

DEVELOPMENT OF PARTICIPATORY ACADEMIC ADMINISTRATION MODEL OF ART COLLEGES IN SHENYANG CITY, LIAONING PROVINCE

Wang Rong^{*1} Wiluluk Sereetrakul² Olan Karnchanakas³ Chantarat Pakamash⁴ and Pompipat Permporn⁵

หวัง หรง^{*1} วิลูลักษณ์ เสรีตระกูล² โอฬาร กาญจนากาศ³ จันทรัตน์ ภคมาศ⁴ และพรพิพัฒน์ เพิ่มผล⁵

^{*1}Leadership in Educational Administration Faculty of Education, Bangkokthonburi University

^{*1}สาขาวิชาภาวะผู้นำทางการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี

²⁻⁵Educational Administration Faculty of Education, Bangkokthonburi University

²⁻⁵สาขาวิชาบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี

*ผู้นิพนธ์หลัก e-mail: 13988763@qq.com

Received: June,19 2024

Revised: July,18 2024

Accepted: August,28 2024

Abstract

This study aims to 1) examine the components and indicators of participatory academic administration of art colleges in Shenyang city, Liaoning Province; 2) develop the participatory academic administration model for art colleges in Shenyang city, Liaoning Province; 3) propose the guidelines of participatory academic administration of art colleges in Shenyang city, Liaoning Province. The study uses a mixed methodology combining quantitative and qualitative research methods. The study was divided into three phases: phases1: reviewing literature and interviews, phases2: developing the model, and phases3: proposing the guidelines. The population included administrators and teachers from art colleges in 12 universities in Shenyang, Liaoning Province, with a sample size of 339 persons using statistical software. The results showed that 1) The participatory academic administration of art colleges in Shenyang, Liaoning Province consists of four components: institutional factors, information factors, teacher factors and college administration cultural factors. These components are supported by 13 indicators; 2) The participatory academic administration model developed fitted well to the empirical data, relative chi-square (χ^2 / df) = 2.356, degree of freedom (df) = 61, fitness index (GFI) = 0.936, Tucker-Lewis index (TLI) = 0.961, root mean squared error approximation (RMSEA) = 0.063, meeting the specified criteria. The key elements weights of the model are between 0.76 and 1, indicating its important contribution in participatory academic administration; 3) The guidelines for improving the participatory academic administration ability of art colleges in Shenyang involve 6 guidelines: (1) Ensure that all relevant information can be timely obtained by

teachers. (2) Clarify the standards and procedures for the academic evaluation of teachers. (3) Establish a sound academic organization so that teachers can fully participate in academic administration. (4) Explore new forms and mechanisms for teachers to participate in academic administration. (5) Cultivate a positive and enterprising organizational culture. (6) Create a positive and open democratic atmosphere.

Keywords: Participatory academic administration, College educational administrators, Higher art colleges, Model development

Introduction

With the rapid development of world economy, politics, science and technology, culture, various countries for their education work are put forward higher requirements, higher education as an important carrier of knowledge dissemination, production and utilization, its development state has a decisive influence on modern society, university teachers as the direct stakeholders of colleges and universities, its positive role will make a decisive contribution to the realization of democratic autonomy in colleges and universities. With the continuous expansion of enrollment scale in colleges and universities in recent years, the number of students is constantly expanding, posing a severe challenge to the administration of colleges and universities. How to better improve the administration level of colleges and universities and realize the healthy development of colleges and universities is a major topic in the theoretical and practical fields.

In the early 1990s, the United States, the United Kingdom and other western developed countries carried out a vigorous reform of the university management system in the field of higher education. Since the 1950s, China's higher education has developed rapidly, and the administrative mode of principal responsibility system has been formed. College expansion plan issued for more than 20 years, so far, the number of college students in higher education reached 44.3 million, (<http://www.moe.gov.cn/>. 2022-5-17) Teachers play a more and more important role in university administration.

