

THE INFLUENCES OF VISIONARY LEADERSHIP ON THE INTERNATIONAL
COOPERATION IN ART EDUCATION MANAGEMENT
IN HIGHER EDUCATIONAL INSTITUTIONS,
LIAONING PROVINCE, CHINA

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ABSTRACT

To keep up with the fast-changing globalized economy and challenging government policies, higher education system in China has been demanded to accordingly strengthen its operation, so as to upgrade the nation's human resources with proper mindset and skills. The objectives of this research were: (1) To identify the status of international cooperation in art education management in higher educational institutions in Liaoning Province, China; (2) To identify influencing factors on the international cooperation; (3) To analyze the relationships among those influencing factors identified. and (4) To evaluate the models fit. The research methodology used was quantitative survey research. A total of 380 art teachers working in 15 public colleges and universities in Liaoning Province, China, in the academic year 2021 were selected, by using multi-stage random sampling, as samples for this study. A semi-structured self-rating questionnaire was used to collect data. The data analyses employed included frequency, percentage, mean, standard deviation, path analysis, and structural equations modelling. The research findings revealed that: (1) The international cooperation in art education management in colleges and universities in Liaoning Province was highly perceived by art teachers; (2) Except teachers' willingness, the influencing factors of international cooperation included visionary leadership, organizational reputation, and teachers' organizational commitment; (3) Visionary leadership

significantly exerted its influences on international cooperation both directly and indirectly via organizational reputation.; and (4) The models under study fitted the empirical data well.

Keywords: Visionary Leadership, International Cooperation, Organizational Reputation, Teachers' Organizational Commitment, Teachers' willingness, Higher education

1. INTRODUCTION

In higher education of various countries, the cultivation of international talents is positioned as one of the hot spots of national education reform and development. For a long time, the Chinese government has attached great importance to the international cooperation of colleges and universities, set a high level of international education as a standard to judge the educational quality of local colleges and universities, and promulgated a series of relevant policies and regulations related to international cooperation as vision of the development of colleges and universities (Ministry of Education of the People's Republic of China, 2010). In the “Belt and Road Initiative: BRI,” issued by the Ministry of education in 2016, has reiterated the supports and encouragements to deepen international cultural exchanges between China and foreign countries (Ministry of Education of the People's Republic of China, 2016). In the Implementation Plan for Accelerating the Modernization of Education (2018-2022), priority was also given to provide opportunities for promoting regional education exchanges and integration, speeding up training of high-level international talents, and improving the quality of Sino-foreign cooperation in running schools (General Office of the CPC Central Committee, 2019).

As a country with acute cultural heritage, art education in Chinese colleges and universities is faced with challenges and needs for change and innovate, especially in international exchanges and cooperation. Modern theories of changes and leadership were explored and introduced into the field of school education management, including art education, visioning to achieve the more effective and international-oriented system. Vision is the ideal state that organizations aspire to achieve in the future (Baum, E A Locke, & S A Kirkpatrick, 1998) (Bennis & B Nanus, 1985). Visionary leadership is the leader's imagination of the future organizational state; the leader effectively describes the vision and passes it on to the followers; empowerment enables the followers to effectively perform the vision (Westley & Mintzberg, 1989). (Senge, 1990) and (Collins. & Porras, 1996) make us have a deeper understanding of vision and visionary leadership. AS an organization, colleges and universities can promote the general concept of vision. School vision refers to the future development scene of the school that teachers, students, and employees agree and expect according to the mission, value orientation and

future blueprint of the school. A good school vision consists of the following three elements: a clear school mission, a description of school values, and a clear blueprint for the future of the school. School mission, core values and future blueprint are interrelated and organically combined. The school vision management refers to the process of building a set of mission, core values and future blueprint shared by school members, integrating personal vision and school common vision, guiding and motivating school members to act consciously driven by them, to promote the healthy growth of students and improve the level of school running. School transformational leadership is mainly applying transformational leadership concepts or related theories to specific school situations, and expand, test, and revise transformational leadership behaviour in the field of school education. (Leithwood, 1992). With the advancement of economic globalization and educational globalization, colleges and universities are facing a more dynamic and complex external environment, and their teaching objectives and teaching methods are also changing accordingly. How leaders grasp future development opportunities in a complex and changeable environment and how to encourage teachers to persevere in achieving common goals in uncertainty are very important issues. These are the challenges that leaders in higher education organizations need to deal with. All the above attributes refer to innovative ways of thinking, decision-making and strategy of the leadership. It can be assumed from the discussion that innovative and visionary leadership, among other features, can prove to be better for the organization to achieve success, development, and Sustainability (Gesell, 2010). From the five-stage model, we can see that visionary leaders play different roles in different stages of vision formation. On the other hand, visionary leadership is influenced by many factors, including visionary leaders' characteristics & followers' mentality & Leader subordinate exchange relationships and corporate culture (Wei & Qi, 2013). Visionary leaders are aware of the differences between the ideal and reality of the school and believe that there is a tension between the shared vision and the perceived limitations of the school. When visionary school leaders motivate their members to use this tension creatively, it can not only become generative but also release their inner creative enthusiasm. Moreover, the ability of vision transmission and communication is very important for school leaders because the core function of school organization is to "achieve the expected goal state" (Li, 2015). One of the main responsibilities of school leaders is undoubtedly to encourage and encourage the members of the organization to accept these goal states. Whether these goal states are specific goals, core values of the organization, or the future goal states and highest ideals of the organization, such as vision. As the internationalization of art education has become the development trend of Chinese art

