of Economics. The results of this study can help reshape the school's climate to empower teachers, enhance their performance and job satisfaction, and promote faculty growth. Additionally, the findings are expected to highlight the impact of administrative practices on creating a supportive environment that encourages high performance and professional development among educators.

The researcher is interested in studying the empowerment of administrators as perceived by faculty members in the Yaha School of Built Environment at Haikou University of Economics. The results of this study could help reshape the Yaha School of Built Environment’s climate to empower faculty member, enhance their performance and job satisfaction, and promote faculty growth. Additionally, the findings are expected to highlight the impact of administrative practices on creating a supportive environment that encourages high performance and professional development among educators.

Research Objectives

1. How is the empowerment of administrators as perceived by faculty members in the Yaha School of Built Environment of Haikou University of Economic.

2. Is there any difference in the empowerment of administrators as perceived by faculty members in the Yaha School of Built Environment of Haikou University of Economic, classified by gender, age, education level, and work experience?

Research Hypothesis

The empowerment of administrators as perceived by faculty members in the Yaha School of Built Environment of Haikou University of Economics is different when classified by gender, age, educational level, and work experience.

Conceptual framework for research

The researchers set the conceptual framework for the study.

1. The independent variables are gender, age, educational level, and work experience.

2. The Dependent variable was empowerment of administrators based on the concept of Kanter's theory of structural power in organizations (Kanter (1977) consist of 6 processes as follows 1) Providing opportunity 2.) Providing information 3) Providing resources 4) Providing Support 5) Promoting Formal power and 6) Promoting Informal power.

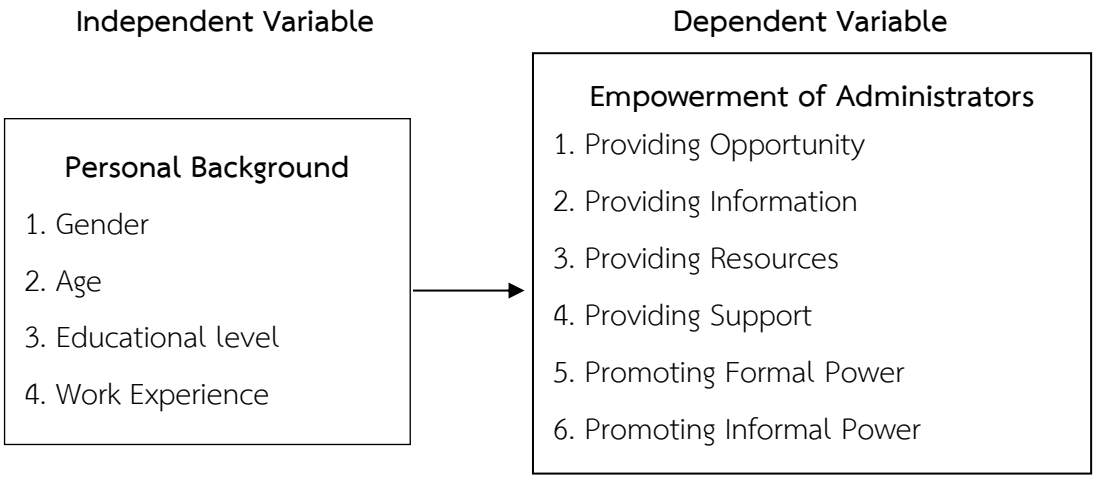

Figure 1 Conceptual Framework

Research Methodology

Population and Sample

The Population of this research were 107 faculty members of in the Yaha School of Built Environment, Haikou University of Economics.

The research sample comprised 86 faculty members as suggested by Krejcie and Morgan's Table for determining sample size (Krejcie & Morgan, 1970 as cited in Petchroj et al., 2019) and selected by stratified random sampling by majors.

Data Analysis

Table 1 Mean, standard deviation, meaning, and rank of the empowerment of administrators as perceived by faculty members in the Yaha School of Built Environment of Haikou University of Economics in overall

(n=86)

Aspects	The Empowerment of Administrators	$\bar{X}$	SD	Meaning	Rank
1	Providing Opportunity	4.31	.22	high	6
2	Providing Information	4.37	.20	high	2
3	Providing Resources	4.37	.22	high	3
4	Providing Support	4.36	.21	high	4
5	Promoting Formal power	4.32	.23	high	5
6	Promoting Informal power	4.40	.26	high	1
	Total	**4.35**	**.16**	**high**	

From Table 1, it was revealed that the mean and standard deviation of the empowerment of administrators as perceived by faculty members were overall high ($\bar{X}$= 4.35, SD=.16). All aspects were rated at a high level, with the highest aspect was promoting informal power ($\bar{X}$=4.40, SD=.26), followed by providing information, providing resources, and providing support, Promoting formal power. The lowest

aspect was providing opportunity.

The comparative analysis results of the empowerment of administrators as perceived by faculty members in the Yaha School of Built Environment, Haikou University of Economics, classified by gender, age, educational level, and work experience.

Table 2 The comparison of the mean, standard deviation of the empowerment of administrators as perceived by faculty members, classified by gender

(n=86)

Aspects	The Empowerment of Administrators	Gender				t	Sig.
		Male		Female			
		$\bar{X}$	SD	$\bar{X}$	SD		
1	Providing Opportunity	4.32	.13	4.33	.12	-.21	.83
2	Providing Information	4.33	.18	4.42	.18	-1.71	.09
3	Providing Resources	4.34	.19	4.38	.10	-.78	.44
4	Providing Support	4.33	.13	4.36	.11	-.73	.47
5	Promoting Formal power	4.33	.23	4.26	.15	1.37	.18
6	Promoting Informal power	4.37	.24	4.27	.20	1.76	.08
	Total	**4.34**	**.10**	**4.33**	**.10**	**.22**	**.83**

From Table 2, it was revealed that the comparison of the mean and standard deviation of the empowerment of administrators as perceived by faculty members classified by gender showed no differences overall or in any specific aspect.

Table 3 Mean and standard deviation of the empowerment of administrators as perceived by faculty members, classified by age

(n=86)

Aspects	The Empowerment of Administrators	Age							
		Less than 30 years		30-35 years		36-40 years		More than 40 years	
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1	Providing Opportunity	4.32	.13	4.33	.12	4.29	.26	4.27	.36
2	Providing Information	4.33	.18	4.42	.18	4.29	.14	4.42	.27
3	Providing Resources	4.34	.19	4.38	.10	4.21	.17	4.50	.31
4	Providing Support	4.33	.13	4.36	.11	4.32	.34	4.45	.28
5	Promoting Formal Power	4.33	.23	4.26	.15	4.33	.21	4.36	.33
6	Promoting Informal Power	4.37	.24	4.27	.20	4.54	.33	4.49	.26
	Total	**4.34**	**.10**	**4.33**	**.10**	**4.33**	**.18**	**4.42**	**.27**

From Table 3, it was revealed that the mean and standard deviation of the empowerment of administrators as perceived by faculty members classified by age showed that all groups were at a high level. The highest group was more than 40 years old ($\bar{X}$=4.42, SD=.27), followed by less than 30 years old, 30-35 years old, and 36-40 years old.

Table 4 The analysis of variance of the empowerment of administrators as perceived by faculty members, classified by age

(n=86)

Aspects	The empowerment of administrators	Variance	SS	df	MS	F	Sig.
1.	Providing Opportunity	Between Groups	.04	3	.01	.27	.85
		Within Groups	3.90	82	.05		
		Total	**3.94**	**85**			
2	Providing Information	Between Groups	.22	3	.07	1.85	.14
		Within Groups	3.18	82	.05		
		Total	**3.40**	**85**			
3	Providing Resources	Between Groups	.62	3	.21	5.04**	.00
		Within Groups	3.36	82	.04		
		Total	**3.98**	**85**			
4	Providing Support	Between Groups	.20	3	.07	1.58	.20
		Within Groups	3.42	82	.04		
		Total	**3.62**	**85**			
5	Promoting Formal Power	Between Groups	.12	3	.04	.74	.53
		Within Groups	4.56	82	.06		
		Total	**4.68**	**85**			
6	Promoting Informal Power	Between Groups	.82	3	.27	4.42**	.01
		Within Groups	5.07	82	.06		
		Total	**5.09**	**85**			
	Total	**Between Groups**	**.09**	**3**	**.03**	**1.17**	**.33**
		Within Groups	**2.19**	**82**	**.03**		
		Total	**2.29**	**85**			

** Statistically significant at level .01

From Table 4, it was revealed that the analysis of variance of the empowerment of administrators as perceived by faculty members classified by age showed no overall difference. However, providing resources and promoting informal power were significantly different at the .01 level. These differences will be further analyzed with LSD pairwise comparisons in Table 5.

