

A STRUCTURAL EQUATION MODEL OF ADMINISTRATIVE FACTORS AFFECTING ADMINISTRATION EFFECTIVENESS OF HIGHER ART SCHOOLS IN LIAONING PROVINCE

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ABSTRACT

The objectives of this research were: 1) to study the administrative factors and components of administration effectiveness of higher art schools in Liaoning province.; 2) to study the administrative factors affecting administration effectiveness of higher art schools in Liaoning province and 3) to study the guidelines for improving the school administration effectiveness of higher art schools in Liaoning province.

The research was a mixed methodology research, include qualitative and quantitative reach. The research population included 5443 administrators, teachers and staffs from Higher Art Schools in Liaoning province, which conclude Comprehensive Universities, Professional Colleges and Higher art schools. The sample size was determined by G-Power, obtained by proportional stratified random sampling, totally 407 people. The key informants in the first phase were 7 experts and in the third phase were 9 experts, obtained by purposive sampling. The instruments used for data collection were, document data record sheet, semi-structured interview record, a 5-level rating scale questionnaire and focus group discussion record. The statistics used for data analysis were content analysis and Exploratory Factor Analysis (EFA) as well as descriptive statistics. And to develop the Structural Equation Model (SEM) as well as descriptive statistics.

The research found that: (1) There were 5 administrative factors of higher art schools in Liaoning province include; administrators' effectiveness, organizational communication,

educational resources, institution and mechanisms, and teachers' effectiveness. (2) The most affecting administrative factor was administrators' effectiveness, the second affecting factor was organizational communication, the last affecting factor was teachers' effectiveness. (3) The implementation guidelines that improving administration effectiveness consist of 5 parts as follows; administrators' effectiveness, organizational communication, educational resources, institution and mechanisms, and teachers' effectiveness.

Keywords: Administration Effectiveness, Administrative Factors, Liaoning Province

1. Introduction

Under the development of the new era, the administrative system of higher art schools in China has been constantly reformed and innovated. Although some achievements have been made, it is still restricted by traditional ideas, internal resources and other factors.

At present, for the effectiveness of higher art schools administration, one view holds that the effectiveness of administration should be understood as correctly handling the relationship between social and economic benefits of administration of higher art schools, and is the unity of efficiency, effect and benefit of administration. So that our administration work with the minimum input to obtain the maximum positive benefits and effects, to achieve the maximum functions and benefits of higher art schools administration. This view is determined by the multiple attributes of higher education. The administration of higher art schools is different from the administration of party and government organs and enterprise administration. It not only has certain characteristics of administration of organs, but also is a special industry. The characteristics of administration determine that the effectiveness of university administration activities can not only focus on social factors and spiritual factors, but also cannot simply pursue economic benefits. Only by correctly dealing with the relationship between social benefit and economic benefit in administration can we ensure the orderly development of administration system of higher art schools.

Another point of view is that the effectiveness of administration refers to the use of decision-making, organization, coordination and other functions of administration to obtain, balance and allocate various resources of running a higher art school, activate the vitality of running a higher art school, optimize the process of running a higher art school,

reduce the cost of running a higher art school, maximize the efficiency and level of running a higher art school, and promote the continuous development of higher art schools.

In fact, higher art schools did not have a huge administrative system to support at the beginning, but the rapid development of higher art schools in China made it need an administrative system to support. The emergence of administrative system is to support the development of higher art schools and provide support and guarantee for academic activities. The administrative functions of higher art schools take academic development as the starting point and attribution point, and serve academic activities and guarantee the development of higher art schools. Therefore, whether the operation of the administration system of higher art schools can give full play to the role of the development of higher art schools is also an important aspect of assessing the effectiveness of the administrative management of higher art schools.

2. Research Questions

2.1 What are the administrative factors and components of the school administration effectiveness of Higher Art Schools in Liaoning province?

2.2 What administrative factors affecting the school administration effectiveness of the Higher Art Schools in Liaoning province?

2.3 What is the guideline for improving the administration effectiveness of the Higher Art Schools in Liaoning province?

3. Research Objectives

3.1 To study the administrative factors and components of administration effectiveness of higher art schools in Liaoning province.

3.2 To study the administrative factors affecting administration effectiveness of higher art schools in Liaoning province.

