

**การบริหารแบบมีส่วนร่วมของวิทยาลัยการศึกษาก่อนวัยเรียนจ้านเจียง มณฑลกว่างต้ง**  
**PARTICIPATIVE ADMINISTRATION OF ZHANJIANG PRESCHOOL EDUCATION COLLEGE**  
**IN GUANGDONG PROVINCE**

Mai Jiaqi

นักศึกษาปริญญาโท สาขาวิชาภาวะผู้นำทางการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี  
Master's degree student Leadership in Educational Administration Faculty of Education Bangkok Thonburi University  
Email: 643330007@bkkthon.ac.th

**บทคัดย่อ**

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาระดับการบริหารแบบมีส่วนร่วมของวิทยาลัยการศึกษาก่อนวัยเรียนจ้านเจียง มณฑลกว่างต้ง และ (2) เปรียบเทียบการบริหารแบบมีส่วนร่วมของวิทยาลัยการศึกษาก่อนวัยเรียนจ้านเจียง มณฑลกว่างต้ง จำแนกตามระดับการศึกษา และประสบการณ์การทำงาน

การวิจัยเป็นการวิจัยเชิงสำรวจ ประชากรเป็นครู จำนวน 160 คน วิทยาลัยการศึกษาก่อนวัยเรียนจ้านเจียง มณฑลกว่างต้ง สาธารณรัฐประชาชนจีน กลุ่มตัวอย่างจำนวน 115 คน กำหนดขนาดตัวอย่างจากตารางของเครจจ์และมอร์แกน โดยวิธีการสุ่มอย่างง่าย เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสอบถามแบบมาตราส่วนประมาณค่า 5 ระดับ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่าที

ผลการวิจัยพบว่า (1) การบริหารแบบมีส่วนร่วมของวิทยาลัยการศึกษาก่อนวัยเรียนจ้านเจียง มณฑลกว่างต้ง โดยรวมและรายด้านทุกด้านอยู่ในระดับมาก และ (2) เปรียบเทียบการบริหารแบบมีส่วนร่วมของวิทยาลัยการศึกษาก่อนวัยเรียนจ้านเจียง มณฑลกว่างต้ง จำแนกตามระดับการศึกษา และประสบการณ์การทำงานไม่แตกต่างกัน

---

**คำสำคัญ:** การบริหารแบบมีส่วนร่วม, วิทยาลัยการศึกษาก่อนวัยเรียนจ้านเจียง,

---

**Abstract**

The objectives of this research were: (1) to study the participative administration of Zhanjiang preschool education college in Guangdong Province, and (2) to compare the participative administration of Zhanjiang preschool education college in Guangdong Province, on the instructor's perception classified by educational level and work experience.

The research was survey research. The population was 160 teachers who work at Zhanjiang preschool education college in Guangdong Province, the People's Republic of China. The sample, totaling 115 instructors, was obtained by simple random sampling method. The instrument used a questionnaire about participative administration. The instrument used for data collection was a five-point rating scale questionnaire. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation, and t-test.

The results of the research were found that: (1) the participative administration of administrators at Zhanjiang preschool education college in Guangdong Province overall and in each aspect was at a high level; and (2) comparison of the participative administration of administrators at Zhanjiang Preschool

education college in Guangdong Province, classified by educational level and work experience were not different.

---

**Keywords:** Participative Administration, Zhanjiang Preschool Educational College, Guangdong Province,

---

## INTRODUCTION

The transformation of the times and society has made the reform of the education system an important issue that needs to be addressed urgently. The modern school system has six basic characteristics: first, a people-oriented value orientation, second, a modern development concept, third, an independent subject position, fourth, an open system, fifth, a democratization process, and sixth, a diversified governance path. These six basic characteristics determine that the construction of a modern school system must call for democratic management, and teacher participation is the embodiment of the value of people-oriented, and at the same time in line with the value of democratic management.

