

## INSTRUCTIONAL LEADERSHIP OF ART DESIGN ADMINISTRATORS IN COLLEGES AND UNIVERSITIES UNDER SHENYANG CITY

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### ABSTRACT

The objectives of this research were: (1) to explore the components of instructional leadership of art design administrators in colleges and universities under Shenyang City. (2) to develop the managerial guidelines for components of instructional leadership of art design administrators in colleges and universities under Shenyang City.

The research was mixed methodology design which were comprised of quantitative research and qualitative research. The population included instructors and administrators in art design under Shenyang City, with a total of 1037. The sample size was determined by Krejcie and Morgan's Table (1970), and obtained by stratified random sampling technique, totalling 314. The key informants were composed of 9 key informants, deans, directors, instructors of art design in colleges and universities in Shenyang. The instruments used for data collection included a semi-structured interview, a five-level rating scale questionnaire, and note taking by Focus Group Discussion. The statistics used for data analysis was descriptive statistics and Exploratory Factor Analysis as well as content analysis was employed.

The research findings revealed that: (1) there were six components of instructional leadership of art design administrators in colleges and universities under Shenyang which consisted of curriculum and instruction management, supportive work environment, teacher's professional development, instructional process management, evaluation of instructional process, and communication of mission and objectives; (2) there were 18 guidelines as follows: strengthen the management of all courses and the instruction of courses; provide resources and support for instructional practice; improve the supervision system of

instructional process; strengthen the construction of instructional environment; strengthen home-school cooperation; perfect the psychological consultation mechanism of students; strengthen instructional reform and curriculum construction; strengthen the construction of teachers; strengthen the construction of experimental base; establish a instructional quality assurance system; establish instructional evaluation and monitoring system; regularly carry out instructional and research activities; establish a diversified instructional evaluation system; formulate systematic social practice standards; formulate standards for the growth of teachers and students; establish a correct educational concept; strengthen support for teacher training; strengthen support for students' professional development.

**Keywords:** Instructional Leadership, Art Design Administrators, Colleges and Universities, Shenyang City

## 1. Introduction

With the development of society and the continuous improvement of people's living standards, the application of art design is more and more widely. The demand for relevant talents in various majors of art design is increasing. The development of art design major in colleges and universities are paid more and more attention. A good development of art design specialty is inseparable from the instructional leadership of administrators, which is conducive to improving the instructional quality of art design specialty. Therefore, the research on the instructional leadership of art design specialty in colleges and universities is becoming more and more important. Improving the level of instructional leadership of art design major in colleges and universities is conducive to the construction and development of various majors of art design, improving students' ability, improving students' working ability in employment and shortening the adaptation time of work practice; The school can output better design talents for the society and better serve the society.

As far as the management of the art college is concerned, the most active factor in the management is people, and the president is the soul of the college. The president's leadership, management philosophy and leadership behavior are directly related to the survival and development of the college. The quality of the college depends on the collective efforts of the teacher team under the leadership of the president. In addition to undertaking the heavy administrative work, the Dean should also be aware of his teaching leadership role, improve his instructional leadership quality, and practice his instructional leadership responsibility will relate to the successful implementation of the new curriculum reform (Wang, 2019: 7).