education and the standard to judge the overall strength of a school, the visionary leadership in the field of art education management in colleges and universities is particularly important. Chinese colleges and universities, especially local colleges, and universities, should focus on the long-term, achieve a higher level of art education positioning and development goal setting, and make better use of prospective leadership to improve the level of international cooperation in running schools and promote art education to a higher level. Under the "Double First-class" strategy, the internationalization of colleges and universities in Liaoning Province will help to improve the comprehensive strength and international competitiveness of higher education in Liaoning Province. As a major province of education, Liaoning Province must be at the forefront of the times, based on the existing advantageous resources and the joint support of society, schools, government, and other factors, continue to reform and improve, and build itself into a strong province of higher education. Therefore, to achieve the vision of internationalization of art education, it is of great significance to judge the impact of visionary leadership on international cooperation and its high influencing factors. Firstly, from the perspective of management, judging the impact of visionary leadership on international cooperation plays a certain role in promoting its implementation; Second, the judgment of high influencing factors of international cooperation can better promote the implementation of visionary leadership and determine better management methods and implementation methods; Third, it can provide a certain theoretical basis, promote Liaoning Province to explore the management mode of international cooperation and overseas learning and exchange of art education, better implement visionary leadership, and improve the international cooperation level of art education in Liaoning Province.

2. RESEARCH QUESTIONS

The following questions were set to guide this study:

1. Was there any relationship between visionary leaderships and international cooperation?
2. Was there any relationship between organizational commitment and international cooperation?
3. Was there any relationship between organizational reputation and international cooperation?
4. Was there any relationship between teachers' willingness and international cooperation?
5. Was there any relationship between visionary leadership and organizational commitment?
6. Was there any relationship between Visionary leadership and Organizational reputation?
7. Was there any relationship between visionary leadership and teachers' willingness?

8. Were there relationships among visionary leadership, teachers' willingness and international cooperation?

9. Were there relationships among visionary leadership, organizational reputation and international cooperation?

10. Were there relationships among visionary leadership, organizational commitment and international cooperation?

3. RESEARCH OBJECTIVES

The objectives of this study were:

1. To identify the status of international cooperation in art education management in higher educational institutions in Liaoning Province, China;
2. To identify the influencing factors on international cooperation;
3. To analyze the relationships among those influencing factors identified; and
4. To evaluate the model fit.

4. RESEARCH METHOD

This research was a quantitative, survey method, taking 3,124 art teachers of 28 public universities and colleges in Liaoning Province in 2021 as the research population. As shown in Figure 1, the sample selection of this study was drawn by a multi-state random sampling technique. The first step was a cluster random sampling to select 15 public universities and colleges in Liaoning Province. In the second step, a simple random sampling was employed to select 25 art teachers from each of the 15 public universities and colleges. The researcher determined sample size with Optimal Design plus Empirical Evidence, the sample size was approximately 375. To make accuracy in Confirmatory Factor Analysis the researcher has increased the sample size to be 380.