3.3 To study the guidelines for improving the school administration effectiveness of higher art schools in Liaoning province.

4. Research Methodology

4.1 Research Design

Used mixed methods, both qualitative and quantitative. First the qualitative to determine the components and indicators of the administrative factors and components of administration effectiveness of higher art schools through content analysis from 21 documents (including 12 national documents, 9 international documents), including 7 key informants. And then used quantitative method, collected the data on the perceptions of the administrative factors and components items from respondents through a questionnaire. Afterwards, used qualitative methods, develop administration effectiveness guidelines through Focus Group Discussion.

4.2 Population and Sample

Population are administrators, teachers and staff, whom were all came from the 37 higher art schools in Liaoning province, China. It consisted totally number of the population are 5443 persons and sample are 407 persons. Administrators mainly include the dean, the person in charge of the department, and the director of the Education Affairs Office. Teachers and staff all came from the higher art schools.

4.3 Research Instruments

Used the software to create a five-point rating scale questionnaire for online data collection. It consists of three parts.

Part I: The basic information of the questionnaire interview statistics are divided into; gender, age range, education level, work experience of higher art schools, position, school type.

Part II: The questionnaire content about Factors Affecting The Administration Effectiveness of Higher Art Schools in Liaoning Province, China.

All types of questionnaires will be Likert's rating scale by 5 choices (Likert, R. 1932 p. 1-55). Strongly Disagree = 1, Disagree = 2, Uncertain = 3, Agree = 4, Strongly Agree = 5. All of these develop are to use the Item-Object Congruence (IOC) and Cronbach's alpha coefficient to find the validity and reliability. In the process of designing the questionnaire, there were totaling of 96 items after expert revision. And 87 items after the IOC conducted by 5 experts. After those got the reliability of the instrument by Cronbach's alpha coefficient. The researcher found 74 items were statistically analyzed and the data were obtained.

4.4 Data Collection

First, document collection is mainly through the library and the Internet. The data comes from the world -renowned scientific field citation, indexes, databases, such as CNKI, SAGE PUBLISHING, Proquest, and Z-library to electronic library etc. On the basis of consulting documents and relevant research, conduct a study of in-depth interview from 7 experts are all from the higher art schools in Liaoning province. A semi-structured interview recode form was used to collect the data. Second, data collected from the questionnaire is responded from 407 valid data for data analysis. Third, data collected from 9 experts through the focus group discussion of Higher Art Schools in Liaoning Province,

4.5 Data Analysis

First, use the matrix correlation data table to obtain the indicators (factors) and variables with the highest frequency. Second, the Structural Equation Modeling (SEM) will be used to analyze and test the factors affecting the administrative efficiency of higher art schools. In the analysis process. From the first step, data Analysis were used Exploratory Factor Analysis (EFA). The Kaiser-Meyer-Olkin (KMO) measure of sampling was required to be greater than 0.90 and the significance value was less than 0.05. And the second step use Confirmatory factor analysis(CFA) with the AMOS. Third, data analysis uses the content analysis by bring the experts' opinions to distinguish, categorize and prioritize guidelines to improve the factors influence of the administrative effectiveness of higher art schools in Liaoning province.

5. Research Results

5.1 Demographic Information

The demographic data of the respondents (n=407) shows that the respondents are male (52.3%) and female (47.7%). The age range most respondents are 36-45 years old (37.6%); 26 to 35 years old (31.4%); less than 25 years old (17.2%); more than 45 years old (13.8%) . Education level most respondents belong to bachelor's degree and master's degree (35.1%) and (48.2%) ; doctors and equivalent education (13.0%); postdoctoral and of the same degree(3.7 %). The working experience most respondents are from 6-10 and 11-15 years respectively(33.9%) and (44.0 %); worked during years 1-5(10.1%); worked for more than 15 years(12.0%). The position most respondents are

professional teachers (63.1%); staffs members of the school (23.3%); educational administrators (8.8%); 19 other personnel (4.7%). The school type most are from Comprehensive universities and Higher Art Schools, totaling (43.2%) and (34.2%), and Professional Colleges (22.6%).