Table 5 The comparison of pairwise differences using LSD in the empowerment of Administrators as perceived by faculty members in the aspects of Providing Resources and Promoting Informal Power, classified by age

(n=86)

Age		Less than 30 years old	31-35 years old	36-40 years old	More than 40 years old
Providing Resources	$\bar{X}$	4.43	4.38	4.21	4.50
Less than 30 years old	4.34	-	-.04	.13	-.16**
31-35 years old	4.38		-	.17*	-.12
36-40 years old	4.21			-	-.29**
More than 40 years old	4.50				-
Promoting Informal Power	$\bar{X}$	4.37	4.27	4.54	4.49
Less than 30 years old	4.37	-	.10	-.17*	-.12
31-35 years old	4.27		-	-.27**	-.22**
36-40 years old	4.54			-	-.05
More than 40 years old	4.49				-

*Statistically significant at level .05

**Statistically significant at level .01

From Table 5, it was revealed that the comparison of pairwise differences using LSD in the empowerment of administrators, as perceived by faculty members in the aspect of Providing Resources, classified by age, showed significant differences

between three pairs: less than 30 years old and more than 40 years old, 36-40 years old and more than 40 years old, with statistical significance at the .01 level, and 31-35 years old and 36-40 years old with statistical significance at the .05 level.

In the aspect of Promoting Informal Power, significant differences were found between three pairs: less than 30 years old and 36-40 years old, with statistical significance difference at the .05 level, and 31-35 years old and 36-40 years old, as well as 31-35 years old and more than 40 years old, with statistical significance at the .01 level.

Table 6 Mean and standard deviation of the empowerment of administrators as perceived by faculty members, classified by educational level

(n=86)

Aspects	The Empowerment of Administrators	Educational Level					
		Bachelor's degree		Master's degree		Doctoral degree	
		$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD
1	Providing Opportunity	4.32	.15	4.31	.23	4.27	.25
2	Providing Information	4.33	.11	4.41	.21	4.29	.25
3	Providing Resources	4.33	.18	4.34	.21	4.52	.24
4	Providing Support	4.30	.13	4.37	.23	4.45	.19
5	Promoting Formal Power	4.29	.25	4.32	.24	4.36	.21
6	Promoting Informal Power	4.28	.24	4.43	.28	4.43	.21
	Total	**4.31**	**.10**	**4.36**	**.18**	**4.39**	**.18**

From Table 6, the mean and standard deviation of the empowerment of administrators as perceived by faculty members classified by educational level showed that all groups were at a high level. The highest was the doctoral degree group, ($\overline{X}$=4.39, SD=.18), followed by the master's degree group with the bachelor's degree group having the lowest mean.

Table 7 The analysis of variance of the empowerment of administrators as perceived by faculty members, classified by educational level

(n=86)

Aspect	Variables	Variance	SS	df	MS	F	p-value
1	Providing Opportunity	Between Group	.02	2	.01	.19	.82
		Within Group	3.92	83	.05		
		Total	**3.94**	**85**			
2	Providing Information	Between Group	.19	2	.10	2.47	.09
		Within Group	3.20	83	.04		
		Total	**3.40**	**85**			
3	Providing Resources	Between Group	.40	2	.20	4.59*	.01
		Within Group	3.58	83	.04	*	
		Total	**3.98**	**85**			
4	Providing Support	Between Group	.19	2	.09	2.29	.11
		Within Group	3.43	83	.04		
		Total	**3.62**	**85**			
5	Promoting Formal Power	Between Group	.04	2	.02	.40	.67
		Within Group	4.63	83	.06		
		Total	**4.68**	**85**			
6	Promoting Informal Power	Between Group	.38	2	.19	2.90	.06
		Within Group	5.51	83	.07		
		Total	**5.89**	**85**			
	Overall	**Between Group**	**.07**	**2**	**.03**	**1.23**	**.30**
		Within Group	**2.22**	**83**	**.03**		
		Total	**2.29**	**85**			

**Statistically significant at level .01

From table 7, it was revealed that the empowerment of administrators as perceived by faculty members classified by educational level showed no overall

difference. However, the aspect of providing support was statistically significantly different at .01 level. These differences will be further analyzed with LSD pairwise comparisons in Table 8.

Table 8 The comparison of a pair difference with LSD of the empowerment of administrators as perceived by faculty members in the aspect of Providing Resources, classified by educational Level

(n=86)

Education Level		Bachelor's degree	Master's degree	Doctoral degree
3. Providing Resources	$\bar{X}$	4.33	4.34	4.52
Bachelor's degree	4.33	-	-.01	-.19*
Master's degree	4.34		-	-.18*
Doctoral degree	4.52			-

*Statistically significant at level .05

From Table 8, it was revealed that the comparison of pairwise differences using LSD in the empowerment of administrators as perceived by faculty members in the aspect of Providing Resources, classified by educational level, showed statistically significant differences at the .05 level between two pairs: Bachelor's degree and Doctoral degree, as well as Master's degree and Doctoral degree, with the Doctoral degree group scoring higher than both the Bachelor's degree and Master's degree groups.

Table 9 Mean and standard deviation of the empowerment of administrators as perceived by faculty members, classified by work experience

(n=86)

Aspects	The Empowerment of Administrators	Work Experience							
		1-5 years		10-6 years		11-15 years		More than 15 years	
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1	Providing Opportunity	4.34	.12	4.30	.20	4.28	.17	4.28	.37
2	Providing Information	4.34	.17	4.40	.18	4.35	.17	4.41	.29
3	Providing Resources	4.30	.16	4.34	.20	4.38	.17	4.48	.31
4	Providing Support	4.33	.13	4.43	.23	4.32	.20	4.43	.28
5	Promoting Formal Power	4.36	.20	4.30	.28	4.21	.07	4.39	.32
6	Promoting Informal Power	4.36	.24	4.33	.36	4.39	.19	4.52	.25
	Total	**4.34**	**.10**	**4.35**	**.16**	**4.32**	**.11**	**4.42**	**.28**

From Table 9, the mean and standard deviation of the empowerment of administrators, as perceived by faculty members classified by work experience, showed that all groups were at a high level. The group of more than 15 years had the highest mean ($\bar{X}$= 4.42, SD = .28), followed by the groups of 6-10 years, 1-5 years, and 11-15 years of experience.

Table 10 The analysis of variance of the empowerment of administrators as perceived by faculty members, classified by work experience

(n=86)

Aspects	The Empowerment of Administrators	Variance	SS	df	MS	F	Sig.
1.	Providing Opportunity	Between Groups	.08	3	.03	.55	.65
		Within Groups	3.86	82	.05		
		Total	**3.94**	**85**			
2	Providing Information	Between Groups	.07	3	.02	.57	.64
		Within Groups	3.33	82	.04		
		Total	**3.40**	**85**			
3	Providing Resources	Between Groups	.39	3	.13	2.96*	.04
		Within Groups	3.59	82	.04		
		Total	**3.98**	**85**			
4	Providing Support	Between Groups	.23	3	.08	1.81	.15
		Within Groups	3.39	82	.04		
		Total	**3.62**	**85**			
5	Promoting Formal Power	Between Groups	.43	3	.14	2.74*	.05
		Within Groups	4.25	82	.05		
		Total	**4.68**	**85**			

Table 10 (Con.)

Aspects	The Empowerment of Administrators	Variance	SS	df	MS	F	Sig.
6	Promoting Informal Power	Between Groups	.37	3	.12	1.85	.14
		Within Groups	5.52	82	.07		
		Total	**5.89**	**85**			
	Total	**Between Groups**	**.10**	**3**	**.03**	**1.28**	**.29**
		Within Groups	**2.18**	**82**	**.03**		
		Total	**2.29**	**85**			

*Statistically significant at level .05

From Table 10, it was revealed that the empowerment of administrators as perceived by faculty members, classified by work experience, showed no overall difference. However, in the aspect of providing resources and promoting formal power were statistically significant differences at the .05 level. These differences will be further tested with LSD pairwise comparisons in Table 11.