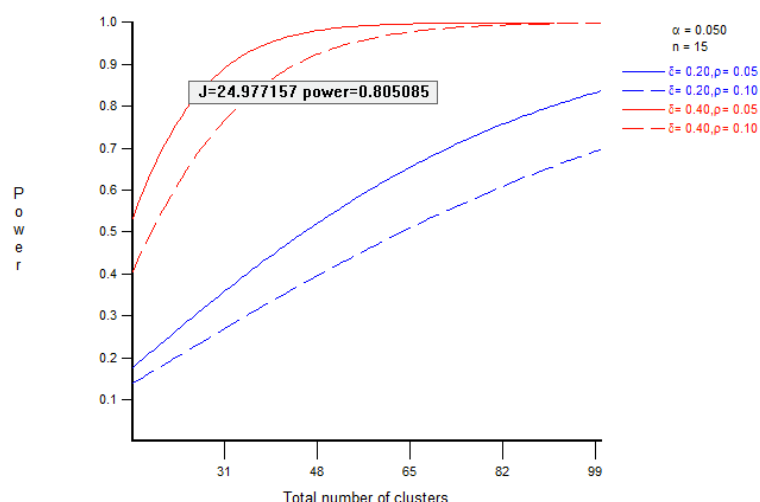


Figure 1 Optimal Design

The researcher employed a questionnaire which composed of six parts; Part I: Demographic variables (Checklist), Part II: Variables of Visionary leadership (five-level rating scale), Part III: Variables of Organizational reputation (five-level rating scale), Part **IV**: Variables of International cooperation (five-level rating scale), Part **V**: Variables of Teachers' organizational commitment (five-level rating scale) and Part **VI**: Variables of Teachers' willingness (five-level rating scale) respectively. The instrument used was developed by the researcher as self-rating questionnaire. The quality of questionnaire was assessed by content validity and reliability. For the content validity, it was checked by five experts and analyzed by Item-Objective Congruence (IOC), with the item value of 0.60 or more. For the reliability, it was analyzed by Cronbach alpha as shown in Table 1. The research questionnaire contains 5 variables and 57 measurement items. The duplicated questionnaires were sent to the selected samples by online, mail, and self-collection by the researcher.

Table1 Instrument qualities by sub-dimensions

Measures	Number of items	IOC	Item reliability	Cronbach's reliability
1. Visionary leadership	15	0.6-1.0	0.234-0.861	0.955
2. Organizational reputation	7	0.6-1.0	0.648-0.797	0.960
3. International cooperation	13	0.6-1.0	0.167-0.733	0.899
4. Teacher's organizational commitment	11	0.6-1.0	0,094-0.859	0.939
5. Teachers' willingness	11	0.6-1.0	0.125-0.666	0.900

5. RESEARCH RESULTS

1. Sample characteristics

The samples for this study was about equally shared by gender composition, with a slightly higher proportion (51.6%) of male teachers. Table 2 showed the general characteristics of sampled art teachers. It indicated that the majority of art teachers were in their prime working ages of 31 to 40 (35.3%) and 41 to 50 (33.9%) years old. Approximately three-fourth (75%) were holding Master's degrees, while the remaining were holding doctoral degrees or doctoral degree candidates. Slightly half (55%) of them were ranked as lecturers in Chinese professional ranking, followed by associate professors (27.4%). In terms of professional affiliation, there were great varieties of organizations or institutions among the majority of teachers (46.6%), followed by provincial first-class specialty (24.7%), and limited proportion (1.6%) attached to China's top professional specialty. In terms of professional categories, almost two-third (62.9%) were from Design Science, 20 per cents from Fine Art, and 13.2% were from Music and Dance. Details of each category were presented in Table 2.

Table 2 Frequencies and percent of personal of respondents.

Variables	Values	Frequency	Percent	Valid Percent	Cumulativ e Percent
Gender	male	196	51.6	51.6	51.6
	female	184	48.4	48.4	100
Age range	Below 30	37	9.7	9.7	9.7
	31~40	134	35.3	35.3	45
	41~50	129	33.9	33.9	78.9
	51~60	71	18.7	18.7	97.6
	More than 61	9	2.4	2.4	100
Educational level	Master's degree	286	75.3	75.3	75.3
	Doctoral candidate	94	24.7	24.7	100
Title	Assistant	30	7.9	7.9	7.9
	Lecturer	209	55	55	62.9
	Associate professor	104	27.4	27.4	90.3
	Professor	37	9.7	9.7	100
Discipline attribute	China's top professional	6	1.6	1.6	1.6

Variables	Values	Frequency	Percent	Valid Percent	Cumulativ e Percent
	National first-class specialty	35	9.2	9.2	10.8
	Provincial first-class specialty	94	24.7	24.7	35.5
	Others	177	46.6	46.6	82.1
	Unidentified	68	17.9	17.9	100
Professional category	Fine Arts	76	20	20	20
	Design Science	239	62.9	62.9	82.9
	Music and dance	50	13.2	13.2	96.1
	Radio, film and television drama	8	2.1	2.1	98.2
	Others	7	1.8	1.8	100
Total		380			100.00

2. Inter-correlation of variables

Table 3 showed the inter-correlation coefficients between variables as follows:

There was a significant positive correlation between visionary leadership (Vi-Lea) and international cooperation (In-Cor), and the Pearson correlation coefficient was 0.37, indicating a strong correlation.