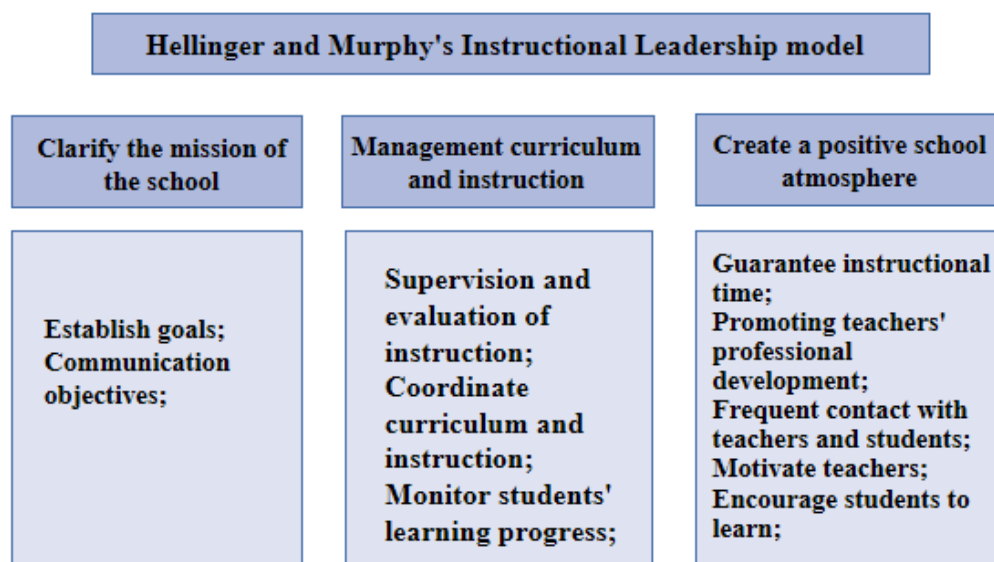
With the development of society, the research on the instructional leadership of art design specialty in colleges and universities is particularly important. Through the reflection on the research and current situation of instructional leadership of art design specialty in colleges and universities, this research focuses on the methods of instructional leadership of art design specialty in colleges and universities, enriches the dimensions of instructional leadership of art design specialty, so as to expand the research scope of instructional leadership of design specialty in colleges and universities and improve the management research of instructional quality, It provides new dimensions and theoretical possibilities for the instructional leadership, development and innovation of design major in art colleges. The instructional leadership of university administrators directly affects the teaching quality. Art design major in colleges and universities has its own characteristics, which requires managers to study instructional leadership according to the characteristics of art design major. This is very important for improving the instructional quality of design discipline. The research direction is in line with the needs of national conditions and the development of art design industry, which can promote the development of design education in art colleges and universities. Deeply understand the actual situation of the construction of art design specialty in colleges and universities, examine and reflect on the current educational leaders, analyze the actual situation and influence of various dimensions of instructional leadership to improve the instructional quality of art design specialty in colleges and universities, and explore its reasons. Accordingly, this research puts forward targeted thinking and suggestions on how to effectively lead the art design specialty in colleges and universities and improve the instructional leadership of administrators, so as to provide a new practical path for the educational development of art design specialty in Colleges and universities.

For the college of art and design, the realization of the training goal in education cannot be separated from the basic way of instructional leadership. The focus of education and instruction has begun to shift from the pursuit of quantity and efficiency to the pursuit of quality and quality. High quality education is inseparable from high-quality education leaders, and high-quality schools are inseparable from high-level college leaders(Wang, 2019, p. 23).

In 1982, Canadian scholars Leithwood and Montgomery formally put forward the concept of instructional leadership in the article "improving the role of primary and secondary school principals". They believed that "instructional leadership was usually regarded as a unique way of leadership in primary schools". Since then, instructional leadership had become a focus topic in the field of educational leadership research. Different scholars had different views on the connotation of instructional leadership. Deborah King pointed out that instructional leadership referred to "setting clear objectives, allocating instructional resources, managing school curricula

and instructional plans, supervising teachers' instructional plans and evaluating teachers". Benberg and Ander believe that the most important role of instructional leaders in the school was to "coordinate, monitor and develop the school's curriculum and instruction".

Hallinger and Murphy (Hallinger & Murphy, 1985, p. 217-247) defined instructional leadership as the behavior of principals leading and managing school instruction and promoting teachers' teaching and students' learning. Greenfield understands instructional leadership from a broad perspective. He believed that the essence of instructional leadership was that the principal creates a good teaching and learning atmosphere. Smith and Andrews pointed out that when principals were engaged in instructional leadership, they should play four roles: resource provider, instructional helper, communicator and visible existential.