With the increasing size, power and financial support of universities, the administration of secondary colleges has become increasingly important. In theoretical research, there is more literature on university reform, less research on college administration, more research on university administrative affairs management, and less

research on teachers' participation in college academic management. Therefore, researcher Lin Cuili (2013) believes that the degree and willingness of teachers to participate in the academic management of colleges in the university have affected the quality of teaching and talent training quality of universities. Yongyue Zhu & Minyu Guo. (2021) think that the current situation of Chinese university teachers participating in colleges academic administration is not ideal, exists the situation like that: the low degree of participation, the single mode of participation, poor willingness of participation and poor participation effect. Lu Meihong (2015) Teachers are the main body engaged in teaching and scientific research work, and the core issues of the internal governance of the college must be decided by the teachers. Zhao Zhirong (2012). whether teachers can participate in the governance of colleges and universities and give full play to their own professional advantages will play a key role in improving the core competitiveness of colleges and universities and finally realizing the "good governance" of colleges and universities. Theodore Caplow (2017) university governance should not only give teachers academic autonomy, but also stimulate the enthusiasm of teachers to participate in university governance through institutional incentives.

The reason why this paper is located in the participatory academic management development model of higher art colleges in Shenyang, Liaoning Province is that Shenyang is the political, cultural, military and transportation center in northeast of China. According to the list of universities in 2021, (<http://www.moe.gov.cn/>. 2021-3-20) there are 46 institutions of higher learning and 27 undergraduate universities in Shenyang. However, the quantity and quality of teaching at these 27 universities were not significantly better than other important cities in the northeast. As the provincial capital city, Shenyang's educational strength does not show a strong regional center. Therefore, studying the path and strategy of education reform of universities in Shenyang is the key to improving the quality of education reform in Liaoning Province, and it is also an urgent problem to be solved.

The researcher do this study with teachers of art colleges in Shenyang city, Liaoning province for the research samples, hope that through developing the participatory academic administration model for art colleges in Shenyang city, improve the administrative level and methods and strategies of academic administrative quality. For educational workers of art colleges, it can explore their teaching ability new path, cultivate teachers' sense of

responsibility, stimulate their work enthusiasm. It can provides new ideas of administration and education reform practice for colleges and universities in Shenyang, Liaoning province.

Research Objectives

1) To examine the components and indicators of participatory academic administration of art colleges in Shenyang city, Liaoning Province.

2) To develop the participatory academic administration model for art colleges in Shenyang city, Liaoning Province.

3) To propose the guideline of participatory academic administration of art colleges in Shenyang city, Liaoning Province.

Research Hypotheses

The participatory academic administration model of art colleges in Shenyang city, Liaoning province fit well with the empirical data.

Research Design

The research was mixed methodology design which were comprised of quantitative and qualitative research. There were three processes of research which were research proposal preparation, research procedures, and research report. The research procedures consisted of 3 steps; (1) Examining the components and indicators of participatory academic administration of art colleges in Shenyang city, Liaoning Province; (2) Developing the model of participatory academic administration of art colleges in Shenyang city, Liaoning Province; and (3) Proposing the guidelines on participatory academic administration of art colleges in Shenyang city, Liaoning Province. Statistical analysis techniques, such as descriptive statistics and regression analysis, were applied to the analysis of the quantitative data. The qualitative study collected and summarized the opinions and suggestions of key informants and experts on the research topic through semi-structured interviews and focus group discussion. The investigator analyzed the qualitative data using the content analysis technique. The results of these two data analyses are integrated.

Population and Sample

Population in this study are 2216 teachers from 12 public colleges with art majors in Shenyang city, Liaoning Province. The sample group will select by using proportional stratified random sampling from statistical program, totally at least 339 teachers.

Research Instruments

Research Instruments used in phase 1 were document record sheet & SSI form to gathering data from many research documents and experts, which have been examined and developed according to validity process.

The main research Instruments used in phase 2 include a 5-level rating scale questionnaire to query the important rating of the variables used in participatory academic administration, and the level at which the school is thought to have actually performed of that variable as a result of phase 1 research based on the perception of the samples used in the finding from the research.

And the research Instrument in phase 3 is Focus Group Discussion form.

Data Collection

The study for data collection were as follow: Request permission to collect data for research from Bangkokthonburi University and from 12 public schools offering art majors in Shenyang city, Liaoning Province. Then data collection was performed by distributing questionnaires to teachers at these 12 colleges.