There was a significant positive correlation between visionary leadership (Vi-Lea) and organizational reputation (Org-Rep), and the Pearson correlation coefficient was 0.47, indicating a strong correlation.

There was a significant positive correlation between teachers' organizational commitment (Org-Com) and international cooperation (In-Cor), and the Pearson correlation coefficient was relatively low of 0.03.

There was a significant positive correlation between organizational reputation (Org-Rep) and international cooperation (In-Cor), and the Pearson correlation coefficient was 0.51, indicating a strong correlation.

For the remaining, there were no significant positive correlation between the pairs of variables. On the contrary, there were negative signs of Pearson correlation coefficients.

Table 3 Inter-correlation coefficients between variables.

Variables	Vi_Lea	Org_Com	T_Will	Org_Rep	In_Cor
Vi_Lea	1.00				
Org_Com	-0.05	1.00			
T_Will	-0.10	-0.01	1.00		
Org_Rep	0.47**	-0.03	-0.06	1.00	
In_Cor	0.37**	0.03*	-0.10	0.51**	1.00

3. Decomposition of influencing factors

As can be seen from Table 4, the direct effects of independent variable (Vi_Lea) on international cooperation (In_Cor) were 0.18, the indirect effects were 0.0, the total effects were 0.18, and spurious effects were 0.28. The correlation between Achieve and the independent variables were 0.46, square pure was 0.21%.

The direct effects of independent variable (Org_Rep) were 0.54, the indirect effects were 0.29, the total effects were 0.83, and spurious effects were -0.62. The correlation between Achieve and the independent variables were 0.21, square pure was 0.04%.

The direct effects of independent variable (Org_Com) were 0.14, the indirect effects were 0.01, the total effects were 0.15, and spurious effects were 0.25. The correlation between Achieve and the independent variables were 0.04, square pure was 0.01%.

The direct effects of independent variables (Tea_Will) were -0.01, the indirect effects were 0.00, the total effects were -0.01, and spurious effects were 0.61. The correlation be.

Table 4 Direct effects, indirect effects, total effects, spurious effects, and the correlation between international cooperation (In_Cor) and the independent variables.

Independent variables	DE	IE	TE	Spurious	Pure	Square pure (%)
Vi_Lea	0.18	0.00	0.18	0.28	0.46	0.21
Org_Rep	0.54	0.29	0.83	-0.62	0.21	0.04
Org_Com	0.14	0.01	0.15	0.25	0.04	0.01
Tea_Will	-0.01	0.00	-0.01	0.61	0.60	0.36

4. Hypothesis testing

4.1 Direct effects hypothesis testing:

According to the results of the data analysis in Table 5, the hypothesis testing was summarized as follows:

Hypothesis H1: The visionary leadership (Vi_Lea) had a positive direct effects on international cooperation (In Coop), the estimated path coefficient was 0.18 and had statistically significant ($p=0.000$), which indicated that when the score of visionary leadership changed 1 unit the score of international cooperation would change 0.18 units in the same direction. This hypothesis was accepted.

Hypothesis H2: The organizational commitment (Org_Com) had a positive direct effects on international cooperation (In_Coop), the estimated path coefficient was 0.14 and had statistically significant ($p=0.000$), which indicated that when the score organization commitment changed 1 unit the score of international cooperation trend to change 0.14 units in the same direction. This hypothesis was accepted.

Hypothesis H3: The organizational reputation (Org_Rep) had a positive direct effects on international cooperation (In Coop), the estimated path coefficient was 0.54 and had statistically significant ($p=0.000$), which indicated that when the score of organization reputation changed 1 unit the score of international cooperation trend to change 0.54 units in the same direction. This hypothesis was accepted.

Hypothesis H4: The teacher's willingness (T_Will) had no direct effects on international cooperation (In Coop), the estimated path coefficient was -0.10 and had no statistically significant ($p=0.760$), indicating that the visionary leadership had no direct effects on international cooperation. This hypothesis was rejected.

Hypothesis H5: The visionary leadership (Vi_Lea) had no direct effects on organizational commitment (Org_Com), the estimated path coefficient was 0.08 and had no statistically significant ($p=0.13$), which shown that the visionary leadership had no direct effects on organizational commitment. This hypothesis was rejected.