5.2 Reliability analysis of initial measurement

The researcher has sent out 30 questionnaires to collect data from non-samples in order to consider the result of reliability. The reliability of Administrator Effectiveness is 0.978, the reliability of Institution and Mechanism Effectiveness is 0.981, the reliability of organizational communication is 0.976, the reliability of teacher effectiveness is 0.978, the reliability of educational resources is 0.976, the reliability of teacher satisfaction is 0.932, the reliability of students achievement is 0.926, and the reliability of parents satisfaction is 0.858. In this study, Cronbach's alpha coefficient above 0.70 was acceptable. All items were higher than 0.80, indicating that the reliability of this questionnaire is very high.

5.3 Exploratory factor analysis (EFA)

Through comprehensive analysis of the KMO value, variance interpretation rate, and factor load coefficients, etc., to verify the validity level of the data. Among them, the KMO value is used to evaluate the effectiveness of the data, and the variance interpretation rate value is used to illustrate the level of information extraction. The results of KMO value is 0.982, which indicates that the sample's adaptability is very good. Another test is the Bartlett's Test, which can be used to detect the independence between variables, and whether the correlation between variables is suitable for factor analysis. As a result, the approximate card value inspected by the Bartlett's Test, is 40897.438, the degree of freedom is 2701, and the significant level is 0.000. This result shows that the correlation between variables is significant.

Table 1 Showed Eigenvalues, Percentage of Variance, Percentage of Cumulative Variance of the administration effectiveness of Higher Art Schools in Liaoning Province.

Factors	Extracted Sums of Squares Loading (Extraction Method: Principal Factor Analysis)			Rotation Sums of Squared Loading (Extraction Method: Principal Factor Analysis)		
	Eigenvalues	Percentage of Variance	Percentage of	Eigenvalues	Percentage of Variance	Percentage of

			Cumulative			Cumulative
	5.980	8.621	8.621	3.649	8.445	8.445
	.205	.737	8.358	2.032	6.260	4.705
	.178	.348	6.706	1.978	6.186	0.891
	.402	.300	4.006	1.597	5.671	6.563
	.156	.616	9.622	.664	3.059	9.622

In the table 1, we can see that 5 main factors are extracted, and each main factors has a corresponding extraction load square and rotating load square. It can be seen that the extraction load of the first main factor is 35.980, which accounts for 48.621% of the total difference, and the accumulated total difference is explained to 48.621%. For the second main ingredient, its extraction load square and 7.205, accounting for 9.737% of the total difference, and the accumulated total difference was explained to 58.358%. Based on this, each main ingredient has a corresponding extraction load square. The accumulated total difference is interpreted as 79.622%.

Table 2 Showed Factors of administration effectiveness of Higher Art Schools.

Order	Factors	Number of Variables	Factor Loading
	Factor 1 Administrator Effectiveness	15	0.892- 0.751
	Factor 2 Institution and Mechanism	17	0.880- 0.722
	Factor 3 Organizational Communication	15	0.878- 0.663

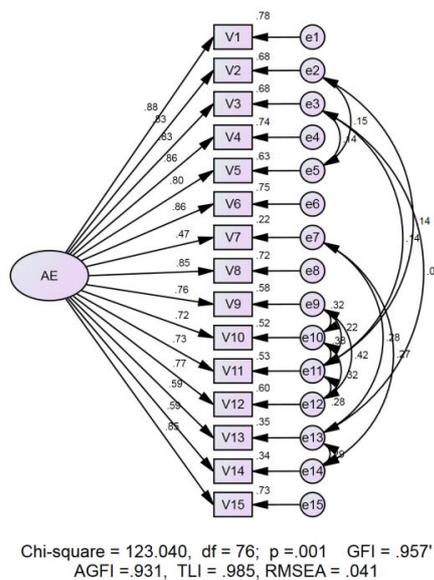
	Factor 4 Teacher Effectiveness	15	0.861- 0.675
	Factor 5 Educational Resources	12	0.872- 0.751

From table 2, there were five qualified factors as follows; factor 1 containing 15 variables that described factor, factor loading between 0.892-0.751; factor 2 containing 17 variables that described factor, factor loading between 0.880-0.722; factor 3 containing 15 variables that described factor, factor loading between 0.878-0.663; factor 4 containing 15 variables that described factor, factor loading between 0.861-0.675; factor 5 containing 12 variables that described factor, factor loading between 0.872-0.751.