Data Analysis

In this research, the researcher analyzed the data by using a computer program to manipulate the data in order to find various statistical values as follows:

Data analysis for frequency and percentage in order to know the status of the sample group, i.e., gender, age, educational background, experience in management etc. Average data analysis standard deviations and coefficients distribution to determine the suitability of the indicators for the selection of indicators in the model. Data analysis to take into account the suitability of variables to be analyzed for further components by analyzing the Pearson correlation coefficient. Through the Confirmatory Factor Analysis (CFA) and indicators by secondary order testing the conformity of the structural correlation model and weighting the sub variables used to generate the empirical data indicators obtained

from the weighted analysis of the data from the questionnaire. At last, the data from Focus Group Discussion will be analyzed using content analysis. The researcher conducted all collected data through qualitative research or content analysis methods to improve and summarize the model based on the opinions of qualified experts.

Research Results

In this study, the result of data analysis from research instruments were presented in three sections.

In section 1, result of data analysis for examining the components and indicators of participatory academic administration of art colleges in Shenyang city, Liaoning Province for research objective 1. From review of literature, the researcher has studied variables from related concepts, principles, theories, and related research concerning with participatory academic administration of art colleges in Shenyang city, Liaoning Province. It was found that there are 31 components in this study. The researchers ranked 4 main components and 13 indicators from high to low by their frequencies in the literature. The researcher conducted interviews with 9 key informants who are the teachers and administrators involved in the academic administration at universities in Shenyang city. They gave their opinions on this study.

In section 2, result of data analysis for development of the participatory academic administration model for art colleges in Shenyang city, Liaoning Province for research objective 2. This section was quantitative method, using descriptive research design. The results of the analysis of the demographic data of the respondents were distributed. A total of 339 questionnaires, 339 completed questionnaires, were returned 100% of the surveys were exhausted. The questionnaire consisted of three parts: general information, a rating scale questionnaire on the informational leadership model, and an open-ended section for suggestions. The content validity and reliability of the questionnaire were assessed. Descriptive statistical results of the data with a sample size of 339 were shown that the important indicators of the development scale of Participatory Academic Administration Model of Art Colleges in Shenyang, Liaoning Province. It can be seen from the data that the absolute value of skewness of each item is less than 3, the absolute value of kurtosis is less than 8, and the overall score is relatively balanced.

Table 1 Show the Pearson Correlation Coefficient of indicators

Pearson Correlation Coefficient													
Indicators	IM1	IM2	IM3	OM1	OM2	OM3	TM1	TM2	TM3	CACM1	CACM2	CACM3	CACM4
IM1	1												
IM2	0.600**	1											
IM3	0.596**	0.580**	1										
OM1	0.464**	0.501**	0.474**	1									
OM2	0.437**	0.489**	0.538**	0.675**	1								
OM3	0.502**	0.482**	0.481**	0.561**	0.598**	1							
TM1	0.490**	0.498**	0.470**	0.532**	0.522**	0.517**	1						
TM2	0.478**	0.564**	0.490**	0.510**	0.509**	0.508**	0.692**	1					
TM3	0.469**	0.502**	0.526**	0.435**	0.526**	0.502**	0.652**	0.654**	1				
CACM1	0.436**	0.512**	0.513**	0.528**	0.554**	0.495**	0.526**	0.530**	0.558**	1			
CACM2	0.484**	0.479**	0.549**	0.550**	0.548**	0.579**	0.473**	0.521**	0.566**	0.626**	1		
CACM3	0.502**	0.545**	0.468**	0.510**	0.514**	0.563**	0.641**	0.577**	0.519**	0.617**	0.551**	1	
CACM4	0.506**	0.545**	0.536**	0.504**	0.495**	0.574**	0.617**	0.532**	0.543**	0.589**	0.619**	0.688**	1

* p<0.05 ** p<0.01

A Pearson correlation coefficient analysis was performed for the indicators of the model of participatory academic administration of art colleges in Shenyang city, Liaoning Province, and the results are shown: A total of 13 indicators showed statistically significant positive associations at the 0.01 level ($p < .01$). These findings suggest the absence of multicollinearity in the model within this study. Confirmatory factor analysis (CFA) was conducted to refine the indicators, and the statistical programs were used for analysis. Model fit was evaluated using various criteria.