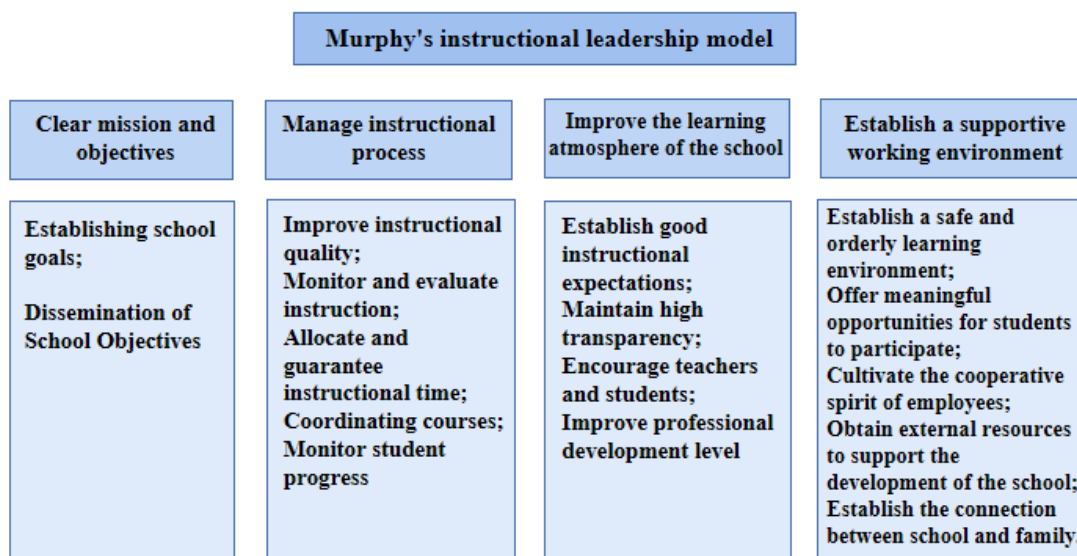


**Figure 1:** Hellinger and Murphy's Instructional Leadership model

(Source: Hellinger and Murphy's Instructional Leadership model)

In 1990, after consulting the literature on school effectiveness, school improvement, employee development and organizational change, Murphy modified the three-dimensional model of instructional leadership to a certain extent and proposed a four-dimensional model of instructional leadership. Namely, "clear mission and objectives", "manage instructional process", "improve school learning atmosphere" and "establish a supportive working environment". Among them, "clear mission" still constitutes the basic characteristics of instructional leadership. However, he added "improving instructional quality" to the role of "managing instructional process". In addition, he also expanded "improving good school atmosphere" proposed in the previous four-dimensional model to "improving school learning atmosphere" and "building a supportive

instructional environment". The four dimensions were specifically divided into 16 different role behaviors (Murphy, 1990: 200).



**Figure 2:** Murphy's instructional leadership mode

(Source: Murphy's instructional leadership mode)

Based on the instructional leadership model proposed by western scholars and China's education and instructional practice, many Chinese scholars had also put forward operational definitions and action guidelines on instructional leadership. More and more scholars were studying instructional leadership, which showed its importance. The objectives of this research were: (1) to explore the components of instructional leadership of Art Design Administrators in colleges and universities under Shenyang City. (2) to develop the managerial guidelines for components of instructional leadership of Art Design Administrators in colleges and universities under Shenyang City.

## 2. Methodology

The objective of research were: (1) to explore the components of instructional leadership of art design administrators in colleges and universities under Shenyang City and (2) develop relevant management guidelines, the research steps were as follows:

Step 1. Determining the variables of instructional leadership of art design administrators in colleges and universities, the researcher studied the concepts, principles, theories and other relevant literature of instructional management, and use the semi- structured interview for in-depth interview with three deans, three directors, three art and design teachers and nine key

principals of four art design in colleges and university under Shenyang City.

Step 2. Exploring the components of instructional leadership of art design administrators in colleges and universities under Shenyang City, the researcher used the instructional leadership variables in step 1 to compile a questionnaire as a instrument to collect data from the sample to determine the constituent components of the instructional leadership of art design administrator in colleges and universities under Shenyang City.

The questionnaire consisted of three parts ; Part I: demographic variables (Checklist) e. g. gender, age range, education level, working experience, position level, university attribute; Part II: instructional leadership variables (five-point rating scale)(65 items), and Part III: suggestions (open-ended). The Exploratory Factor Analysis was analyzed that instructional leadership of art design administrators in Colleges and Universities under Shenyang City mainly included six components: curriculum and instruction management; supportive work environment; teacher's professional development; instructional process management; evaluation of the instructional process; and communication of mission and objectives.