Table 11 The comparison of pairwise differences using LSD in the empowerment of administrators as perceived by faculty members in the aspect of Providing Resources and Promoting Formal Power, classified by work experience

(n=86)

Aspect	The Empowerment of Administrators		1-5 years	6-10 years	11-15 years	More than 15 years
	Providing Resources	$\bar{X}$	4.30	4.34	4.38	4.48
	1-5 years	4.30	-	-.04	-.08	-.18*
3	6-10 years	4.34		-	-.04	-.14
	11 15-years	4.38			-	-.10
	More than 15 years	4.48				-

Table 11 (Con.)

Aspect	The Empowerment of Administrators		1-5 years	6-10 years	11-15 years	More than 15 years
5	**Promoting Formal Power**	$\bar{X}$	4.36	4.30	4.21	4.39
	1-5 years	4.36	-	.04	.15	-.03
	6-10 years	4.30		-	.09	-.09
	11 15-years	4.21			-	-.18*
	More than 15 years	4.39				-

*Statistically significant at level .05

From Table 11, it was revealed that the comparison of pairwise differences using LSD in the empowerment of administrators as perceived by faculty members in the aspect of Providing Resources, classified by work experience, showed a statistically significant at the .05 level between the group of 1-5 years and more than 15 years, with the more than 15 years group scoring higher than the 1-5 years group. Additionally, in the aspect of Promoting Formal Power, a statistically significant difference at the .05 level was found between the group of 11-15 years and more than 15 years, with the more than 15 years group scoring higher than the 11-15 years group.

Discussion

1. The empowerment of administrators as perceived by faculty members in the Yaha School of Built Environment of Haikou University of Economics in overall was high. All aspects were rated at a high level. It might be because the administrators have motivated faculty members by providing opportunities for challenging work and career growth. They share crucial information about faculty and university performance, offering necessary resources that also enable faculty to work efficiently by providing support, promoting formal power and informal power and make most faculty member to have a high perceived and satisfy administrator's role in empowerment.

As some evidence showed the importance of the empowerment of personnel in universities in China, Chen and Zhang (2018), Liu and Wang (2017), and Zhang and Liu (2019) focus on fostering enthusiasm, creativity, and innovation in education. It involves raising awareness, developing potential, and creating a sense of love and bonding toward work. Empowerment supports individuals in controlling their operations and making decisions to achieve high-quality results and success. A positive management process and environment ensure personnel enjoy their work, while promoting morality, kindness, and professional growth. Encouraging self-development and professional expertise results in better attitudes toward work and the organization. Empowered personnel are motivated to create positive change and collaborate effectively towards common goals. Empowerment strategies, as suggested by Kinlaw (1995), involve administrators acting as facilitators, promoting learning, and enabling employees to achieve work goals. Also, Wilson & Laschinger (1994) stated that it builds confidence, drives innovation, and ensures continuous work development, resulting in organizational effectiveness. Collaboration in decision-making and a fair reward system further motivate employees and foster a deep commitment to the organization. Inclusive decision-making processes engage faculty in institutional success, increasing their sense of ownership and engagement (Kouzes & Posner, 2012). Lastly, a supportive and collaborative institutional culture encourages innovation, collaboration, and mutual respect, further empowering faculty members. These elements collectively contribute to the high levels of perceived empowerment among faculty. The result aligned with the study of Bogler and Nir (2012) found that empowerment allows teachers to have or create opportunities in their work and life, make decisions freely and take responsibility. The most influential dimension of empowerment predicting teacher intrinsic satisfaction is self-efficacy, a psychologically oriented variable, while the most powerful dimension of empowerment predicting extrinsic job satisfaction is earned status and respect, a sociologically oriented variable.

2. The comparison of leadership roles of administrators as perceived by faculty members in the Dance College, Haikou University of Economics, classified by gender, age, educational level, and work experience as following:

2.1 The comparison of the mean and standard deviation of the empowerment of administrators as perceived by faculty members classified by gender showed no differences overall or in any specific aspect. This suggests that both male and female faculty members perceive the empowerment provided by the administrators similarly across various dimensions of empowerment. This finding aligns with several studies indicating that gender does not necessarily influence perceptions of administrative empowerment in academic settings. According to a study by Madsen (2012), gender differences in perceptions of leadership and empowerment tend to diminish in environments where inclusive practices are emphasized. Madsen found that in universities where policies and leadership practices are designed to promote equity, both male and female faculty members tend to report similar levels of perceived empowerment. Additionally, a study by Benschop and Van Den Brink (2014) highlights that organizational culture plays a crucial role in shaping perceptions of empowerment. In institutions with a strong culture of support and collaboration, gender disparities in perceived empowerment are less likely to occur. This suggests that the Yaha School of Built Environment may have successfully fostered an inclusive and supportive environment where both male and female faculty members feel equally empowered by their administrators.

2.2 The comparison of the mean and standard deviation of the empowerment of administrators as perceived by faculty members classified by age showed no overall difference. However, “Providing Resources” and “Promoting Informal Power” were statistically significantly different at the .01 level. In the aspect of Providing Resources, showed significant differences between three pairs: “Less than 30 years old” and “More than 40 years old”, “36-40 years old” and “More than 40 years old”, with statistical significance difference at the .01 level, and “31-35 years old” and “36-40 years old” with statistical significance difference at the .05 level. In the aspect of Promoting Informal Power, significant differences were found between three pairs: “Less than 30 years old” and “36-40 years old”, with statistical significance difference at the .05 level, and “31-35 years old” and “36-40 years old”, as well as

“31-35 years old” and “More than 40 years old”, with statistical significance difference at the .01 level. These findings indicate that age can play a role in how faculty members perceive different aspects of empowerment. The significant differences in “Providing Resources” between certain age groups suggest that younger and mid-career faculty might have different expectations or experiences regarding resource availability. Younger faculty may be more accustomed to modern technological tools and thus may have higher expectations for resource provision compared to their older counterparts. This is supported by the study of Liu and Zhang (2018), which found that younger faculty members in Chinese universities often seek more technological and research resources to enhance their teaching and research activities. In terms of “Promoting Informal Power”, the significant differences between age groups suggest that perceptions of inclusion in decision-making and influence vary with age. Younger faculty might feel less included or might perceive fewer opportunities to influence administrative decisions, as they may be newer and less established in their roles. This aligns with findings from Wang and Zheng (2019), which highlight that junior faculty in Chinese universities often feel less empowered in informal institutional settings compared to their senior colleagues.

2.3 The comparison of the mean and standard deviation of the empowerment of administrators as perceived by faculty members classified by educational level showed no overall difference. However, the aspect of “Providing Support” was statistically significant difference at .01 level between two pairs: “Bachelor’s degree” and “Doctoral degree”, “Master’s degree” and “Doctoral degree”, with the “Doctoral degree” group scoring higher than both the “Bachelor’s degree” and “Master’s degree” groups, This indicates that educational level impacts perceptions of support provided by administrators, particularly between those with a bachelor's degree and those with a doctoral degree. This indicates that educational level impacts perceptions of support provided by administrators, particularly between those with a bachelor's degree and those with a doctoral degree.

The significant difference in the aspect of “Providing Support” between

faculty members with a bachelor's degree and those with a doctoral degree suggests that the higher the educational attainment, the more critical the perception of administrative support. Faculty members with doctoral degrees might have higher expectations regarding the support provided by administrators, possibly due to their extensive academic and professional experience, which could make them more aware of the standards of support necessary for effective research and teaching. This aligns with the findings of Li and Gao (2017), who reported that in Chinese universities, faculty members with higher educational qualifications tend to have more significant expectations regarding administrative support, particularly in areas such as research funding, professional development opportunities, and access to resources. The study noted that these faculty members often require more specialized support to advance their research and academic endeavors effectively. Furthermore, Zhang and Liu (2019) found that administrators often provide more generalized support to faculty members with lower educational qualifications, which may suffice for their immediate teaching responsibilities but falls short of the more sophisticated needs of those with doctoral degrees. This disparity can lead to differing perceptions of administrative effectiveness and support.

2.4 The comparison of the mean and standard deviation of the empowerment of administrators as perceived by faculty members classified by work experience showed no overall difference. However, "Providing Resources" and "Promoting Formal Power" were statistically significantly different at the .05 level. In the aspect of Providing Resources, showed a statistically significant at level .05 between the group of "1-5 years" and "More than 15 years", with the "More than 15 years" group scoring higher than the "1-5 years" group. Additionally, in the aspect of Promoting Formal Power, a statistically significant at level of .05 was found between the group of "11-15 years" and "More than 15 years", with the "More than 15 years" group scoring higher than the "11-15 years" group.