In the course of the development of management science, business management has undergone three major changes. The first change occurred at the beginning of the modern industrial revolution, when the corporate dictatorship became the dominant form of management in the corporate world. The second change occurred during the rapid development of industrial society and was replaced by a new class of managers called "managers". The third change is participative management. Participatory management is a new form of management that challenges traditional forms of management and involves employees in management through various organizational mechanisms such as labor unions and employee councils. Participatory management emphasizes the feeling of human subject and human work, and creates a good environment and atmosphere for the development of individual potential and the realization of individual value. Although schools are different from enterprises, the implementation of participatory management in schools is a reflection of the democratic management of schools and a measure for schools to strive to achieve their development goals.

In a teacher interview prior to the start of this study, I looked at the extent to which teachers were involved in the management of the school. When I asked, "Are you involved in the management of the school?", most of the teachers said that they did not have time or did not want to participate. This led me to believe that there might be some problems in the democratic management of the school, especially in teacher participation. This led me to focus my research question on the teacher participation component of school governance.

### Research Objectives

1. To study the level of participative administration of Zhanjiang preschool education college in Guangdong Province.
2. To compare the participative administration of Zhanjiang preschool education college in Guangdong Province, on the instructor's perception classified by educational level and work experience.

## Research Framework

In this research, the researcher has synthesized the concepts of academics who have the corresponding concept of participative administration of zhanjiang preschool education college to define a conceptual framework for the participation administration in figure 1.1.

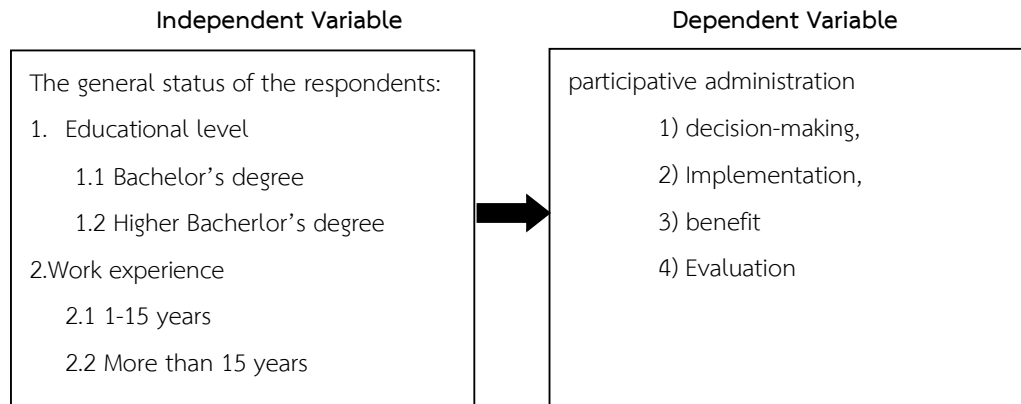


figure 1. Research Framework

## Methods of conducting research

**Population:** The population of the study was the instructors of Chinese language in preschools in Zhanjiang City, Guangdong Province, The number of the instructors in the profession for the academic year 2023. 160instructors.

**Sample:** The sample consisted of 115 instructors at Zhanjiang preschool education college in Guangdong Province, The People's Republic of China. The sample size is determined by the table of Krejcie & Morgan (1970) and was obtained by simple random sampling.

### Research instruments

The instrument used in this research is a questionnaire divided into 2 parts as follows:

Part 1: The questionnaire about the general information of the respondents.

Part 2: The questionnaire on participative administration of the administrators at Zhanjiang preschool education college in Guangdong Province, The People's Republic of China, consists of 4 areas: 1) decision-making, 2) Implementation 3) benefit 4) Evaluation.

### Creating Data Collection instruments

1. Study the concepts, theories, and related research papers. About participative administration of administrators at Zhanjiang preschool education college in Guangdong Province, The People's Republic of China to use as a guideline for questionnaire construction.