5.4 Select the indicators that appropriate for the measurement model of each factors

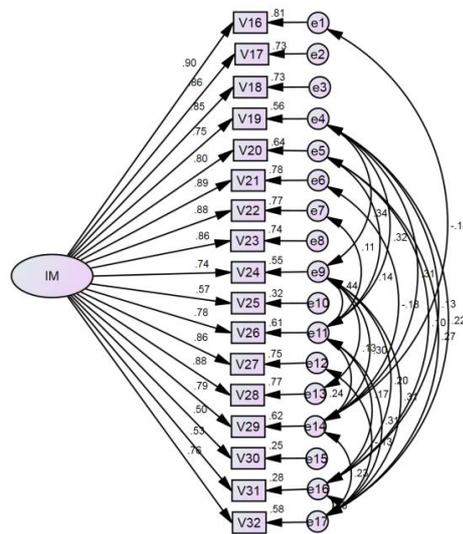
Data analysis by using SPSS with the AMOS program, it was found that the appropriate indicators in each factor as show in Figure1-5 Show the appropriate indicators of the measurement result of: AE-Administrator Effectiveness; IM-Institution and Mechanism; OC-Organizational Communication; TE-Teacher Effectiveness; ER-Educational Resources.

Figure 1 Show the appropriate indicators of the measurement result of Administrator Effectiveness



This measurement result consisted of the 3 indicators namely v1, v4 and v6 (factors loading = .88, .86 and .86 respectively). Therefore, these indicators were chosen as a representative of this factor .

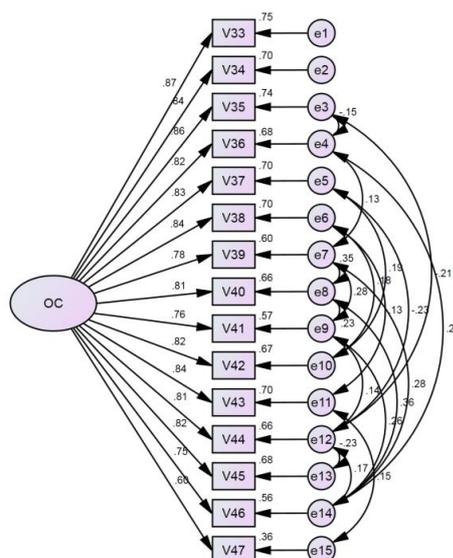
Figure 2 Show the appropriate indicators of the measurement result of Institution and Mechanism



Chi-square = 150.602, df = 97; p = .000 GFI = .955*
AGFI = .929, TLI = .987, RMSEA = .039

This measurement result consisted of the 3 indicators namely v16, v21 and v28 (factors loading = .90, .89 and .88 respectively). Therefore, these indicators were chosen as a representative of this factor.

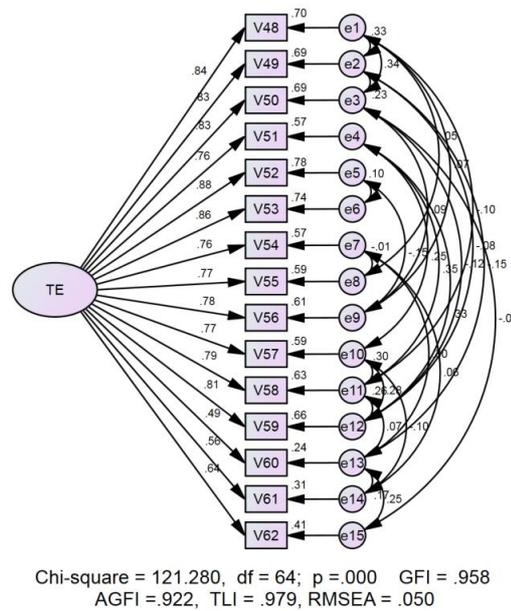
Figure 3 Show the appropriate indicators of the measurement result of Organizational Communication



Chi-square = 91.539, df = 72; p = .060 GFI = .968*
AGFI = .946, TLI = .994, RMSEA = .027