The significant difference in perceptions of "Providing Resources" between faculty with 1-5 years of experience and those with more than 15 years of experience suggests that tenure and familiarity with institutional processes influence

how administrative support is perceived. Faculty with longer tenures might have developed more critical expectations regarding resource allocation, having experienced the institution's support over time and possibly witnessing fluctuations in resource availability. This finding aligns with studies by Liu and Wang (2017), who observed that experienced faculty in Chinese universities often demand more comprehensive and consistent resource support due to their extensive involvement in advanced research and institutional development activities. In contrast, newer faculty members might have lower expectations or are still acclimating to the institution's resource allocation processes. Moreover, a study by Chen and Zhang (2018) highlighted that experienced faculty often feel that their contributions warrant better resource support, such as funding for research projects, access to advanced technology, and opportunities for professional development. They argue that adequate resources are critical for maintaining high standards in teaching and research, which are more pronounced in their expectations compared to less experienced faculty.

Recommendation

1. Future research may conduct longitudinal studies to understand the long-term effects of empowerment initiatives on faculty performance, job satisfaction, and institutional commitment. This approach will provide insights into the sustainability and long-term impact of empowerment practices.

2. It may be studied to conduct comparative studies across different types of institutions (e.g., research universities, teaching colleges) to identify best practices in faculty empowerment. Understanding how different contexts influence empowerment can help tailor strategies to specific institutional needs.

3. It may have the study to investigate the impact of technological advances on faculty empowerment, particularly focusing on how digital tools and resources can be leveraged to enhance faculty performance and satisfaction. This research can guide the development of technology-driven empowerment strategies.

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The Innovative Leadership for Administrators as Perceived by Faculty Members in Hainan Dongfang New Silk Road College

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Abstract

The objectives of this study were: 1) to examine the innovative leadership of administrators as perceived by faculty members at Hainan Dongfang New Silk Road College, and 2) to compare these perceptions across gender, age, educational level, and work experience. The sample consisted of 57 faculty members selected through stratified random sampling. The research instrument was a five-point Likert scale questionnaire, validated by three experts (IOC = 0.67-1.00) and demonstrating a reliability coefficient of 0.83. Data were analyzed using percentage, mean, standard deviation, t-test, and one-way ANOVA with LSD.

The findings revealed that faculty members rated the overall innovative leadership of administrators at a high level. Among the four dimensions, innovative vision received the highest mean score, followed by innovative teamwork participation, digital skills, and continuous learning adaptability, respectively. Comparative analyses showed no significant differences in perceptions when classified by gender, age, or educational level. However, work experience revealed a significant difference in the dimension of digital skills at the 0.05 level, with faculty members having 1-5 years or experience rating administrators significantly higher than those with 6-10 years of experience.

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Keywords: Innovative Leadership, Administrators, Faculty Members

Introduction

As globalization accelerates, educational exchanges and cross-border cooperation become more common. As an important city of the "Belt and Road" initiative, Hainan Province faces unprecedented opportunities and challenges in its education. According to UNESCO statistics, more than 6 million international students were studying abroad in 2021, of which Chinese students account for a considerable proportion (Ministry of Education of the People's Republic of China, 2022). As an important part of Hainan Province, Hainan Dongfang New Silk Road College (hereinafter referred to as "New Silk Road College") shoulders the important task of cultivating high-quality talents with an international vision and innovation ability. Since its establishment, the New Silk Road College has been committed to building an international and modern education platform to provide intellectual support for the economic and social development of Hainan and even the whole country.

The ability of leaders to inspire prodigious action in themselves and those around them during periods of idea generation and innovation is known as innovation leadership. Innovative leaders may encourage those around them to make their big aspirations and creative ideas a reality. Leaders are creative visionaries with big aspirations and new ideas. The sustainable development objectives can be achieved without compromising the resources required for future generations. It only concentrates on the expansion of resources to meet future needs over the long term. It is crucial to strike a balance between these, because without sound leadership direction, social, human, and cultural progress cannot occur. (Gayathri, 2024) The concept of innovative leadership might be a viable alternative to contemporary leadership for solving current problems effectively. Scholars have emphasized the dynamic nature of innovative Leadership, noting that it is particularly relevant in complex and rapidly changing environments such as higher education (Anderson et al., 2014; Denti & Hemlin, 2012). Innovative leadership for administrators in this era must

have digitization skills to inspire employees to be innovative so that they can perform higher, as it has been proven that leaders who have digital capabilities have a positive effect on innovative work behavior. Leaders must not only be able to command employees but also serve and motivate their subordinates. Leaders must be able to synthesis, communicate and embrace all colleagues.

The leadership style in today's digital era is more towards the use of information technology, which is developing on a large scale. All management activities can be monitored digitally, making it easier for leaders to do assessments or evaluations when something goes wrong. Digital leadership does not refer to someone who is an expert in assembling computers, operating computers, or programming, but someone who can lead organizations or companies using information and communication technology in the digital era to achieve organizational goals. Digital leadership is described as a leadership style resulting from a combination of transformational leadership style and the use of digital technology. In addition, digital leaders must also be able to innovate and collaborate with either elements of the organization or other stakeholders to find solutions. Therefore, digital leadership is required in the ongoing digital transformation process to manage changes and utilize technology quickly in various sectors, including the government sector. The same as in universities' human resources management, which consists of lecturers and educational staff, a leader who has the capability to carry out digital transformation is needed to achieve organizational success.

As one of the important higher education institutions in Hainan Province, the development of the innovative leadership of the New Silk Road College is not only related to the long-term development of the college itself, but also directly affects the process of education reform in Hainan Province and even the whole country. According to the "14th Five-Year Plan for the Development of Education in Hainan Province" issued by the Hainan Provincial Department of Education, by 2025, Hainan Province will strive to realize the higher education pilot zone and further promote the connotation-based development of higher education (Outline of the 14th Five-year

Plan for National Economic and Social Development of Hainan Province and the Long-Term Goals for 2035). In this setting, Administrators' awareness of innovative leadership at the New Silk Road College will become an essential indicator for assessing college development quality and educational reform efficacy. New Silk Road College (2024) in Hai Nan Province of China has 5 departments and 6 majors they are Software Technology, E-commerce, Digital Media Art Design, New Energy Material Application Technology, Dance Performance, and Recreational Sports. According to the December 2024 Year-end report, the problems in the leadership team management of New Silk Road College are summarized and analyzed. The analysis of New Silk Road College reveals a significant gap in the innovative leadership capabilities of its leaders, particularly in areas such as vision, talent development, learning to adapt, digital skills leadership, and teamwork and coordination of leadership across departments. This deficiency hampers the academy's ability to create and implement effective innovation strategies. Innovative leadership is crucial for university administrators. It is not only a necessary ability to cope with educational reforms, but also the key to improving the school's comprehensive strength and social influence. By continuously cultivating and practicing innovative leadership, university administrators can lead the school to achieve outstanding development in the new era.

Research Objectives

1) To study the innovative leadership of administrators as perceived by faculty members in Hainan Dongfang New Silk Road College.

2) To compare innovative leadership of administrators as perceived by faculty members in Hainan Dongfang New Silk Road college, when classified by gender, age, educational level, and work experience.

Research Hypothesis

Innovative Leadership of administrators as perceived by faculty members in Hainan Dongfang New Silk Road college is different when classified by gender, age, educational level, and work experience.

Conceptual Framework

The dependent variable, innovative leadership, is conceptually based on the work of Puttitaweesri et al. (2024), specifically their study, "Exploring Challenges and Factors Influencing Teachers' Digital Innovative Leadership in Education' and the research by Fu (2025), "The Guidelines for Administrators in Innovative Leadership Development in Guangdong Dance and Drama Vocational College, Guangdong".