2. Create a questionnaire on the participative administration of administrators at Zhanjiang preschool education college in Guangdong Province, The People's Republic of China, and present the questionnaire to the advisors with suggestions, and then completely revised it.

3. The questionnaire was created and presented to 3 experts to find content validity or consistency between questionnaire-written questions and definitions of operational terms. By using the index of item-Objective Congruence IOC method for each questionnaire that ranges between 0.67 – 1.00.

### Data Analysis:

1 The data were analyzed by statistical software packages:

1) Analysis of the general data of the respondents classified by education level and work experience using frequency distribution statistics, and percentage.

2) Participative administration data of the administrators at Zhanjiang preschool education college in Guangdong Province, The People's Republic of China were analyzed by averages, and standard deviations, and set the criteria for interpreting of results as follows:

3) Comparison of Participative administration of Administrators at Zhanjiang preschool education college in Guangdong Province, The classified by educational level and work experience by t-test.

### Data analysis result

1. Results of the participative administration Analysis of administrators at Zhanjiang pre school education college as shown in Table 1

Table 1 Show the Mean, standard deviation, and level of the participative administration of Zhanjiang preschool education college in Guangdong Province. Overall and in each aspect.

(n=115)

No.	Participative Administration of Zhanjiang preschool education college in Guangdong Province	$(\bar{X})$	S.D.	Level
1	1. Decision-making	4.06	0.35	High
2	2. Implementation	4.09	0.41	High
3	3. Benefit	4.13	0.39	High
4	4. Evaluation	4.10	0.38	High
<b>Total</b>		4.09	0.33	High

From Table 4.2 was found that the participative administration of Zhanjiang preschool education college in Guangdong Province overall a high level ( $\bar{X}$ = 4.09). Considering each aspect, it was found that all aspects were at a high level. The Benefit had the highest mean ( $\bar{X}$ = 4.13), followed by Evaluation ( $\bar{X}$ = 4.10), and Decision-making had the lowest mean. ( $\bar{X}$ = 4.06)

2. Result of a comparative analysis of the participative administration of administrators at Zhanjiang preschool education college in Guangdong Province, classified by educational level and work experience as shown in Table 2-3

**Table 2** Comparison of the participative administration of administrators at Zhanjiang preschool education college in Guangdong Province, classified by Educational Level.

(n=115)

Administrators' Participative Administration	Educational Level				t	p
	Bachelor's degree		Higher Bachelor's degree			
	( $\bar{X}$ )	S.D.	( $\bar{X}$ )	S.D.		
1. Decision-making	4.04	0.35	4.13	0.32	-1.060	0.291
2. Implementation	4.07	0.44	4.18	0.26	-1.162	0.248
3. Benefit	4.12	0.42	4.16	0.26	-0.451	0.653
4. Evaluation	4.08	0.39	4.21	0.29	-1.461	0.291
<b>Total</b>	4.08	0.40	4.17	0.28	-1.033	0.371

**From Table 2.** teachers with different educational levels come to recognize the participative administration of administrators at Zhanjiang preschool education college in Guangdong Province was not different.

**Table 3** Compare the participative administration of administrators at Zhanjiang preschool education college in Guangdong Province, classified by Work Experience.

(n=115)

Administrators' Participative Administration	Work Experience				t	p
	< 15 years		≥15 years			
	( $\bar{X}$ )	S.D.	( $\bar{X}$ )	S.D.		
1. Decision-making	4.06	0.38	4.05	0.19	0.012	0.991
2. Implementation	4.07	0.43	4.15	0.34	-0.366	0.715
3. Benefit	4.12	0.42	4.15	0.28	-0.742	0.460
4. Evaluation	4.10	0.39	4.10	0.33	0.140	0.889
<b>Total</b>	4.09	0.41	4.11	0.29	-0.239	0.764

**From Table 3:** teachers with different work experiences come to recognize the participative administration of administrators at Zhanjiang preschool education college in Guangdong Province was not different.

## Discussion

1. to study of the participative administration of Zhanjiang preschool education college in Guangdong Province.