Step 3. Developing the managerial guidelines for components of instructional leadership of art design administrators in colleges and universities under Shenyang City, by qualitative research: the researcher used the components of instructional leadership in step 2 to develop managerial guidelines for the components of art design instructional leadership in colleges and universities in Shenyang City through Focus Group Discussion.

### 3. Results and discussion

The research finding revealed that:

(1) There were six components of instructional leadership of art design administrators in colleges and universities under Shenyang City which consisted of Curriculum and Instruction Management, Supportive Work Environment, Teacher's Professional Development, Instructional Process Management, Evaluation of Instructional Process and Commnication Of Mission And Objectives.

The researcher analyzed the arithmetic mean ( $\bar{x}$ ) and Standard Deviation (S. D. ) by comparing the derived arithmetic mean to the criteria based on Best's concepts. It showed the arithmetic mean, Standard Deviation, and level of each variable that was a variable of instructional leadership of art design administrators in colleges and universities under Shenyang City. It was summarized that overall, 65 ifems the arithmetic mean ( $\bar{x}$ ) was between 3. 39-3. 82, indicating that the respondents have an opinion on the level value of the variable by the arithmetic mean ( $\bar{x}$ ) was above the middle level, Standard Deviation (S. D. ) was between 0. 816-1.

225, indicating that respondents have quite different opinions on the variable. Perform descriptive statistical analysis on all scale questions, the maximum and minimum values were between 1-5, indicating that there were no extreme values, and the average of arithmetic mean ( $\bar{x}$ ) was 3.584, indicating that the agreement was high. The average of Standard Deviation (S. D. ) was 1.098, indicating that it basically conformed to the normal distribution.

Result of Data Analysis on Questionnaire: Exploratory Factor Analysis of components of instructional leadership of art design administrators in colleges and universities under Shenyang City.

#### 1. KMO-Meyer-Olkin and Bartlett's Test

**Table 1:** Shows KMO-Meyer-Olkin and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.909
Approx. Chi-Square		15767.121
Bartlett's Test of Sphericity	df	2080
	Sig.	0.000

It was summarized that the KMO test results of the data collected from the research were .909. Kaiser and Rice studied KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) to measure the suitability of the data on whether factor analysis techniques should be used and concluded that if KMO values  $\geq 0.8$ , then the data set could use factor analysis well. Therefore, this set of data was suitable for good Factor Analysis. Testing the relationship between variables by statistical values, Bartlett's Sphericity Test at statistical significance ( $\text{Sig } 0.000 \leq 0.05$ ) indicated that there was the coefficient matrix of variables. Therefore, the resulting information was appropriate to conduct further factor analysis.

2. Data Analysis Result on Questionnaire: Eigenvalues, Percentage of Variance, Percentage of Cumulative Variance.

This phase of analysis used factor extraction by Principle Component Analysis (PCA) with orthogonal rotation et. al and varimax rotation. The used criteria for consider factors were as follows; (1) 0.70 or higher was a practically significant factor loading, (2) eigenvalues greater than 1 according to Kaiser's Criterion, and (3) there were more than three components (Hatcher). When considering the above criteria, the number of components and the variance of the variables were obtained as shown in Table 2.

**Table 2:** Shows Data Analysis Result on Questionnaire: Eigenvalues, Percentage of Variance, Percentage of Cumulative Variance

Components	Rotation Sums of Squared Loadings		
	Eigenvalues	Percentage of Variance	Percentage of Cumulative
1	9.184	14.129	14.129
2	8.026	12.348	26.477
3	7.602	11.695	38.172
4	6.824	10.498	48.671
5	5.354	8.237	56.907
6	4.175	6.423	63.330

From Table 2, it was summarized that the number of components of instructional leadership of art design administrators in colleges and universities under Shenyang City. It was found that there were six components with an Eigenvalues greater than 1. When rotating the axis, it explained a total variance of 63.330 percent. It was generally believed that the total variance interpretation rate of the extracted factors was greater than 60%, indicating that sufficient information has been extracted. The validity of the scale was considered to be good.