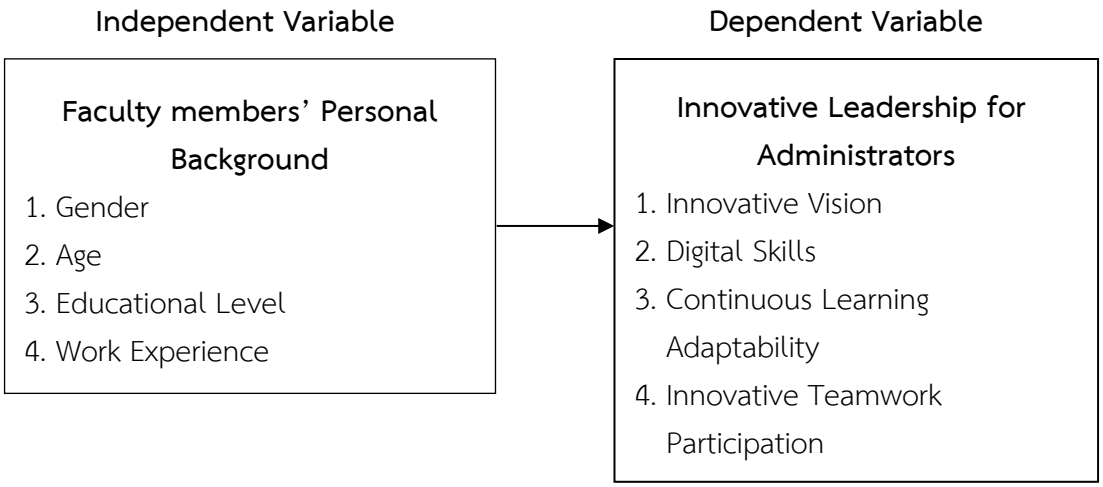

Figure 1 Conceptual Framework

Research Methodology

Research Design

The research selected respondents from Hainan Dongfang New Silk Road College. In selecting the 57 respondents, the researcher used stratified random sampling according to majors, following Krejcie and Morgan's table (1970) to determine the sample size for a given population and selected by simple random sampling (Krejcie and Morgan, 1970 as cited in Petchroj et al., 2019).

The research instrument was a questionnaire for collecting data was a questionnaire which was checked for validity by three experts. It had a questions value of 0.67-1.00, and reliability by Cronbach' alpha coefficient at 0.83 Interview form included a concluding question about adjustment in the management.

This study will use a questionnaire survey to collect data, using a quantitative research method.

The researcher distributes questionnaires via WeChat to faculty members to understand their views on the innovative leadership of administrators. This study focuses on 57 faculty members from the Hainan Dongfang New Silk Road College. Through data analysis, according to faculty members' views on innovative leadership for administrators, the latest ideas for innovative leadership for administrators are proposed.

Results

1) Analysis results of the research on "The Innovative Leadership for Administrators as Perceived by Faculty Members in Hainan Dongfang New Silk Road College", according to Table 1.

Table 1 Mean, standard deviation, meaning, and rank of the innovative leadership of administrators as perceived by the faculty members at New Silk Road College overall (n=57)

Aspects	Innovative Leadership	$\bar{X}$	SD	Meaning	Rank
1	Innovative Vision	4.34	.58	high	1
2	Digital Skill	4.29	.64	high	3
3	Continuous Learning Adaptability	4.27	.59	high	4
4	Innovative Teamwork Participation	4.30	.64	high	2
	Total	**4.30**	**.57**	**high**	

From Table 1, it was revealed that the faculty members' opinions on the innovative leadership of administrators were overall in high level ($\bar{X}$ = 4.30, SD= .57). When considering each aspect are high level, the highest aspect was Innovative Vision in high level ($\bar{X}$ = 4.34, SD = .58), followed by Innovative Teamwork Participation, Digital skill, and Continuous Learning Adaptability.

2) The comparison of the Innovative Leadership for Administrators as Perceived by Faculty Members, classified by gender, age, educational level, and work experience

Table 2 The innovative leadership for administrators as perceived by faculty members classified by gender

(n=57)

Aspects	Innovative Leadership	Gender				t	Sig.
		Male		Female			
		$\bar{X}$	SD	$\bar{X}$	SD		
1	Innovative Vision	4.40	.62	4.27	.53	.85	.40
2	Digital Skill	4.27	.69	4.32	.58	-.32	.75
3	Continuous Learning Adaptability	4.33	.59	4.19	.61	.83	.41
4	Innovative Teamwork Participation	4.27	.70	4.33	.56	-.33	.74
	Total	**4.32**	**.60**	**4.27**	**.54**	**.25**	**.81**

From Table 2, it was revealed that the innovative leadership of administrators as perceived by the faculty members at New Silk Road College classified by gender shows no difference in total and all aspects.

Table 3 The innovative leadership for administrators as perceived by Faculty members, classified by educational level

(n=57)

Aspects	Innovative Leadership	Educational Level				t	Sig.
		Bachelor		Master			
		$\bar{X}$	SD	$\bar{X}$	SD		
1	Innovative Vision	4.44	.61	4.27	.56	1.10	.28
2	Digital Skill	4.30	.73	4.29	.58	.06	.96
3	Continuous Learning Adaptability	4.26	.65	4.27	.56	-.06	.95
4	Innovative Teamwork Participation	4.31	.68	4.29	.61	.12	.90
	Total	**4.33**	**.63**	**4.28**	**.53**	**.31**	**.76**

From Table 3, it was revealed that the innovative leadership of administrators as perceived by the faculty members at New Silk Road College, classified by educational level, shows no difference in total and all aspects.

Table 4 Mean and standard deviation of the innovative leadership for administrators as perceived by faculty members classified by age

(n=57)

Aspects	Innovative Leadership	Age					
		Less than 30 years old		31-40 years old		More than 40 years old	
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1	Innovative Vision	4.30	.55	4.28	.65	4.48	.53
2	Digital Skill	4.39	.47	4.16	.72	4.32	.73

Table 4 (Con.)

Aspects	Innovative Leadership	Age					
		Less than 30 years old		31-40 years old		More than 40 years old	
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
3	Continuous Learning Adaptability	4.27	.58	4.26	.57	4.28	.67
4	Innovative Teamwork Participation	4.31	.57	4.15	.72	4.47	.61
	Total	**4.32**	**.51**	**4.21**	**.62**	**4.39**	**.61**

From Table 4, it revealed that the mean and standard deviation of the innovative leadership of administrators as perceived by the faculty members at New Silk Road College, overall classified by age, the highest is the group of more than 40 years old ($\bar{X}$ = 4.39, SD.=.61), follow by the groups of less than 30 years old and 31-40 years old.

Table 5 The analysis of variance of the innovative leadership of administrators as perceived by the faculty members at New Silk Road College, classified by age

(n=57)

Aspects	Innovative Leadership	Sources of Variance	SS	df	MS	F	Sig.
1	Innovative Vision	Between Groups	.45	2	.22	.65	.53
		Within Groups	18.50	54	.34		
		Total	**18.95**	**56**			

Table 5 (Con.)

Aspects	Innovative Leadership	Sources of Variance	SS	df	MS	F	Sig.
2	Digital Skill	Between Groups	.60	2	.30	.71	.49
		Within Groups	22.47	53	.42		
		Total	**23.07**	**56**			
3	Continuous	Between Groups	0.004	2	.002	.01	.99
	Learning	Within Groups	19.71	53	.37		
	Adaptability	**Total**	**19.72**	**56**			
4	Innovative	Between Groups	.91	2	.45	1.11	.34
	Teamwork	Within Groups	21.99	54	.41		
	Participation	**Total**	**22.90**	**56**			
		Between Groups	**.29**	**2**	**.15**	**.44**	**.65**
	Total	**Within Groups**	**18.01**	**54**	**.33**		
		Total	**18.35**	**56**			

From Table 5, the analysis of variance of the innovative leadership of administrators as perceived by the faculty members at New Silk Road College, classified by age, shows no difference in total and all aspects.

Table 6 Mean and standard deviation of the innovative leadership of administrators as perceived by the faculty members at New Silk Road College overall, classified by work experience

(n=57)

Aspects	Innovative Leadership	Work Experience					
		1-5 years		6-10 years		More than 10 years	
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1	Innovative Vision	4.41	.55	4.11	.69	4.42	.53
2	Digital Skill	4.48	.48	3.88	.79	4.34	.61
3	Continuous Learning Adaptability	4.38	.60	4.11	.60	4.24	.59
4	Innovative Teamwork Participation	4.42	.59	4.04	.71	4.33	.63
	Total	**4.42**	**.53**	**4.03**	**.65**	**4.33**	**.54**

From Table 6, it revealed that the mean and standard deviation of the innovative leadership of administrators as perceived by the faculty members at New Silk Road College overall, classified by work experience, the highest is the group of years 5-1 ($\bar{X}$ = 4.42, SD=.53), followed by more than 10 years and 6-10 years.