1.1 The Decision-making of the participative administration of administrators at Zhanjiang preschool education college in Guangdong Province overall a high level. Decision-making is an important concept in participatory management. If the relevant personnel to participate in the management, managers for the relevant personnel to provide opportunities for the exchange of views to the process of education can be formulated to organize the policy, so that the formulation of the policy is more perfect, more humane, and more able to promote the efficiency of the school to carry out their work. Administrators continue to provide the relevant personnel to participate in a variety of educational training opportunities, so that the relevant personnel in the process of enriching personal insights and abilities, to develop the wisdom to participate in decision-making, originality and creativity. Anyone can take on managerial responsibilities if given adequate opportunities and platforms.

1) The findings of this study are consistent with those of Van Keer, G. (2009). This study explored the relationship between school leadership and teachers' organizational decision-making through the lens of distributed leadership. To promote better policies within the college, administrators need to encourage teachers to actively participate in all types of learning institutions, and the leadership team allows teachers to have input, voice their opinions, and be able to participate in all types of meetings.

2) The Implementation of the participative administration of administrators at Zhanjiang preschool education college in Guangdong Province overall a high level. Implementation goes beyond simply following a plan and includes consideration and evaluation of the budget. This ensures that resources are allocated and utilized appropriately to maximize the achievement of the objectives of an educational development project. Implementation also includes active participation in various activities of donating and funding educational development projects. Through donations and book donations, the necessary support and resources can be provided for education. To ensure smooth implementation, it is recommended that a committee or a planning review be established. This will ensure rationality and transparency in decision-making, as well as promote participation and collaboration among all parties. To ensure successful implementation, teachers and administrators need to improve communication and coordination within the organization. This will ensure the flow of information and the successful completion of tasks, thus realizing the goals of the educational development project.

This finding is in line with the findings of Friday Mbon, Owan and Ekpenyong, (2010) which analyzed the relationship between practices and institutional goals in participatory management, there is a significant relationship between participation in decision making, implementation and achievement of institutional goals. Indicating that in participatory management, participation should also include the promotion of various activities in educational development programs such as donations and grants

activities. Significant support for educational activities can be provided through donations and book donations.

The Benefit of the participative administration of administrators at Zhanjiang preschool education college in Guangdong Province overall a high level. Benefits refer to individuals, groups or organizations concerned with educational development that have a direct or indirect stake in educational development activities. Their participation and support can facilitate the smooth implementation of educational development activities. Through building good public relations, maintaining close contact with stakeholders and obtaining timely information related to educational development. This allows for a better understanding of situations and needs and provides a basis for decision-making and action. The point of interest is to motivate and encourage the people concerned and to increase their motivation and initiative. There is also a need to be prepared to engage in an attitude of learning from work and improvement in order to continuously enhance the quality and effectiveness of educational development activities and projects.

The findings of this study are consistent with those of Mark, Sun Li, & Li, G (2010). The study tested the joint effect of participatory management and learning culture. By collecting nested data from 104 schools in Hong Kong and using multilevel structural equation modeling, we found that teachers need multiple incentives to participate in educational activities, which include establishing good public relations, good welfare benefits, and good social status. Participatory management is conducive to motivating teachers to work and to participate in school affairs.

The Evaluation of the participative administration of administrators at Zhanjiang preschool education college in Guangdong Province overall a high level. Evaluation is about ensuring that stakeholders' voices are heard and valued by providing them with the opportunity to participate in the evaluation process. This increases participation and satisfaction, and also enables feedback and suggestions to be collected from different perspectives to provide a basis for improvement and development. Through the results of the evaluation, problems and deficiencies in the management of the educational institution will be identified and suggestions for improvement and development will be made. This will improve the efficiency and quality of management and further promote the development of educational institutions. Teachers and relevant personnel are encouraged to actively utilize modern technology in order to improve the quality and effectiveness of educational management. Modern technology can provide more data and information support to help conduct more accurate and comprehensive supervision, monitoring and evaluation. Ensure that all relevant parties have equal rights to participate and are able to express their satisfaction and opinions on the educational management of educational institutions by answering questionnaires and making suggestions. This will increase transparency and democracy and further enhance the quality of management of educational institutions.