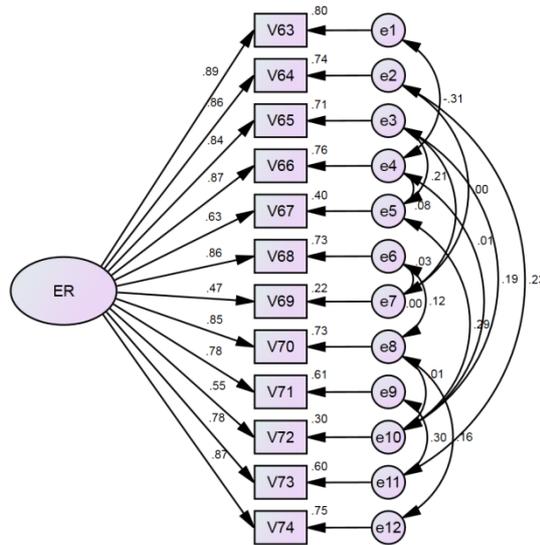
This measurement result consisted of the 3 indicators namely v33, v34 and v35 (factors loading = .87, .84 and .86 respectively). Therefore, these indicators were chosen as a representative of this factor.

Figure 4 Show the appropriate indicators of the measurement result of Teacher Effectiveness



This measurement result consisted of the 4 indicators namely v48, v49, v52 and v53 (factors loading = .84, .83, .88 and .86 respectively). Therefore, these indicators were chosen as a representative of this factor.

Figure 5 Show the appropriate indicators of the measurement result of Educational Resources



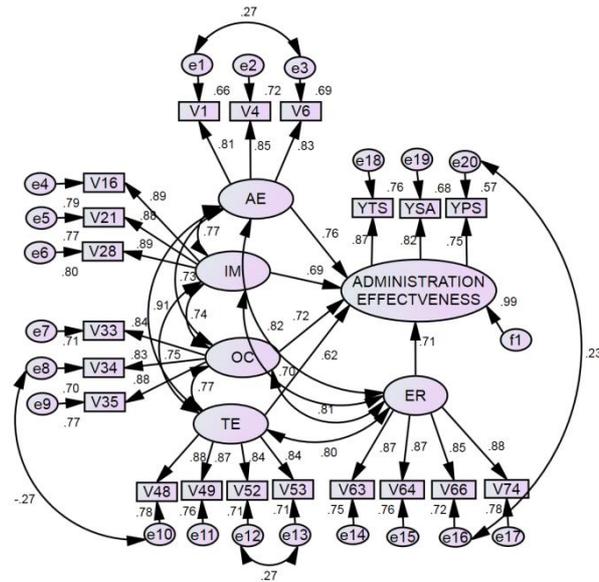
Chi-square = 72.639, df = 40; p = .001 GFI = .969
AGFI = .940, TLI = .985, RMSEA = .047

This measurement result consisted of the 4 indicators namely v63, v64, v66 and v74 (factors loading = .89, .86, .87 and .87 respectively). Therefore, these indicators were chosen as a representative of this factor.

From the first step, data Analysis were used Exploratory Factor Analysis (EFA), consisted of 5 factors 74 items. From the second step, this model consisted of 5 factors and 17 variables use the AMOS.

5.5 Structural Equation Model (SEM)

Figure 6 Show the second order of the factors affecting the administration effectiveness of higher art schools in Liaoning Province analyze that is consistent with the empirical data.



Chi-square = 283.572, df = 152; p = .000, GFI = .923, AGFI = .894, CFI = .981, TLI = .976, RMR = .028, RMSEA = .049

This model shows 5 factors 17 variables and 3 influencing variables and indicators:

Factor 1: Administrator Effectiveness, its the latent variable that consisted of 3 variables or indicators: v1, v4, and v6.

Factor 2: Institution and Mechanism Effectiveness, its the latent variable that consisted of 3 observable or indicators: v16, v21, and v28.

Factor 3: Organizational Communication, its the latent variable that consisted of 3 observable or indicators: v33, v34, and v35.

Factor 4: Teacher Effectiveness, its the latent variable that consisted of 4 observable or indicators: v48, v49, v52, and v53.

Factor 5: Educational Resources, its the latent variable that consisted of 4 observable or indicators: v63, v64, v66, and v74.