Hypothesis H6: The visionary leadership (Vi_Lea) had a positive direct effect on organizational reputation (Org_Rep), the estimated path coefficient was 0.54 and had statistically significant ($p=0.000$), which shown that the visionary leadership had direct effects on organizational reputation. This hypothesis was accepted.

Hypothesis H7: The visionary leadership (Vi_Lea) has no positive direct effects on teacher's willingness (T_Will), the estimated path coefficient was -0.02 and had no statistically significant

($p=0.730$), which shown that the visionary leadership had no direct effects on teachers' willingness. This hypothesis was rejected.

4.2 Indirect effects hypothesis testing:

H8. The visionary leaderships had no indirect effects on international cooperation via teachers' willingness. The estimated path coefficient was 0.00 and had statistically significant ($p=0.820$), indicating that this hypothesis was rejected.

H9. The visionary leaderships had a positive indirect effect on international cooperation via organizational reputation. The estimated path coefficient was 0.29 and had statistically significant ($p=0.010$), which shown that the visionary leadership had positive indirect effect on international cooperation (In Coop). This hypothesis was accepted.

H10. The visionary leaderships had positive indirect effects on international cooperation via organizational commitment. The estimated path coefficient was 0.01 and had statistically significant ($p=0.160$), which shown that the visionary leadership had positive indirect effects on international cooperation (In Coop), and this hypothesis was accepted.

Table 5 Hypothesis testing.

Effects	Unstandardized		Standardized		z-test	P	Hypothesis
	Estimate	Estimate	S.E.				
Direct effects							
In_Cor <---Org_Com	0.14	0.55	0.04	3.75	***	H1	
In_Cor <---Org_Rep	0.54	0.08	0.05	10.37	***	H2	
In_Cor <---Vi_Lea	0.18	-0.02	0.05	3.61	***	H3	
In_Cor <---T_Will	-0.01	0.17	0.04	-0.31	0.76	H4	
Org_Com <---Vi_Lea	0.08	-0.01	0.06	1.52	0.13	H5	
Org_Rep <---Vi_Lea	0.54	0.15	0.04	12.98	***	H6	
T_Will<---Vi_Lea	-0.02	0.5	0.06	-0.34	0.73	H7	
R ² =0.41							
Indirect effects							
In_Cor <---T_Will	0.00	0.00	0.00	0.23	0.82	H8	
via <---Vi_Lea							
In_Cor <--- Org_Rep	0.29	0.28	0.04	8.10	***	H9	
via <— Vi_Lea							

Effects	Unstandardized		Standardized		S.E.	z-test	P	Hypothesis
	Estimate	Estimate	Estimate	Estimate				
In_Cor <---Org_com	0.01	0.01	0.01	0.01	1.41	0.16		H10
via <---Vi_Lea								

5. Test of model fit

According to the figure 2, the χ^2 was 1.383 with 2 df. The p-value was 0.501, which was not statistically significant, χ^2 /df less than 3, CFI more than 0.90, and RMSEA less than 0.08, indicating that the model under study fitted the empirical data well. So, it was concluded that the hypothetical model was right and the hypotheses within the model could be meaningful tested.

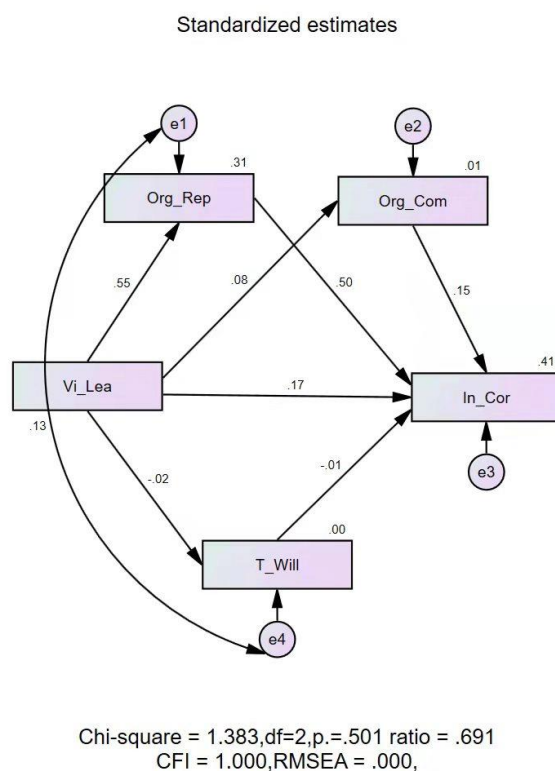


Figure 2 Standardized structural model.