The findings of this study are in line with the study of Komsan Khaengak (2019) Guidelines for Participatory Management Development for School Administrators under the Nongbualamphu Educational Service Region 1 Office, which has four guiding principles for participatory management

development for school administrators: 1) Shared setting of goals and objectives, consultative meetings, shared visioning, and post-work performance appraisal. 2) Competence, managers should build motivation for job performance, good interpersonal skills and the ability to participate in decision making. 3) Responsibility, there should be delegated decision making, participation by each individual in determining the main workload and evaluation. 4) Mutual help, supporting and promoting each other's development, building strong teams and work skills, including morale manifested in the workplace.

2. to compare the participative administration of Zhanjiang preschool education college in Guangdong Province, on the instructor's perception classified by educational level and work experience.

2.1 Instructors with different educational levels come to recognize the participative administration of administrators at Zhanjiang preschool education college in Guangdong Province was not different. This was contrary to the research hypothesis. Through a variety of sources, we have found that administrators focus on teachers at all educational levels. Each faculty member has different responsibilities, yet they help each other to progress together, which promotes more efficient organizational development. For the benefit of the college, it is therefore important to improve communication within the organization. The key role of participatory management in the college is to enhance internal communication and encourage public relations. Faculty and staff are able to plan operations and apply concepts and theories in the performance of their duties. It is also used in the process of participatory administration for administrators to carry out their work efficiently and effectively.

2.2 Instructors with different work experience come to recognize the participative administration of administrators at Zhanjiang preschool education college in Guangdong Province was different. This was consistent with the research hypothesis. Because faculty members with different work experiences value participatory management and because most leaders use good participatory management in college management so that all personnel are treated equally. The relationship between faculty members with different practical experiences is discussed. Understanding the various processes in participatory management helps the school to function efficiently.

## **Recommendations**

### **Recommendations of research**

1. Decision-making: College administrators should propose and develop educational management policies jointly with those involved in the development of educational management, provide ongoing opportunities for relevant personnel to participate in the management plans of the educational institution, involve stakeholders in meetings and in comments and discussions about educational management, and make stakeholders responsible for joint educational management. Managers should also provide opportunities for stakeholders to participate in consultations and discussions on how to develop educational management in educational institutions.

2. Implementation: College administrators should provide support and assistance to participants and involve them in the systematic implementation of specific work plans. Participants should consider the appropriateness of the budget for each activity/project in the process of participation, form



committees or review the planning, and work together to donate money, materials and books for the development of the college for the promotion of education development project activities. In order to facilitate the functioning of the organization's colleges, teachers and other administrators should improve communication and coordination within the organization.

3. Benefit: College administrators should encourage relevant personnel to prepare and participate in merit assessment, encourage public relations, receive fast, up-to-date and contextualized information, and promote activities/projects related to educational development among stakeholders. The administrators give opportunity to everyone to improve their personal technical skills, thus increasing the efficiency of the organization and also developing faculty members with equal knowledge and competence.

4. Evaluation: College administrators should provide as many opportunities for participation as possible, encourage the use of modern technology for higher-quality educational activities, allow for the monitoring and evaluation of educational activities, and allow everyone to have the right to participate in questionnaires and make suggestions for the development of the college.

#### **Recommendations for the next research**

1. Study the reform of the participative administration of administrators at Zhanjiang preschool education college in Guangdong Province.

2. Qualitative research should be conducted to gain insights into the administrators' participative administration of college administrators to expand educational opportunities in other theoretical frameworks.