Table 7 The analysis of variance of the innovative leadership of administrators as perceived by the faculty members at New Silk Road College, classified by work experience

(n=57)

Aspects	Innovative Leadership	Sources of Variance	SS	df	MS	F	Sig.
1	Innovative Vision	Between Groups	.96	2	.48	1.44	.25
		Within Groups	17.99	54	.33		
		Total	**18.95**	**56**			
2	Digital Skill	Between Groups	3.11	2	1.55	4.20*	.02
		Within Groups	19.96	54	.37		
		Total	**23.07**	**56**			
3	Continuous Learning Adaptability	Between Groups	.62	2	.31	.88	.42
		Within Groups	19.10	54	.35		
		Total	**19.72**	**56**			
4	Innovative Teamwork Participation	Between Groups	1.23	2	.61	1.53	.23
		Within Groups	21.67	54	.40		
		Total	**22.90**	**56**			
	Total	**Between Groups**	**1.30**	**2**	**.65**	**2.05**	**.14**
		Within Groups	**17.06**	**54**	**.32**		
		Total	**18.35**	**56**			

*Statistically significant at the level of .05

From Table 7, it revealed that the analysis of variance of the innovative leadership of administrators as perceived by the faculty members at New Silk Road College, classified by work experience, Digital skill showed a significant difference at .01, in the aspects of Innovative vision, and continuous Learning Adaptability showed no difference.

Table 8 The pair difference of the item Digital skill by the faculty members at Work experience

(n=57)

Innovative Leadership		Work Experience		
		1-5 years	6-10 years	More than 10 years
Digital skill	$\bar{X}$	**4.48**	**3.88**	**4.34**
1-5 years	4.48	-	.60**	0.14
6-10 years	3.88			-.46*
More than 10 years	4.34			-

*Statistically significant at the level of .05

**Statistically significant at the level of .01

Table 8 revealed the pairwise differences in digital skills among teachers in different work experience groups. It shows how faculty members with different levels of work experience, 1-5 years, 6-10 years, and more than 10 years, rated administrators on their digital skills, showing a statistically significant difference between faculty with 1-5 years of experience was .60**, and a statistically significant difference between faculty with more than 10 years of experience was -.46*.

Discussion

1) The results showed that the aspect of innovative vision was at the highest level. Regarding the dimension of innovative vision, faculty members generally consider the overall level to be the highest. Among them, aspects such as “administrators aligning faculty work with long-term vision” and “administrators actively fostering organizational learning networks to support innovation” receive higher scores, while “administrators actively promoting collaboration to drive innovative solutions that enhance educational outcomes” scores relatively lower.

2) The results of comparison founded that these was not different when classified by gender, age, education level, but it of statistically significant at .05, revealed that faculty regard administrators' ability to analyze institutional data for strategic decision-making as crucial. During the ongoing digital transformation in education, leaders use data to identify development challenges, optimize resource allocation, predict risks, and shift from experience-based to science-driven management. Data transparency also enhances internal and external collaboration, supporting sustainable school development. Ellen (2013) in "Improving College Leadership: From Data to Decisions" highlights that data encompass observations of teaching quality and classroom content. Leaders can use data to create a culture of continuous learning for both staff and students, guiding improvements and collaborative research.

3) According to the research results in Table 8, there is a significant digital skills gap related to work experience. Teachers with 6-10 years of experience show "low points" across multiple dimensions, likely due to career burnout or transitional adaptation phases. Zhou (2001) in "Causes and Solutions of Professional Crisis among Middle-Aged Teachers" notes that mid-career teachers often struggle to adapt to rapidly evolving educational ideas and technology due to entrenched teaching philosophies. Guo (2014), in "A Survey on Mental Health and Stress Sources of Young Faculty in Vocational Colleges", highlights that young faculty members prioritize career development and that universities should foster a relaxed, democratic environment, listen to their input, and alleviate pressure to support their growth.

Recommendation

First, to implement an innovative vision effectively, institutions must establish a closed-loop system from strategic planning to execution, breaking down long-term goals into actionable annual and quarterly tasks. Cross-departmental collaboration and special funding are key to supporting joint innovation and overcoming execution gaps. As Chen (2022) suggests, administrators should follow a "consensus-execution-feedback" model: build shared understanding through clear goal setting (e.g., using SMART principles),

translate vision into individual responsibilities, and use dynamic feedback and data tracking to adapt strategies and drive collective progress.

Second, tiered digital training should be provided for administrators, with practical support from tech-savvy staff and a senior-led digital strategy team to improve efficiency through toolkits and early-warning systems. Liu (2024) emphasized that flexible working models can optimize teachers' schedules and enhance autonomy, as long as teaching quality is maintained.

Third, to enhance adaptability, institutions should implement biannual simulations of emergency scenarios--such as policy changes or technological updates--to strengthen administrators' rapid response skills. A closed-loop system for collecting and rewarding teachers' innovation suggestions should also be established, linking their participation to performance evaluations to drive both responsiveness and creativity. Liu (2023) emphasized that professional adaptability also depends on a culture of continuous learning. Instead of relying solely on top-down training, vocational colleges should promote self-directed learning by creating supportive environments, setting up relevant systems, and embedding independent learning into institutional culture.

Fourth, establish a hierarchical delegation system that assigns non-core tasks to teacher teams with a trial-and-error budget, while building knowledge-sharing platforms to connect career development with contribution value. Optimize team structures by forming senior advisory groups and mentoring plans to improve digital skills and management. Li (2024) highlights that managers should create a supportive, inclusive work environment that promotes resource sharing, open communication, and tolerance for failure to enhance trust, cohesion, and intrinsic motivation among employees.

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Counselors' Management for Students' Abilities at Nanhai College of Arts and Technology of Haiku University of Economics

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Abstract

The objectives of this research were 1) to study the counselors management for students' abilities at Nanhai College of Arts and Technology of Haiku University of Economics (HUE), 2) to compare the college counselors management for students' abilities at Nanhai College of Arts and Technology of HUE on perceived by a senior student, classified by gender and major of the respondent, and 3) to propose a guideline for supporting the counselors management of students abilities. The sample consisted of 80 students selected through stratified random sampling by major. The research instrument was a 5 point rating scale questionnaire with validity (IOC values) ranging from 0.67 to 1.00 and a reliability value of 0.99. The data were statistically analyzed using percentages, means, standard deviations, t-tests, One-way ANOVA, LSD, and content analysis.

The results of the research were as follows: 1) The counselors' management for students' ability at Nanhai College of Arts and Technology of HUE was at the highest level in total. The highest mean was execution ability, followed by communication ability, Innovation ability, and high level was guidance ability. 2) The comparison of the means by gender and major showed that in the overall and individual aspects were no difference, but when considering every item found that there was a statistically significant in guidance ability at a level of .01 in counselors guide students to explore their worldview, life and values, and significant at level .05 in counselors guide students to reflect on their own

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worldview, life and values. 3) The proposed guideline was that administrators should provide relevant opinions and guidelines on the adjustment of the counselors' management for students' ability.

Keywords: Counselor Management, Student Ability

Introduction

At the National Conference on Ideological and Political Work in Colleges and Universities held in Beijing, State president of China Xi Jinping, emphasized the importance of counselors' work and the need to strengthen the construction of the counselor team. At present, the overall quality of college counselors needs to be strengthened. The level of counselors' ability is directly related to the growth and success of students, and further to whether adhere to the strategic overall situation of developing socialism with Chinese characteristics and the realization of the Chinese dream. Therefore, it is necessary to vigorously strengthen the research on counselors' ability.

As the guide of students' daily life and the guides of their growth and development, counselors play a very important role in students' daily learning and future growth Yubeini (2023). In addition, counselors also play an indispensable role in the stable development of schools and society. Therefore, it is of great practical significance to improve the counselor's management ability in a targeted manner according to the characteristics of students in the new era. However, under the background of the new era, the job responsibilities, role positioning and working methods of counselors have experienced major changes, which also brings new challenges and opportunities to the development and growth of college counselors. In response to such problems, it is necessary to combine the development characteristics of colleges and universities with the growth goals of counselors to explore ways to improve the ability of counselors' students. The Ministry of Education of the People's Republic of China clearly pointed out that "counselors are an important part of the teaching and management teams of colleges and universities, and have the dual identities of teachers and cadres". Therefore, it is

necessary to focus on the cultivation of “qualified builders” and “reliable successors” and build a team of counselors with both moral integrity and strong leadership, which provides a theoretical basis and policy support for this article from the impact of leadership on the work of college counselors.

In Hainan, intensive training courses to improve the ability of college counselors are held every year, and each school needs to arrange counselors to participate in the training. This shows that Hainan Province attaches great importance to the improvement of counselors’ management abilities. At Haiku University of Economics, a counselor management ability improvement project is implemented every year, using the “Ingenuity·Education +” counselor growth plan as the carrier to establish a multi-level, multi-form, and fully-covered counselor ability improvement system.