3 influencing variables and indicators:

YTS: Teachers satisfaction

YSA: Student's achievement

YPS: Parents satisfaction

Table 4 Show statistical value of the factors affecting the administration effectiveness of higher art schools in Liaoning Province

Latent and observable	Standardized Factor loading	S.E.	p	R2
Factor 1 (AE)Administrator Effectiveness	0.762	0.06	0.00	0.607
-v1	0.810	0.318		0.810
-v4	0.850	0.259	0.00	0.850
-v6	0.832	0.303		0.832
Factor 2 (IM)Institution and Mechanism	0.693	0.05	0.00	0.837
- v16	0.890	0.219		0.890
- v21	0.880	0.249	0.00	0.880
- v28	0.893	0.209		0.893
Factor 3 (OC)Organizational Communication	0.724	0.08	0.00	0.725
- v33	0.843	0.300		0.843
- v34	0.834	0.318	0.00	0.834
- v35	0.877	0.226		0.877
Factor 4 (TE)Teacher Effectiveness	0.618	0.07	0.00	0.727
- v48	0.883	0.209		0.883
- v49	0.873	0.235	0.00	0.873
- v52	0.842	0.298		0.842
- v53	0.842	0.312		0.842
Factor 5 (ER)Educational Resources	0.710	0.07	0.00	0.840
- v63	0.868	0.274		0.868
- v64	0.892	0.294	0.00	0.870
- v66	0.870	0.347		0.848
- v74	0.883	0.234		0.883
(YTS) Teachers satisfaction	0.874	0.229	0.00	0.874
(YSA) Student's achievement	0.824	0.277	0.00	0.824
(YPS) Parents satisfaction	0.753	0.439	0.00	0.753

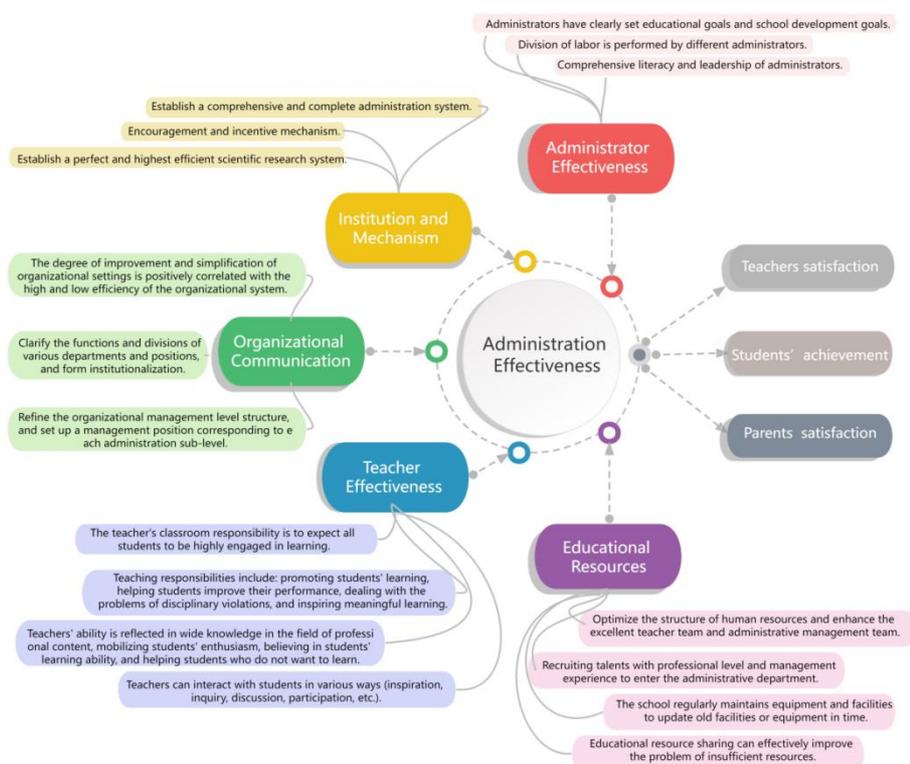
From Figure 6 and Table 4 above the results of the second order by AMOS With the SPSS program, the following confirmative index values were obtained: Relative Chi-square (χ^2/df) = 283.57 Degree of Freedom (df) = 152, p-value = 0.000, Goodness of Fit Index (GFI) = 0.923, Tucker-Lewis Index (TLI) = 0.976, Comparative Fit Index (CFI) = 0.981, Root Mean Square Error of Approximation (RMSEA) = 0.049. By this evaluate index meet the specified criteria, Relative Chi-square (χ^2/df) < 2, p > 0.05, GFI, TLI, CFI \geq 0.95 and RMSEA \leq 0.05 (Lee. Juhee, et all, 2023; Andrea Sikora,et all, 2020; Eric Agyei Bekoe, 2013,Hair et al. ,2010).