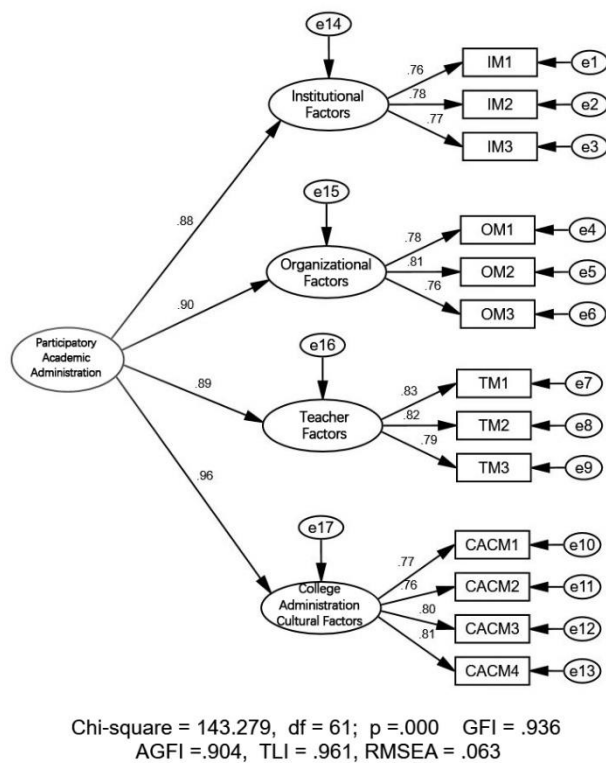


Figure 1 Show the second order of informational leadership model that was consistent with the empirical data

Table 2 Show statistical value of the model of participatory academic administration of art colleges in Shenyang city, Liaoning Province

Latent variables	Testing items	Error	C.R.	<i>p</i>	Standardized Factor loading	AVE	CR
IM	IM1	-	-	-	0.756	0.591	0.813
	IM2	0.075	13.882	0.000	0.781		
	IM3	0.077	13.687	0.000	0.770		
OM	OM1	-	-	-	0.784	0.615	0.827
	OM2	0.069	15.266	0.000	0.809		
	OM3	0.069	14.257	0.000	0.760		
TM	TM1	-	-	-	0.832	0.667	0.857
	TM2	0.055	17.191	0.000	0.822		
	TM3	0.057	16.426	0.000	0.794		
CACM	CACM1	-	-	-	0.768	0.616	0.865
	CACM2	0.070	14.555	0.000	0.764		
	CACM3	0.068	15.323	0.000	0.798		
	CACM4	0.069	15.534	0.000	0.808		
the Model of Participator Academic Administration	IM	-	-	-	0.884		
	OM	0.091	11.823	0.000	0.897		
	TM	0.093	12.392	0.000	0.893		
	CACM	0.090	12.170	0.000	0.958		

Table 2. Show statistical value of the model of participatory academic administration of art colleges in Shenyang city, Liaoning Province. Participatory academic administration model: institutional factors, organizational factors, teacher factors and college administration cultural factors have a significant positive influence on the participatory academic administration model. The AVE of the participatory academic administration model was 0.884, indicating that each first-order factor well explained and integrates the participatory academic administration model, with high interpretation and consistency.

The researcher used the questionnaire data and employed statistical software to derive the results. Descriptive and inferential statistics were computed for both latent and observed variables, arrival at a conclusion: the participatory academic administration model

for art colleges in Shenyang city is consistent with the theoretical basis, relevant research, and empirical data.

The model reveals the presence of four components and thirteen indicators within the participatory academic administration model for art colleges in Shenyang city, Liaoning Province. Listed in descending order of importance, they are as follows:

Rank order 1: College administration cultural factors, it is the latent variable that consisted of 4 indicators:

CACM4, Organizational culture.

CACM3, Teaching atmosphere.

CACM1, Administration environment.

CACM2, Academic atmosphere.