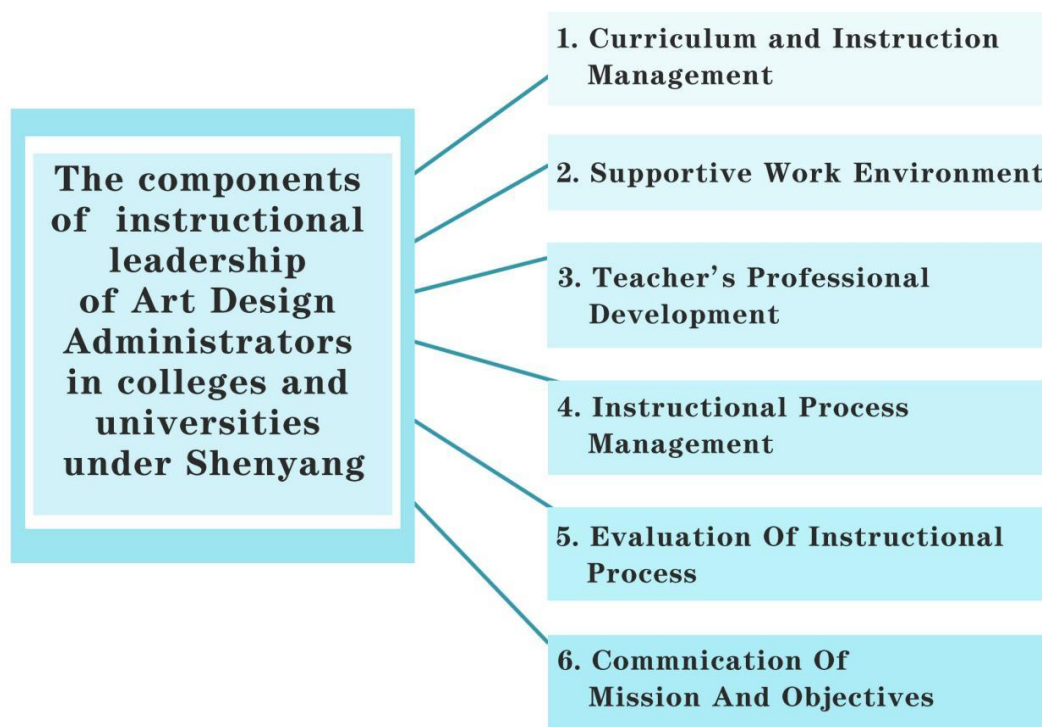
3. The factor loading, variables described in each of the main components after rotating the axis.

**Table 3:** Shows components of components of instructional leadership of art design administrators in colleges and universities under Shenyang City

Order	Components	Number of Variables	Factor Loading
1	Component1	15	0.730-0.820
2	Component2	12	0.738-0.833
3	Component3	12	0.724-0.778
4	Component4	10	0.733-0.824
5	Component5	9	0.691-0.823
6	Component6	7	0.609-0.823
Total		65	0.609-0.833



Based on the results of the analysis of components of instructional leadership of art design administrators in colleges and universities under Shenyang City using Exploratory Factor Analysis. It can be summarized as shown in Figure 3.



**Figure 3:** Shows the components of instructional leadership of art design administrators in colleges and universities under Shenyang City

(2) There are 18 guidelines: strengthen the management of all courses and the instruction of courses; Provide resources and support for instructional practice; Improve the supervision system of instructional process; Strengthen the construction of instructional environment; Strengthen home-school cooperation; Perfect the psychological consultation mechanism of students; Strengthen instructional reform and curriculum construction; Strengthen the construction of teachers; Strengthen the construction of experimental base; Establish a teaching quality assurance system; Establish instructional evaluation and monitoring system; Regularly carry out instructional and research activities; Establish a diversified instructional evaluation system; Formulate systematic social practice standards; Formulate standards for the growth of teachers and students; Establish a correct educational concept; Strengthen support for teacher training; Strengthen support for students' professional development.