6. CONCLUSION AND DISCUSSION

1. Conclusion

Based on the data collected from public colleges and universities in the contexts of Liaoning Province, China regarding the influences of visionary leadership on international cooperation in art education management, it could be concluded that: (1) Art teachers highly perceived the importance of international cooperation in art education management, though

the willingness and actual practice were rather moderate; (2) Visionary leadership, as perceived by art teachers, exerted its influences on international cooperation in art education management both directly and indirectly via other variables under study; (3) Visionary leadership also significantly affected organizational reputation, but not teachers' willingness, which, in effect, had no influences on international cooperation; (4) International cooperation in art education management was not only affected directly by visionary leadership, but also organizational factors, such as reputation, and teacher factors, such as organizational commitment; and (5) Visionary leadership also affected international cooperation indirectly via organizational reputation.

2. Discussion

1) Current situation of international cooperation in art education management in colleges and universities in Liaoning Province, China.

For many years, Liaoning higher art education has a number of well-known domestic colleges and universities, which have certain strengths in higher art education, such as well-known professional art colleges and universities and other well-known comprehensive universities. However, due to the different emphases of discipline construction, different management policies and other factors, many universities and foreign universities have not obtained many credits, degrees, and academic certification, so it is difficult to truly integrate into the international art higher education. For some art majors in comprehensive universities, it lacks humanistic thought in the education and management, ignoring the personality and participation of students. In terms of international cooperation, teachers' initiative and enthusiasm have not been fully respected. From the researcher's visit and investigation, it is learned that due to different management policies and training objectives, the art majors of comprehensive universities in Liaoning Province generally have problems such as insufficient teachers, insufficient equipment and lagging systematic management. Compared with the educational quality and teaching environment of professional art colleges, the teaching environment will inevitably affect their attraction to foreign excellent colleges and universities. The results of this study are basically consistent with the research mentioned by Changhong Pan in 2019. She believes that compared with the economically developed areas in China, the internationalization level of higher education in Liaoning needs to be strengthened. Both the political environment and the management system or service system of education internationalization are not very mature. Many colleges and universities do not realize the importance of internationalization of higher education in national talent development strategy, resulting in a poor number of international projects, less high-quality professional courses and international teacher development (Changhong, 2019).

Such circumstances seriously restricted the international development of higher art education in Liaoning Province.

2) Influencing factors of international cooperation in art education management

It was found that visionary leaderships had a positive effect on international cooperation. This research result is consistent with Ren Ke's research in 2020. It points out that as the leader of the University, the main function of the university president is to establish the organizational vision and the ability to guide, motivate and integrate the strength of organizational members to practice. The researchers believe that the construction of "Double First-class" universities and "Double First-class" majors is the development vision set up for colleges and universities at the national level, and an important factor identified as "double first-class" is the high-level international cooperative running of schools, which should also be set as the development vision of colleges and universities. The university president needs to confirm and practice the value logic of the University as knowledge inheritance and innovation. The university undertakes five functions: talent training, scientific research, serving the society, cultural inheritance and innovation, and international exchange and cooperation (Ke, 2020). In addition, the results of this study are consistent with the results of an in-depth study of 18 successful multinational enterprises (representing international cooperation) conducted in 2005. The study shows that these enterprises can survive mainly because their leaders can put forward a forward-looking and enlightening common vision and continuously promote the realization of the vision (Collins & Porras, 2005). In addition, the research results also play an important role in identifying future development opportunities and motivating employees in management practice (Xiaoyun & Junlong, 2004)

For the organizational commitment of teachers, it was found in this study to have a positive effect on international cooperation, which is consistent with the research conclusion by Ling, Ping, and Yue (2018) that organizational commitment was related to the realization of organizational goals, the generation of organizational effectiveness and teacher performance (Ling, Ping&Yue, 2018). In addition, Leithwood (1992) found that organizational commitment is closely related to organizational construction in the process of school reform (Leithwood, 1992). It is a key part to stimulate teachers' internal motivation and teachers' psychological state. Teachers' change commitment is the core element in the process of school reform. The positive impact of organizational commitment on international cooperation is compounded with the research conclusions of Xia Yang and Wen Li. (Xia & Wen, 2017) they believed that higher emotional commitment meant a closer emotional connection with the organization

and more willing to contribute to the development of the organization. Once a high degree of international cooperation in the school's development vision becomes a goal, organizational commitment will have a positive impact on it.