Rank order 2: Organization factors, it is the latent variable that consisted of 3 indicators:

OM2, Participation rules.

OM1, Organization setting.

OM3, Operation mechanism.

Rank order 3: Teacher factors, it is the latent variable that consisted of 3 indicators:

TM1, Awareness of participation.

TM2, Participation ability and knowledge.

TM3, Awareness of public responsibility.

Rank order 4: Institutional factors, it is the latent variable that consisted of 3 indicators:

IM2, Power allocation.

IM3, Fairness issues.

IM1, Information.

In section 3, result of data analysis for proposing the guideline of participatory academic administration of art colleges in Shenyang city, Liaoning Province for research objective 3. The researcher prepare the talk outline for the Focus Group Discussion, invited 9 key informants from different outstanding entrepreneurship education colleges with more than 5 years' experience under Liaoning Province. The data from Focus Group Discussion was analyzed by Content Analysis. There were total six guidelines of improving the quality

and efficiency of academic management and promoting faculty participation and contribution of art colleges in Shenyang city, Liaoning Province, details were as follows:

1) Ensure that all relevant information can be timely obtained by teachers, including academic evaluation criteria, power distribution mechanism, academic policies and so on. This can be done through the school website, email, meetings, etc.

2) Clarify the standards and procedures for the academic evaluation of teachers, as well as the distribution mechanism of power, so as to ensure that teachers can understand their rights and responsibilities. Schools should ensure that the process and results of academic administration are fair, transparent and traceable, so that teachers can believe that the evaluation results are fair.

3) Establish a sound academic organization so that teachers can fully participate in academic administration. Schools should establish academic organizations that can represent the interests of teachers and ensure that teachers can participate in the decision-making process of academic administration. Schools should develop rules and procedures that can encourage faculty participation in academic administration, such as providing time and resource support for faculty participation in academic administration.

4) Explore new forms and mechanisms for teachers to participate in academic administration, such as through online platforms and teacher forums. Through training and education to raise teachers' awareness of participation, they have the rights and responsibilities to participate in academic administration, to provide training opportunities to improve their academic skills and ability and achievements to participate in academic administration, such as research funding and to develop public responsibility that their participation is of great importance to the entire academic community and society.

5) Cultivate a positive and enterprising organizational culture to provide a good cultural environment for the effective implementation of the participatory academic administration mode. This cultural environment should be able to motivate teachers to actively explore, innovate and share knowledge, and promote the progress and development of academic circles. To this end, schools should pay attention to cultivating teachers' autonomy and self-management ability, encourage them to actively participate in academic administration, and provide necessary support and resources to help them achieve self-development and improvement.

6) Create a positive and open democratic atmosphere in which teachers feel their voices are heard and their contributions are valued. Schools can cultivate a positive academic atmosphere through various ways, such as encouraging cooperation between teachers and supporting teachers' scientific research projects, and they can also create a good teaching atmosphere through various ways, such as providing excellent teaching resources and supporting teachers' teaching reform.

Discussion

Discussion about major findings of objective 1

There were four components and thirteen indicators of participatory academic administration of art colleges in Shenyang city, Liaoning Province which consisted of institutional factors, organizational factors, teacher factors, college administration cultural factors. The major findings were revealed as such because these components and indicators can establish and improve a scientific and reasonable academic administrative system, build a good academic organization structure and participation rules, strengthen teachers' awareness of participation and professional ability training, create a positive academic atmosphere and teaching atmosphere, and provide a good cultural environment for the effective implementation of participatory academic administration mode.

This research finding was in accordance with the theories or research conducted by Ye Wenming (2017) which was found that teacher participation in administration is the core or essence of humanistic administration; laws and systems are the guarantee factors of teachers' participation in school administration; principals are the key factors of teachers' participation in school administration; teachers themselves are the fundamental factors of teacher participation in academic administration; the necessary information and smooth information channels are the channels for teachers to participate in academic administration.

Also, the findings were in the same direction with Zhu Yushan (2017) ; Zhang Qingyu (2017), they believe that participation is an important party in the academic administration of universities and colleges, which is a double-edged sword. As a school administrator, we should strive to improve the effectiveness of teachers' participation in academic administration and eliminate the inefficient and ineffective phenomenon of participation in administration.