### **Discussion**

Because instructional leadership should return to the educational essence of college

management. As an educational organization to cultivate people, education is the fundamental attribute of the colleges and universities. Instruction was the central work of the colleges and universities. What students could learn in the classroom was very important. Therefore, management courses and instruction are very important. This research finding was that , strengthening management courses and instruction was conducive to improving instructional quality. It was also very important whether students could use what they have learned. Art design itself serves people. It was not only about learning design theory, but also about transforming it into its own design ability through learning and applying it to practice. Therefore, practical courses were very important, which could better train students' practical ability. Strengthen the management of management courses and instruction, including the management of practical courses, so that students could really strengthen their theoretical learning and practical ability, which was also the basis of education, achieve the purpose of running a college, and improve the reputation of the colleges and universities.

This research finding was that, the establishment of college supportive working environment had a subtle impact on teachers' thoughts and teaching behaviors. How could teachers build community awareness in the college working environment, became the subject of self-conscious development and cooperate widely? The most fundamental motivation lied in teachers' sense of belonging to their college. The establishment of supportive working environment would enable teachers to have a sense of identity with learning. A good instructional environment and a resource-rich external environment were conducive to teachers' development, improve teachers' professional identity and work efficiency, and provide excellent teachers' guarantee for training new talents. Loving and dedicated teachers and good college environment can cultivate students with all-round development and healthy growth.

This research finding was that, professional level was the fundamental foundation for the development of colleges and universities, and teachers were the important academic resources of colleges and universities. The professional level of colleges and universities and the comprehensive quality and level of teachers determine the development level of all aspects of colleges and universities, which seriously affects the academic activities of colleges and universities, the overall quality of professional talent training and education, the level of comprehensive services for the society, and the level of resources obtained by colleges and universities through various ways and channels. Therefore, improving the professional development of colleges and universities was one of the key tasks of colleges and universities, refining the characteristics of running schools, improving the quality of education and instruction, and building a high-quality professional teacher team is an important task of the development of

colleges and universities.

This research finding was that , the management of instructional process in colleges and universities could start from the core process to avoid the confusion of management caused by the unclear working process of instructional management, unclear responsibilities and rights, and serious interference of human factors. It was the inevitable trend of instructional management reform in colleges and universities. To strengthen the management of instructional process was to improve the level of instructional management in colleges and universities and did a good job in service. By implementing the management instructional process, we could establish a human resources management and control system for teachers, and effectively control the implementation process of teachers' personal potential, personal satisfaction and motivation, honesty and ethics, faculty competence and human resources policy. By using modern management methods and principles, and through the management of instructional processes, we could fundamentally change the old way of traditional instructional management and improve work efficiency. In order to improve the level of instructional management and promote the development of colleges and universities.

This research finding was that , instructional evaluation was the baton of classroom instructional. It guided the behavior of teaching and learning in the classroom, scientifically establishes the content and standard of classroom instructional evaluation, and was helpful for implementing the new instructional concept. Evaluating the instructional process could guide the classroom instructional behavior, which played a key role in improving the instructional quality, and it promoted the all-round development of students.

This research finding was that, Commnication Of Mission And Objectives was very important. Peter Drucker, an American management scientist, first defined the concept of management by objectives (MBO) in 1954. He believed that objectives are prior to plans, and the real meaning of management is to set objectives. Only after establishing organizational objectives could various plans be formulated, could we determine what can be done to achieve objectives. Management by objectives was to take "objectives" as the starting point and destination of all activities of the organization and management. It required that the whole activity should be goal-oriented, and the results of the activity should be evaluated by the degree of completion of the objectives. Clarifying the mission, determining and disseminating the college objectives are conducive to the realization of the collegel objectives, the overall improvement of the college, and the mobilization of the enthusiasm of the instructional staff.

#### 4. Conclusion

The research finding were six components of instructional leadership of art design administrators in colleges and universities under Shenyang City which consisted of Curriculum and Instruction Management, Supportive Work Environment, Teacher's Professional Development, Instructional Process Management, Evaluation Of Instructional Process and Commnication Of Mission And Objectives.