For the positive correlation between organizational reputation and international cooperation was the largest relationship between dependent variable and independent variable in this study. Yu Jiang and Zhao who argues that when improving social reputation, research universities should fully consider their higher education ecosystem, cultivate elite talents, innovate cutting-edge knowledge, and implement internationalization strategy in establishing mission and vision (Jiang, Yu, & Zhao, 2021). In addition, The finding of this study is consistent with the direction of Jie (2018) which argued that establishing and maintaining the good reputation of colleges and universities was the necessary guarantee for the healthy development of modern universities (Jie, 2018). For educational consumers, choosing universities with good reputation means that they have a comparative advantage in the future talent market competition, and attach the reputation value of the university to personal value, which realizes personal value-added to a certain extent; for educators, it means that they have good teaching and research conditions, relatively rich salary, high social reputation and good reputation, good development opportunities and broad development space.

This study found that teachers' willingness has no direct impact on international cooperation, which contradicted to previous studies elsewhere. For example, Childress, an American scholar argues that teachers play a key role in the process of university internationalization, and he believes that whether teachers hold a positive or negative attitude towards internationalization determines whether the university internationalization development strategy can be implemented. However, the results of this study are consistent with those of Hong and Yangjun (2012), which pointed out that although Chinese university teachers integrated more international ideas and contents into their teaching, at the level of curriculum design and reform, they did not implement these principles (Hong & Yangjun, 2012). In addition, Chen Hejun, found that teachers' wishes were not consistent with the corresponding internationalization indicators of internationalization activities (Hong & Chen, 2015). Comparatively speaking, the contextual differences between China and the United States is obvious. The samples of this study were art teachers in Liaoning public colleges and universities, which is different from the research sites and samples abroad. China has a strict system in the formulation and implementation of educational policies and guidelines. Its international exchanges and cooperation depend more on national policies, social factors, geographical factors, national habits, discipline differences and other factors.

The role of ordinary teachers is more of the implementer of policies. Whether the organization has a policy or vision of international cooperation will not affect whether teachers are willing to cooperate internationally and vice versa.

3) Relationships among influencing factors.

This study found that visionary leadership had neither positive direct effects on organizational commitment, nor positive indirect effects on international cooperation via organizational commitment. Although Xia Wen (2017) believes that higher emotional commitment means a closer emotional connection with the organization and more willing to contribute ideas to the development of the organization (Xia Wen, 2017), the results are different from Ling, Ping and Yue (2018), which found that vision incentives contributed the most to teachers' organizational commitment (Ling, Ping, Yue, 2018). For organizations that attach importance to leadership construction, the effectiveness of their leadership behaviors often needs to be mediated by employees' attitudes towards the organization to affect employees' performance and other indicators favored by the organization. The researchers believe that it is a feasible route to enhance teaching like an organizational commitment by improving visionary leadership, to promote higher, better, and more comprehensive international cooperation. One Belt-One Road pilot city is also being implemented in Liaoning, because of the implementation of the "double first-class" policy. International cooperation is one of the visionaries of many universities. Therefore, it is necessary to enhance visionary leadership. In particular, the heads of Art Majors in Liaoning public universities are often professionals in various art fields, and their personalities also have artist characteristics. They are a group of managers who need to learn visionary leadership most. Because of their unique artistic temperament and rebellious character, college teachers majoring in art generally don't care much about the policies and management of their organization. They are often busy with their teaching and major, and they are a part of the group that needs managers to lead through the implementation of visionary leadership.

In this study, visionary leadership had a positive effect on organizational reputation, and then further influenced international cooperation. Sun Peng found that strengthening the leadership construction of the school gradually lead to building a driving force for the sustainable development of the school itself. The findings were consistent with Li Penghu and Wang Mengwen (2022) in a sense that the principal is the first person responsible for the work of the school. According to the researcher's additional interview, it was found that the colleges and universities with high international level of Art Majors in Liaoning were often the ones with higher organizational reputations. For comprehensive universities, or non-professional art colleges,

better organizational reputation means the comprehensive strengths, which is also due to the long-term vision leadership management. Since China has always had a series of designs to divide the universities' excellence level, such as the "985 plan" and "211 plan", and the evaluation of the universities' comprehensive ranking, discipline and specialty ranking and other dimensions, the impacts of visionary leadership on the organization's reputation is very important.