#### **Reference**

- N. T. (1980). *Participation's Place in Rural Development: Seeking Clarity Through [M]*. World Development.8(3), 213-235.
- Cronbach, L. J. (1990). *Essentials of psychological testing (5th ed.) [M]*. New York: Harper Collins Publishers.
- Chen Ruping. (2000). *The effective manager. Organization, 1, 2*. [https://www.amaindia.org/amain/wp-content/uploads/2019/05/The\\_Effective\\_Manager.pdf](https://www.amaindia.org/amain/wp-content/uploads/2019/05/The_Effective_Manager.pdf)
- Coral H.Weiss (1993). . *Management*. China: McGraw-Hill.
- Chuchart Puangsomchit. (2006). *The Human Side of Enterprise*. New York: McGraw-Hill Book Company, Inc.
- Chenjng. (2020). *Relationship between leadership, power, faith and job satisfaction of secondary school teachers*. Doctorate of Education Thesis Department of Educational Administration Shandong University.
- Duenden S. et al. (2015). *Participation in the work of personnel [M]*. Bangkok: Ramkhamhaeng University.
- Ekacahi Kwwsukphan (2010). "Creative leadership." *Journal of Management in Education*, 9-11.

- Ekpenyong. (2010). *Educational administration: A problem-based approach*. Boston: Allyn and Bacon.
- Fornaroff, A. (1980). *Community Involvement in Health System for Primary Health Care [M]*. Geneva: World Health Organization.
- Guo Wenke. (2021). Creative leadership: It's a decision. *Journal of Leadership*, 36(2), 22-24.
- Gu Mingyuan. (1998). *Handbook of Leadership*. China: The Free Press.
- Gu Mingyuan. (1998). *China's Education Modernisation 2035 Plan.*, The CCPC and State Council Publishes.
- Hackman. (2011). *Out of our minds: Learning to be creative*. Chichester,UK: John Wiley & Sons.
- Heider. (2011). *The role of educational institution administrators in promoting teamwork is based on the opinions of practitioners. School administrators and full-time teachers Phitsanulok Primary Educational Service Area Office 2*. Master's Thesis Department of Educational Administration Burapha University.
- Indrasak, S. (2018). *A presentation of the participatory management model of the school. Promote health. Thesis for Ed.D. (Educational Administration)*. Ayutthaya: Graduate School, Phra Nakhon Si Ayutthaya Rajabhat University.
- Kannika. (1981). *Leadership in organizations*. (4th ed.) Englewood Cliffs, NJ: Prentice Hall.
- Liuxian. (2006). *Mapping the factors influencing creative teaching in mainland China: A exploratory study Thinking Skills and Creativity*.
- Liu Xinchun. (2003). *Are the classical management functions useful in describing managerial work?* Academy of Management Review, 12(1), 38-51.
- Metaneesuddee. (2000). *The Relationship Between Diverse Components of Intelligence and Creativity*. Article first published online: 22 DEC 2011. DOI: 10.1002/j.2162-6057.2010.tb 01329.
- Mette Metkarunchit (2010). *Educational Administration*, Theory, Research and Practice (7th ed.). (Translation Editor: Selahattin Turan). Ankara: Nobel Publications.
- Mayor. (2004). *“Developing Creative Leadership.”* Portsmouth, NH.: Teacher Ideas Pr.
- Maslow. (2017). *Development of a Bachelor of Education Program in accordance with the Buddhist Educational Philosophy*. (Article in the minutes of the 54<sup>th</sup> Academic Conference, Kasetsart University).
- Mark, Sun Li, & Li G. (2010). *organization and management*. (6th printing). Boston: Organization.
- Prapaphan Rakliang (2013). *the Creative Leadership of school Administrators under the Secondary Educational Service Area Office 3*. Master's Degree Thesis, Educational Administration, Graduate School, Technology Rajamangala Thanyaburi University.
- Roald F. Campbel (2001). *The experimental chief executive officer*. A Dissertation Presented to the Graduate School Technical, University of the Philippines.
- Russell C. Swansburg. (2005). *Relationships between measures of leadership and school climate*. Richard University of Nevada.