Therefore, the school administrators should take the following measures: define the decision-making problems; create the atmosphere for participation, establish information sharing mechanism, improve the efficiency of meetings, and use various forms of participation. Moreover, from the research of Yu Congzhou (2018), it was found that the requirements of teachers' participation in academic administration, system construction and the content of participation in administration reflect the requirement that teachers play an important role in the administration of a university, which is also the requirements of the internal logic development of the university, corresponding to the research of Xiao Lifang (2018).

However, the research of Cai Yanqiu (2013), it was found that with the advancement of the popularization of higher education, teachers' democratic demands are constantly improve, under the new situation, the university academic administration should emphasize the balance of the subject power, should be implemented and expand participatory democracy, enhance the level of academic administration, it also for university system development has important practical significance. This view is different from that of the previous researchers.

Discussion about major findings of objective 2

The major findings of this objective can be discussed as follows: It is a common requirement of the change of internal and external environment of university academic administration to let university teachers participate in the management of academic activities and academic affairs. In the current context, the study of the role of university teachers, the subject of academic activities in academic administration, is undoubtedly of great theoretical and practical significance.

This research finding was in accordance with the theories or research conducted by Cai Yanqiu (2013), which was found that research mainly discusses the participatory academic administration model and guidelines, at a certain level adjust university existing management structure, can help solve the practical problems of administration, improve the level of democratic administration in colleges and universities, to maximize the sustainable and stable development of colleges and universities, and enhance the college and students' comprehensive strength and core competitiveness.

Also, the findings were in the same direction with Nian Chaoxu (2021), and Li Baoqiang (2021), they believe that participatory academic administration to promote the

modernization of university governance vitality, it contains the value and concept of the construction of internal governance system can play a positive role; Ju Lin (2020) she considered that from the perspective of meeting the diverse interest demands of the grassroots, the participatory academic administration of colleges and universities is conducive to the realization of the legitimate rights and interests of the staff.

Moreover, from the report of the International Committee on Education of the Century to UNESCO (1996) also said that " teachers should be further involved in various decisions concerning education. The formulation of teaching plans and teaching materials should be carried out with the participation of in-service teachers, because the evaluation of learning cannot be separated from teaching practice. Similarly, the school's administration, supervision, and teacher evaluation system can only benefit from absorbing the participation of teachers in the decision-making process." corresponding to the research of Hou Yuxue (2019).

Discussion about major findings of objective 3

The main finding of this objective is to target participatory academic administration model with valuable insights and effective recommendations. The researchers analyzed the collected data and clarified the effective strategies and practice guidelines, so as to improve the academic administration efficiency and administrative ability of universities, and provide reference value for improving the education system and formulating comprehensive and scientific educational policies and practice guidelines.

This research finding was in accordance with the research of Xu Qian (2018) which was found that research participatory academic administration can promote the scientific, democratic and modern development of university academic management. The participation of university teachers in academic administration discussed in this institute is not only the basic theoretical basis for carrying out the reform of internal academic administration in universities, but also will affect our choice of the concept, purpose, principles and operational measures of organization and implementation administration. Also, the findings were in the same direction with Zhong Ning (2018), promote the real participation of university teachers in academic administration. This study can provide important theoretical basis and decision reference for the practical work of organizational administration reform and governance structure optimization in the research universities in China. The real participation of university teachers in academic administration will greatly

promote the improvement of the internal administration level of universities, and have a positive role in the administration practice of higher education administration.

Recommendations

Recommendation for Policies Formulation

Based on the comprehensive and in-depth study of development of participatory academic administration model of art colleges in Shenyang City, Liaoning Province, the researcher give the following suggestions on policies Formulation for this research direction:

1) Formulate perfect and sound institutional policies: policy makers should give priority to integrating information in education management; ensure that teachers can fully obtain information and ways to participate in academic administration; .

2) Establish organization and participation rules: establish research institutes or academic organizations based on the awarding of doctoral and master degree or major research projects.

3) Establish training plan: innovate and diversified training activities, make teachers realize the importance of participation in management from concept to action, not only guarantee the acquisition of their own democratic rights, but also promote the development of the college and its own specialty.