Nanhai Institute of Art and Technology is an industrial college founded in reference Haiku University of Economics to integrate high-quality education and industrial resources at home and abroad, “integration of art and technology, integration of theory and practice, regional and internationalization, and practical and innovative”. According to the 2024 work report of Nanhai Art Vocational and Technical College, counselors have the following problems: First, counselors do not read particularly much, publish a small number of papers, and are not willing to actively participate in training; Second, counselors believe that the work content is complex and the work The pressure is high, the work efficiency is not high, and there is not enough time to innovate working methods; the ability for students to consciously abide by their own behavioral norms is not high. According to problems and concept of counselors management, researchers would like to study counselor management for student abilities. The research results will help improve counselors’ management student abilities and further complete the fundamental task of “establishing morality and cultivating people”. This can also provide valuable insights for other schools seeking to improve counselor management of student abilities.

Research Objectives

1) To study the college counselor management of student abilities at Nanhai College of Arts and Technology of Haiku University of Economics.

2) To compare the college counselor management of student abilities at Nanhai college of arts and technology of Haiku University of Economics classified by gender and major of the respondent.

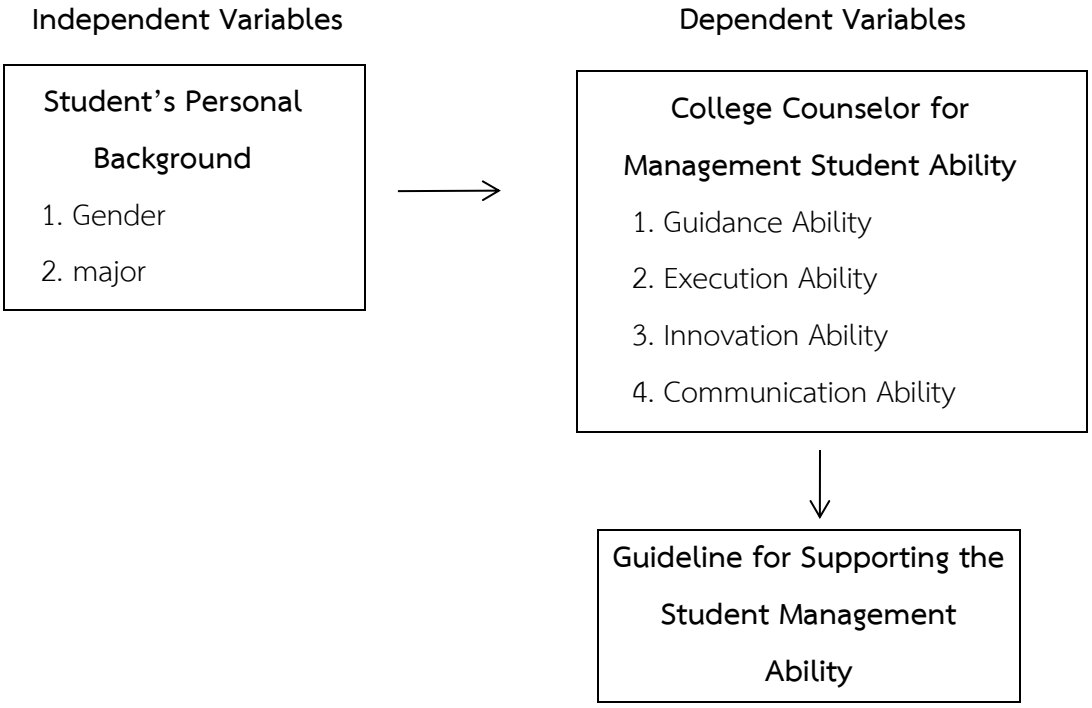
3) To propose guidelines for supporting the counselor management of students abilities.

Research Hypothesis

The senior students classified by different gender and majors have different opinions on counselors' management for students' abilities at Nanhai College of Arts and Technology of Haiku University of Economics.

Conceptual Framework

The independent variables are gender and the major of students in the Nanhai College of Arts and Technology of Haiku University of Economics. Linjie (2024) proposed in "How counselors guide students to establish a correct world view, life view and values"; Zuguang and Yuguang (2015) said in "Constructing a long-term mechanism to improve the execution of college counselors"; Qiuxu and Lingfei (2019) proposed in "Research on the Innovation Ability of College Counselors under the Perspective of Double Innovation Talent Cultivation"; Xiang proposed in (2018) "Analysis of the Impact of College Counselors' Communication Ability on Student Work Enthusiasm".



Research Methodology

Research Design

The research selected respondents from Nanhai College of Arts and Technology in Haiku University of Economics. In selecting the 80 respondents, the researcher used stratified random sampling according to majors, following by Krejcie and Morgan's table (1970) to determine the sample size for a given population and selected by simple random sampling (Krejcie and Morgan, 1970 cited in Laddawan Petchroj, 2019).

The research instrument was a questionnaire for collecting data was a questionnaire which was checked validity by three experts, it was a questions value at 0.67-1.00 and reliability by Cronbach' alpha co-efficient at .99 Interview form conclude question about adjustment in the management.

This study will use a questionnaire survey to collect data, using a quantitative research method.

The researcher distributes questionnaires via WeChat to students to understand their views on counselors' management abilities. This study focuses on 80 senior students from the Nanhai College of Arts and Technology, Haiku University of Economics.

Through data analysis, according to senior students' views on counselors' management abilities, the latest ideas for counselors' management abilities guidelines are proposed.

Results

1) Analysis results of the research on "Counselors Management for Students' Abilities at Nanhai College of Arts and Technology of Haikou University of Economics", according to Table 1.

Table 1 Mean and standard deviation of the counselors' management for students' abilities at Nanhai College of Arts and Technology of Haikou University of Economics

(n=80)

Aspect	Counselors Management	$\bar{X}$	SD	Level	Rank
1	Guidance Ability	4.48	.77	High	4
2	Execution Ability	4.56	.75	Highest	1
3	Innovation Ability	4.53	.81	Highest	3
4	Communication Ability	4.53	.77	Highest	2
	Total	**4.52**	**.76**	**Highest**	

From Table 1, it was founded that the total was at a high level ($\bar{X}$=4.52, SD=.76). The highest mean of aspect was the execution ability ($\bar{X}$=4.56, SD=.75) followed by communication ability, innovation ability, and high level was guidance ability.

2) Comparison counselors' management for students' abilities classified by gander and major

Table 2 Comparison of the management of students' abilities classified by gender

(n=80)

Aspect	Counselor Management	Gender				t	p-value
		Male		Female			
		$\bar{X}$	SD	$\bar{X}$	SD		
1	Guidance Ability	4.36	.79	4.59	.76	-1.27	.21
2	Execution Ability	4.43	.81	4.66	.69	-1.31	.19
3	Innovation Ability	4.39	.90	4.64	.71	-1.42	.16
4	Communication Ability	4.38	.84	4.65	.70	-1.57	.12
	Total	**4.39**	**.82**	**4.63**	**.70**	**-1.41**	**.16**

From Table 2, it was found that there was not different between males and females in total and individual aspects.

Table 3 Mean and standard deviation of counselor management for students' abilities classified by major

(n=80)

Aspect	Counselors Management	Major									
		Performance		Animation		Film and TV Technology		Art Education		Radio and TV Director	
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1	Guidance Ability	4.25	.78	4.90	.29	4.47	.91	4.43	.99	4.51	.67
2	Execution Ability	4.39	.78	4.91	.23	4.44	.90	4.50	.97	4.61	.64
3	Innovation Ability	4.34	.90	4.92	.25	4.35	.93	4.48	.97	4.64	.64

Table 3 (Con.)

Aspect	Counselors Management	Major									
		Performance		Animation		Film and TV Technology		Art Education		Radio and TV Director	
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
4	Communication Ability	4.40	.78	4.83	.50	4.39	.92	4.49	.97	4.58	.65
	Total	**4.35**	**.79**	**4.89**	**.31**	**4.41**	**.91**	**4.47**	**.97**	**4.59**	**.64**

From Table 3, it was found that the major of Animation was the highest mean ($\bar{X}$=4.89, SD=.31) followed by Radio and Television Director, Art education, Film and Television Technology, and Performance. When considering each item by One-way ANOVA, as showed in Table 4.