- SaShkin, M. (1982). *Participative management is an ethical imperative*. Organization Dynamics, 12(4), 5-22
- Shadid, W, wil P., and others. (1982). *Access and Participation A Theoretical Approach in Participation of the Poor in Development*. New York Mc Graw-hill.
- Siritharungsi, P. (2015). *The core of educational management, participatory education project series: The following for the following health conditions*. Bangkok: DPU Cool print University of Business Bandit.
- Swansburg, R. C. (1996). *Management and leadership for nurse managers. (2 th ed.)*. Boston: Jones and Bartlett.
- Sun Zhengwei (2023). *A Study Between Leadership of School Administrators and Outcomes of In-School Insurance Under the Office of Phra Nakhon Si Ayutthaya Primary Education Service Area 1-2 (Master's Thesis Phranakhon Si Ayutthaya Rajabhat University)*.
- Shadid (1982). *organization and management*. (6th printing). Bangkok: Wittayapat.
- Suwatthi. (2008). *“To give their Gifts: Health, community, and democracy.”* Nashville: Vanderbilt University Pr.
- Sirichai Kanchanawasi (2004). *Educational administration: A problem-based approach*. Boston: Allyn and Bacon.
- Suwatthi. (2008). *“To give their Gifts: Health, community, and democracy.”* Nashville: Vanderbilt University Pr.
- Sirichai Kanchanawasi (2004). *Educational administration: A problem-based approach*. Boston: Allyn and Bacon.
- Suwatthi. (2008). *“To give their Gifts: Health, community, and democracy.”* Nashville: Vanderbilt University Pr.
- Sirichai Kanchanawasi (2004). *Educational administration: A problem-based approach*. Boston: Allyn and Bacon.
- Sumrit Kangpeng. (2012). *The 5 Levels of Leadership: Proven Steps to Maximize Your Potential*. 4<sup>th</sup> ed. New York: Center Street.
- Sun Jian. (2022). *“Defying the crowd: Cultivating creativity in a culture of conformity*. China: Free Press.”
- Taylor. (2005). *Organizational Behavior*. C.A.: The Dryden Press.
- Tyler. (1911). *Leading others to think innovatively together: Creative leadership*. The Leadership Quarterly, 15:103-121.
- Thippawan Senchan (1970). *Determining Sample Size for Research Activities*. Educational and Psychological Measurement. 30(3):607-610. doi:10.1177/001316447003000308.
- Van Keer G. (2009). Leadership styles and creativity. *Journal of Applied Knowledge Management, 1(2), 66-76*.
- Von Stein (1884). *Effective Leadership*. 3<sup>rd</sup> ed. Ohio: South-Western.

- White. (1999). *An Investigation of Gender and Grade-level Differences in Mutation*. Dissertation Abstract International. (p.1896-A.)
- Wann Vongvanich (2006). Leadership styles and creativity. *Journal of Applied Knowledge Management, 1(2), 66-77*.
- Wang Shizhong. (2005). *Authentic leadership and creativity in China: The role of students' regulatory-focused behaviors and supervisors' power sources*. Retired from <https://www.sciencedirect.com/science/article/abs/pii/S187118711930085>
- Xie Yiping (2018). *Academic supervisor leadership and its influencing mechanism on postgraduate creativity in China*. Retired from <https://www.sciencedirect.com/science/article/abs/pii/S18718711830004X>
- Xie Jianxin. (2019). *Team building. China.:* Handmade stickers and designs.
- Xin Huanhuan. (2017). *Educational leadership and culture in China: dichotomies between Chinese and Anglo-American leadership traditions?* International Journal of Educational Development.
- Zhou Jingwei. (1989). *A new paradigm in education, a case of viewpoints on 21<sup>st</sup>-century education*. Bangkok: Dhipaya Wisut Partnership.
- Zhuanyuan. (2020). *Vision Development: Principles and Practices*. China: Educational Institute .