Table 5 Show the rank order of Squared Multiple Correlations

Factors	Factor loading	Rank order	R2
Factor1 Administrator Effectiveness	0.762	1	0.607
Factor3 Organizational Communication	0.724	2	0.725
Factor5 Educational Resources	0.710	3	0.840
Factor2 Institution and Mechanism	0.693	4	0.837
Factor4 Teacher Effectiveness	0.618	5	0.727

From Table 5 in these factors that important listed in the following rank order were the factor 1: Administrator Effectiveness, the factor 3: Organizational Communication, the factor 5: Educational Resources, the factor 2: Institution and Mechanism Effectiveness, the factor 4: Teacher Effectiveness. And the standardized regression weights or factor loading are 0.762, 0.724, 0.710, 0.693, 0.618 respectively. The first factor that showed the most importance was Administrator Effectiveness (factor loading = 0.762), the importance of the indicator by rank order were the indicator of v1, v4, and v6, the factor loading was 0.810, 0.850, and 0.832.(HAIR et al. ,2010; Fornell and Larcker,1981;Comrey and Lee ,2013)

Figure 7 The graphical for the factors affecting the administration effectiveness of higher art schools in Liaoning Province.



The researcher developed the graphical designed with computer software based on the model in Figure 6. They could clearly show the factors and indicators and the model framework.

5.6 Research to find out the guidelines

5.6.1 Administrator effectiveness.

Administrators have clearly set educational goals and school development goals. Division of labor is performed by different administrators. In higher art colleges, the implementation of labor division of labor is usually responsible for different administrators. This is to ensure that all tasks can be carried out smoothly, management and operation of schools. To establish a perfect and most efficient scientific research system, you can consider the following aspects to encourage financial support, improve the distribution of scientific materials and provide personnel support.

5.6.2 Institution and mechanism effectiveness.

Establish a comprehensive and complete administration system. The main aspects to be considered in the administrative system of comprehensive and complete higher -level art schools. During the implementation process, customized planning and operation should be carried out according to the specific conditions and needs. In addition, in order to maintain the efficient and effective operation of the system, regular evaluation and updating the system need to be used to meet the changing environment and needs. Improve the encouragement mechanism and incentive mechanism of higher art schools, establish a good communication platform and feedback mechanism, fully listen to the opinions and suggestions of teachers, administrative personnel and students, and provide them with channels for speaking opportunities and participating in decision -making, so that everyone will be I can feel that my efforts and contributions are recognized and valued. To establish a perfect and most efficient scientific research system, you can consider the following aspects to encourage financial support.

5.6.3 Organizational communication.

The improvement of the simplification of the organizational environment of the higher art school is correct to the efficiency of the organizational system. Improve the organizational administration level of higher art schools and establish corresponding administrative positions, which can improve the ability of organizational collaboration and efficient operation, and promote the development and innovation of schools. Improve the organizational administration level of higher art schools and establish corresponding administrative positions, which can improve the ability of organizational collaboration and efficient operation, and promote the development and innovation of schools. In the process of institutionalization, the corresponding administration system and rules and regulations can be formulated in the process of institutionalization, and the authority, responsibilities and workflows of various departments and positions can be clarified.

5.6.4 Teacher effectiveness.

The teacher's classroom responsibility is to expect all students to be highly engaged in learning. Through individual exchanges and guidance with students, understand their learning situation and needs, and help them establish their learning goals and formulate effective learning plans. Teaching responsibilities include promoting students' learning, helping students improve their performance, handle discipline sanctions, and

inspiration of meaningful learning. Through effective teaching strategies, personalized support, administration discipline regulations, and encouragement of innovative thinking, teachers can fulfill these duties and have a positive impact on students. Teachers' ability is reflected in wide knowledge in the field of professional content, mobilizing students' enthusiasm, believing in students' learning ability, and helping students who do not want to learn. Teachers can interact with students in various ways (inspiration, inquiry, discussion, participation, etc.). Teachers can interact with students in various ways to promote their learning and participation.