Table 4 The analysis of variance for counselors' management of students' abilities

(n=80)

Aspect	Counselors Management	Variance sources	SS	df	MS	F Ratio	p-value
1	Guidance Ability	Between groups	4.20	4	1.05	1.82	.13
		Within a group	43.51	75	.58		
		Total	**47.35**	**79**			
2	Execution Ability	Between groups	3.03	4	.76	1.37	.25
		Within a group	41.42	75	.55		
		Total	**44.45**	**79**			

Table 4 (Con.)

Aspect	Counselors Management	Variance sources	SS	df	MS	F Ratio	p-value
3	Innovation Ability	Between groups	3.88	4	.97	1.54	.20
		Within a group	47.35	75	.63		
		Total	**51.23**	**79**			
4	Communication Ability	Between groups	2.13	4	.53	.87	.47
		Within a group	44.97	75	.60		
		Total	**47.09**	**79**			
	Total	**Between groups**	**3.20**	**4**	**.80**	**1.40**	**.24**
		Within a group	**42.66**	**75**	**.57**		
		Total	**45.87**	**79**			

From table 4, it was found that counselors management for students' abilities at Nanhai College of Arts and Technology of Haikou University of Economics by majors was not different, when concern in each item, according to table 5.

Table 5 The analysis of variance of guidance ability in each item

(n=80)

Item	Guidance Ability	Variance Sources	SS	df	MS	F Ratio	p-value
1	Counselors guide students to explore on their own worldview, life, and values.	Between groups	11.07	4	2.77	3.81**	.01
		Within a group	54.48	75	.73		
		Total	**65.55**	**79**			

Table 5 (Con.)

Item	Guidance Ability	Variance Sources	SS	df	MS	F Ratio	p-value
2	Counselors guidance students to reflect on their own worldview, life, and values	Between groups	10.21	4	2.55	3.16*	.02
		Within a group	60.54	75	.81		
		Total	**70.75**	**79**			
3	Counselors guide students to establish correct academic values	Between groups	2.55	4	.64	.97	.43
		Within a group	49.40	75	.66		
		Total	**51.95**	**79**			
4	Counselors guide students to establish correct norms	Between groups	3.07	4	.77	1.29	.28
		Within a group	44.73	75	.60		
		Total	**47.80**	**79**			
5	Counselors guide students to complete their successfully studies	Between groups	1.40	4	.35	.49	.75
		Within a group	54.28	75	.72		
		Total	**55.67**	**79**			
6	Counselors guide students to healthy ideology morality	Between groups	4.48	4	1.12	1.85	.13
		Within a group	45.51	75	.61		
		Total	**49.99**	**79**			

Table 5 (Con.)

Item	Guidance Ability	Variance	SS	df	MS	F Ratio	p-value
7	Counselors guide students to establish correct life values	Between groups	4.17	4	1.04	1.57	.19
		Within a group	49.82	75	.67		
		Total	**53.99**	**79**			
8	Counselors guide students to thought healthily	Between groups	4.01	4	1.00	1.31	.25
		Within a group	53.99	75	.72		
		Total	**57.99**	**79**			
9	Counselors guide students to establish a correct outlook on employment	Between groups	3.33	4	.83	1.40	.24
		Within a group	44.55	75	.59		
		Total	**47.89**	**79**			

* Statistically significant at level .05

** Statistically significant at level .01

From table 5, it was found that counselors' management for guidance abilities at Nanhai College of Arts and Technology of Haikou University of Economics, classified by majors there showed statistically significant at results at the level .01 in counselors guide students to explore on their own worldview, life and values, and significant at the level .05 in counselors guiding students to reflect on their own worldview, life, and values.

Table 6 The pair difference of items for counselors guides students to explore and to reflect on their own worldview, life, and values by LSD

Item 1	Counselors Guide Students to Explore on Their Own Worldview, Life, and Values		Perfor-mance	Anima-tion	Film and TV Technology	Art Education	Radio and TV Director
	Major	$\bar{X}$	4.00	5.00	4.38	4.44	4.67
	Performance	4.00	—	-1.00**	-.38	-.44	-.67
	Animation	5.00		—	.43	.56	.33
	Film and TV Technology	4.38			—	-.06	-.29
	Art education	4.44				—	-.23
	Radio and TV Director	4.67					—
	Major	$\bar{X}$	4.00	5.00	4.38	4.38	4.42
	Performance	4.00	—	-1.00**	-.38	-.38	-.42
	Animation	5.00		—	.62	.62	.58
	Film and TV Technology	4.38			—	.00	-.04
	Art education	4.38				—	-.04
	Radio andTV Director	4.42					—

** Statistically significant at level .01

3) Guidelines for supporting the counselor management for student abilities at Nanhai College of Arts and Technology of Haikou University of Economics are as follows: Counselors should help students reflect on their own worldview, life, and values

by organizing in-depth dialogues, sharing life philosophies, and guiding students to participate in social practice. They encourage students to examine their own growth experiences, think about personal values and social responsibilities, and compare the impact of different life choices. Counselors can keep abreast of students' thoughts through regular one-on-one talks, class meetings, and participation in students' extracurricular activities. Counselors should remain calm and optimistic, proactively analyze the root causes of problems, and actively seek solutions. Counselors should have a deep understanding of students' daily ideological and moral conditions.

Discussion

1) The highest mean was the aspect of execution ability, which might be because the strength of execution ability might be that directly related to the quality of student training, school management efficiency, and the realization of educational goals. It was similar to Zuguang and Yuguang (2015) said in "Constructing a long-term mechanism to improve the execution of college counselors" that their execution was the key to the success of ideological and political education in colleges and universities. All colleges and universities must effectively build a long-term mechanism to improve the execution of counselors.

2) The comparison found in terms of gender and major, students majoring in Animation believe that counselors guide students to explore and reflect their own worldview, life, and values were higher than students majoring in Performance, and the differences were statistically significant (p-values < .05). This may be because students majoring in animation usually pay more attention to self-exploration and the excavation of their inner world. Compared with students majoring in performance, animation creation relies more on personal creativity and the construction of their inner world. It was similar to Lixing (2018) "A Preliminary Study on Ideological and Political Education Methods for College Animation Students" that animation students need to do a lot of painting during their studies. Painting requires keen observation. Therefore, most animation students have a rich inner world and outstanding imagination.

3) According to the research results, guidance ability is the lowest mean, and the lowest item is Counselors guide students to reflect on their own worldview, life, and values. Because it might be that the lack of in-depth psychological knowledge and effective communication skills makes it difficult to trigger students' self-reflection, or the failure to fully understand students' individual differences leads to guidance methods that are not precise and effective enough. It was similar to Linjie (2024) "How counselors guide students to establish a correct world view, life view, and values". Counselors should listen to students' views, doubts and confusions, and give students the opportunity to express their own worldviews, outlooks on life, and values. Every student is unique, and teachers should respect and understand their differences and provide personalized guidance and education.

Recommendation

According to the research results, the following suggestions are put forward for the counselor management students' ability at Nanhai College of Arts and Technology of Haiku University of Economics:

First through heuristic questions and feedback, counselors prompt students to recognize the limitations of their own concepts and encourage them to open their minds and accept multiple perspectives to form a more mature and positive life concept system. Practical Exploration of University Counselors in Guiding Students' Values" (Jing, 2024) states that through interaction and communication with students, university counselors can gain an in-depth understanding of students' personal characteristics, family background, social environment, and other factors, in order to provide targeted guidance.

Second counselors also use questionnaires and psychological assessment tools to systematically collect students' feedback information in order to more comprehensively grasp the students' ideological status, and then provide targeted guidance and help to promote the healthy growth of students. Junjie (2020) said in "The Path to Building the Execution Ability of Counselors in Local Colleges and Universities in the New Era": The execution ability of college counselors is different from the execution ability in the

ordinary sense. The execution ability of local college counselors are as follows timely understand the ideological dynamics of students, actively integrate into students, and actively carry out ideological guidance work.

Third counselors focus on self-reflection and ability improvement. Here is the correct English translation, keeping the original context and emphasis: According to Xue (2011), in “On the Cultivation of Innovative Ability of College Counselors,” college counselors must dare to face difficulties in their work, so as to achieve innovation in thinking, action, and theory in their work.

Fourth, they pay close attention to students’ words and deeds, and capture the signals of students’ ideological changes in a timely manner. According to Caicha and Huixin (2022), in “The Necessity and Path of Improving the Communication Ability of College Counselors under the New Situation,” counselors, as guides and close friends of students’ growth, should give full play to their good communication skills, enter students’ hearts, thereby gaining students’ trust and making students accept counselors’ suggestions.

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