In the case of the relationship between visionary leadership and teachers' willingness, this research showed insignificant finding. It can be explained by observing some similar studies. For example, Zhang Junfeng and Zhao Yingzhi (2020) found that young teachers generally understood and paid attention to the already developed plan for the construction of "double first-class" disciplines, but expressed limited enthusiasm and initiative to participate, different willingness behaviors, and specific method selection of young teachers to participate in the "double first-class" construction (Junfeng & Yingzhi, 2020). Also, the findings were in the same direction with Shu Junao, Limin and Li Bihong (2015), concerning the starting point of domestic university teachers' participation in internationalization were mainly focused on the improvement of internationalization level of the school, but paid insufficient attention to the internal needs and roles of teachers in establishing the plan and later participating in implementation of the plan. If teachers' participation in internationalization does not stem from their own needs, but from passivity, it is just an international indicator of the digital prosperity of schools, which cannot become a means to promote teachers' development.

This research was consistent with the research of Yu Kun, Liu Xiaoyan and Huang Youhuang (2017), which indicating that visionary leadership styles perceived by employees could not directly affect their behavior towards the organization, but indirectly through employees' sense of organizational support. For organizations that attach importance to leadership construction, the effectiveness of their leadership behaviors often needs to be mediated by employees' attitudes towards the organization, to affect employees' performance and other indicators favored by the organization. The finding was also consistent with the research of Chen Zhonghe and Chen Jiaqi (2017), indicated that visionary leaders were usually just guides. The reason for this phenomenon may due to the internal organizational structure of colleges and universities in Liaoning, China, where the affairs of teachers' participation in internationalization are excessively scattered in various functional departments, and overall coordination mechanisms are lacking. Supporting teachers' participation in international activities involves several types of measures, including school curriculum and teaching reform, research project funding, teacher employment and evaluation, international academic conference and study, as well as exchange

visits between international scholars and foreign students, which is prone to some work conflicts, resulting in low management efficiency.

4) Test of model fit

This study concluded that the hypothetical model was right and the hypotheses within the model could be meaningfully tested with empirical data obtained. Although it was found that the impacts of visionary leadership on teachers' willingness was not obvious, and it had no indirect impacts on the international cooperation through teachers' willingness, the researchers believe that this discovery is important in exploring how to use visionary leadership to promote good international cooperation of art majors in Liaoning public universities.

7. RECOMMENDATIONS

1. Recommendation for policy formulation.

The factors affecting the international cooperation of Art Majors in Liaoning public colleges and universities are complex, including not only the influences of external conditions, such as, social backgrounds, regional institutional factors, and operation modes, but also the influences of the management system of colleges and universities where art majors are located, individual differences, the reputation of colleges and universities, the visionary leadership of various majors. Based on the concept of visionary leadership role in promoting international cooperation and improve their international school running level, this study proposes the following suggestions:

1) Establish the vision of "high-quality international cooperation" as one of the school running visions, continuously optimize the allocation and resource sharing, and improve the international cooperation level of art and design education in Liaoning as a whole.

2) Give full play to the leading role of the government in the construction of "double first-class", clearly establish organizations to promote international cooperation and formulate a guaranteed system for international cooperation.

2. Recommendation for policy implementation

1) Implement visionary leadership and improve the internationalization competencies of teachers under the influence of organizational reputation.

2) Building concise and diversified international cooperation strategies on the premise of common vision.

3) Enhance school running characteristics and international influences, to promote more international cooperation.

4) Under the background of "new liberal arts", learn from the successful experience of international cooperation and exchange of other disciplines.

5) Implementing the concept of international talent training in art education.

6) Take the "One-Belt, One-Road" strategy as the driving force, and create new patterns of internationalization of Liaoning's art majors.

7) Enhance the reputation of art professional organizations in colleges and universities in Liaoning and improve the ability of "going out" to run schools.

3. Recommendation for further research

In the research process, the richness and complexity of variables involved in international cooperation of Art Majors in public colleges and universities in Liaoning Province have been identified and experienced. The current international cooperation of Art Majors in public colleges and universities in Liaoning Province basically focuses on colleges and universities with high popularity. Many universities still have a long way to go in international cooperation. The followings are some issues worth further investigation.

1) Vision leadership requires the establishment and implementation of leaders at all levels, such as deans of teaching and research offices, deans of departments, and especially deans of art major. Because there are many levels of Art Majors in public universities and the complexity of the international cooperation intention, it is necessary to determine different leadership in different cooperation levels, different schools and organizations. Different cooperation methods and cooperation intentions need different leadership behaviors. All of these aspects need future inquiry. 2) Teachers' willingness is not affected by visionary leadership as found in this study. The research results is sensitive to contextual conditions, and hence, further investigation and discussion are worth mentioning. 3) As a very important intervening variable, organizational reputation has an important role in mediating the impacts of visionary leadership on international cooperation, it is suggested that future study should focus on organizational reputation.

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