#### 5. Recommendation

With the continuous development of society, modern education has made continuous progress. Based on the theory of instructional leadership in colleges and universities, combined with the actual development of education in China and the characteristics of art design, this paper puts forward the following recommendations:

##### 1. Improve the management curriculum and instructional system.

(1) Formulate a complete instructional system. Each art design specialty includes basic courses, professional courses, practical instructional activities and practical activities.

(2) Standardize all instructional documents and supervise the instructional objectives, contents, instructional methods, instructional plans, instructional evaluation, class hour allocation and other instructional documents of each course.

(3) Improve the supervision and management system of instructional process. Set up a course supervision team to supervise the instruction of teachers and students. Standardize the course review record file.

##### 2. Strengthen the establishment of supportive work environment.

(1) Strengthen the construction of instructional environment. Strengthen the construction of internal hardware environment and formulate corresponding environmental management system.

(2) Strengthen the construction of external resources, strengthen cooperation with all sectors of society, and establish long-term and effective cooperative relations.

(3) Strengthen home-school cooperation. Establish student family information files, keep in touch with parents, and feed back students' college situation.

(4) Improve the psychological counseling mechanism of students, and set up courses and activities of psychological counseling.

##### 3. Strengthen the professional development of the colleges and universities.

(1) Strengthen instructional reform and curriculum construction. According to the characteristics of the art design specialty, it should come in with the times and serve the society.

According to the social development, it should constantly update the instructional concept, carry out instructional reform, and build new courses according to the social needs.

(2) Strengthen the construction of teachers. Provide teachers with multi-dimensional instructional resources and related industries, encourage teachers to continue learning, improve teachers' professional development level, and give teachers appropriate learning subsidies.

(3) Strengthen the construction of experimental bases. Formulate perfect rules and regulations for the experimental base. It includes rules and regulations on the use and protection of equipment in the experimental base, the maintenance of the environment of the experimental base, the use time of the experimental base, and the safety of the experimental base.

#### 4. Strengthen the management of instructional process.

(1) Strengthen the construction of instructional management team, make a good plan for the construction of instructional management team, reasonably allocate instructional management personnel at all posts, strengthen the professional ability of instructional management team, and take incentive measures to stabilize the instructional management team.

(2) Establish a humanized instructional management system, simplify the instructional management process, emphasize the participation of teachers and students in instructional management, increase satisfaction and improve service quality.

(3) Establish a instructional quality assurance system, and the instructional management team urge the instructional units to improve the evaluation standards of education quality. According to the college's instructional quality monitoring and evaluation index system and evaluation standards, carry out the evaluation of instructional, management and learning.

(4) Establish a instructional evaluation and monitoring system to monitor whether the instructional quality assurance system of the instructional unit is perfect, and whether the instructional unit improves the instructional process according to the standards, including the input process and output process of instruction.

#### 5. Strengthen the evaluation instructional process.

(1) Establish a diversified instructional evaluation system, including curriculum evaluation, instructional achievement evaluation, practice activity evaluation, as well as expert, social and student feedback, and comprehensively evaluate the instructional process to test instruction.

(2) Develop teacher and student growth evaluation. The evaluation of teachers' growth includes: first, the evaluation of teachers' morality and style; Second, teacher evaluation under the curriculum model (curriculum objectives, curriculum content, instructional design,

instructional methods, and teachers' basic qualities); Third, the evaluation of scientific research projects (the evaluation of the development ability of project courses, including professionalism, integrity and expansibility. The evaluation of the implementation ability of project courses, including the design ability of instruction, the implementation ability of instruction, and the evaluation ability of instruction). Student growth evaluation includes: moral evaluation, cultural quality evaluation, professional quality evaluation, and practical activity evaluation.

6. Clarify the mission, determine and disseminate the objectives of the colleges and universities.

(1) Clarify the mission of the colleges and universities, formulate the long-term development planning objectives and phased work objectives of the university, formulate the professional construction plan of the university, and check and understand the completion in time.

(2) Through the democratic participation of teachers, improve the level of management by objectives, and establish and improve the constraint and incentive mechanism of management by objectives.

(3) The objectives of colleges and universities should be adjusted appropriately with the development of society.

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