5.6.5 Educational resources.

Optimize the structure of human resources and enhance the excellent teacher team and administration team. Through the close combination of the actual working environment, teachers and administrative personnel can better understand market demand and industry development trends, and improve the level of teaching and administration. It is very important to recruit people with professional level and management experience to enter the administrative department of higher art schools. The school regularly maintains equipment and facilities to update old facilities or equipment in time. Through regular maintenance of equipment and facilities, timely update of old facilities or equipment, higher art schools can maintain a good teaching and learning environment and provide a better education experience and resources. Educational resource sharing can have a positive impact on the problems of insufficient resources in higher art schools.

6. Discussion

Based on the research objectives, the discussion will be presented as follows:

The effectiveness of the administrators of the higher art school is very critical for the development and operation of the school. By improving the effectiveness of administrators, higher art schools can better implement management and operating strategies, improve the competitiveness and influence of schools, and ensure the long-term development and continuous improvement of the school. Also, the findings were in the same direction with Researcher Lu zhanjun (2018) and Researcher Li honglei (2020).

The effectiveness of institutions and mechanisms of higher art schools is essential for the development and operation of the school. By improving the effectiveness

of institutions and mechanisms of higher art schools and mechanisms, schools can improve management efficiency and work quality, better realize the school's goals and mission, and enhance the school's competitiveness and influence. Luo jian (2009) and Huang bo (2012), and the theory found that these theories focus on establish a modern university system management and institutional system. Moreover, from the research of Researcher Jintana Saitongkum, Pateep Methakunavudh, Pansak Polsaram (2012), it was found that Administrative institution has flexible organizational structure to accommodate changes corresponding to the research of Luo jian (2009).

The comprehensive organizational system and effective organizational management of higher art schools are very important for the operation and development of the school. Effective organizational management and communication can help schools sustainable development. The study found that it is consistent with the theory of Ma wei (2009), and the theory found that these theories focus on Organizational power structure is the central link of organizational mechanism operation and setting of the organization's power structure can establish the organization to be effectively operated effectively. In addition, it is found in the same direction as Lu zhanjun (2018) and Zhang shicheng (2003).

The effectiveness of teachers in the higher art school is essential for school teaching quality and students' learning experience. School administrators should attach importance to the professional development and training of teachers, provide teachers with a good teaching environment and support, so that teachers can better fulfill their roles, and provide the best guidance and guidance for students' art growth and development. Guo xiao (2019) and the theory found that these theories focus on teaching management, teaching quality and teacher development. In addition, it is found in the same direction as Lyle, Sandra. (2018).

The educational resources of the higher art school plays a vital role in the operation and development of the school. The construction and cultivation of school teachers, the development of faculty and staff and teamwork, and high -quality student services can improve the overall strength and reputation of the school. The study found that it is consistent with the theory of Jintana Saitongkum, Pateep Methakunavudh, Pansak Polsaram (2012), and the theory found that these theories focus on institutions internal environment and institutions external environment and opportunities. In addition, it is found in the same direction as Zhang shicheng (2003) and Wang yan (2010).

7. Recommendations

7.1 Recommendations for Policy Formulation

Policy Recommendations for Administrative Effectiveness in Higher Art Schools. It is suggested to break the concept of traditional higher art school administration, speed up the reform process of modern higher art school administration and form a higher art education paradigm with Chinese characteristics. China has opened a new era of education, attaches great importance to modern administration concepts and measures, and at the same time, will build a country with strong education. The most important manifestation of the administration of higher art schools is the effectiveness of administration. Effectiveness is fundamental to changing administrative methods and operations. In the process of promoting the modernization of education, the first problem to be solved is the scientific and efficient nature of school administration.

7.2 Recommendations for Practical Formulation

These practical suggestions are aimed at providing guidance and support for the administration of higher art schools, promoting the stable development of schools and improving the overall administration level. At the same time, these recommendations need to be flexibly adjusted and improved according to the actual situation of each school. It is hoped that it can help the administration of higher art schools to implement more effectively in specific practical activities, improve administration efficiency and the overall development level of the school.

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