4) Optimize the environment for teachers to participate in academic administration: to build a platform for teachers to participate in academic administration, create a positive and open democratic atmosphere; innovate the carrier and methods of work, promote the new ideas for teacher participation.

Recommendation for Practical Application

This paper believes that the current domestic university education reform is in a critical period of history, through the relevant policy guidance, encourage teachers to participate in college academic administration is one of the important path of education reform, Liaoning province with art majoring colleges and universities can seize the historical period, serious thinking, full implementation, comprehensively improve the teaching quality and administration level of colleges and universities, can mainly from the following three aspects:

1) Comprehensively improve the system policy: strengthen the information sharing mechanism in the university administration at all levels, build a complete

information channel to ensure that teachers timely and fully obtain the opportunities and ways to participate in the academic administration; improve the administration policy and the implementation rules of all departments, and ensure the clear procedures and authority for teachers to participate in the school organization rules.

2) Establish the academic organization mode of teacher autonomy, ensure the integrity of teachers' participation in activities, and give full play to the role of teachers in academic administration.

3) Cultivate teachers' collective sense of honor and cohesion, from inside to build teachers' consciousness, make teachers to participate in academic administration work philosophy and behavior habits.

4) Encourage teachers to participate in professional academic organizations, reward academic research achievements, build a positive academic atmosphere; and create good interpersonal interaction and teaching atmosphere among teachers by organizing diversified group activities.

Therefore, through these specific methods, to deepen the school internal decision-making system, improve the quality of educational reform and strategic research practice.

Recommendation for Further Research

1) In order to promote the reform and development of college education system in Liaoning province, we should constantly explore and study the democratization of administrative system, the internationalization of academic vision and the modernization of administration. The systematic deployment of the development strategy of the development mode of academic administration is the focus of research in the future.

2) The establishment of a modern university system of "independent management, democratic supervision and joint participation" has always been the ultimate goal of education reform. It is of great theoretical and practical significance to construct the university administrative system of multiple subjects and to cultivate the practice of cultivating teachers as masters of academic administration in colleges and universities. Therefore, for the reform of university education, the participation of university academic administration is a very important research proposition, which is also the field that researchers will continue to pay attention to and study in the future, so as to contribute to the final establishment of a diversified research system and the realization of the ultimate goal of educational reform.

References

- Ajzen, I. (2002). Residual effects of past on later behavior: Habituation and reasoned action perspectives. **Personality and Social Psychology Review**, 6(2), 107-122.
- Ajzen, I., & Madden, T. J. (1986). Prediction of goal-directed behavior: Attitudes, intentions, and perceived behavioral control. **Journal of Experimental Social Psychology**, 22(5), 453-474.
- Bridges, E. M. (1967). A model for shared decision making in the school principalship. **Educational Administration Quarterly**, 3(1), 49-61.
- Chou, T. (2014). **International Conference on Social, Education and Management Engineering**. Pennsylvania: DEStech Publications, Inc.
- Cliffs, E., Bandura, A., Adams, N. E., Hardy, A. B., & Howells, G. N. (1980). Tests of the generality of self-efficacy theory. **Cognitive Therapy and Research**, 4(1), 39-66. <https://doi.org/10.1007/BF01173354>
- Dunrong, B. (2000). Academic administration, academic power and other concepts interpretation. **Research on Education at Tsinghua University**, 2, 44-47.
- Indhumathi, M., Bharathi, R. F., & Selvi, G. P. (2021). **Management concepts and organisational behaviour**. Uttar Pradesh: Thakur Publication Private Limited.
- Kraft, B. L., McCray, E. D., Brownell, M. T., & Sindelar, P. T. (2014). **Handbook of research on special education teacher preparation**. Oxfordshire: Taylor & Francis.
- Laudon, K. C., & Laudon, J. P. (2020). **Management information systems-managing the digital firm**. London: Pearson.
- Li, J., & Xue, E. (2022). **Graduate education governance in China: A comprehensive policy analysis**. London: Springer Nature.
- Linlin, L. (2015). **University teachers participate in empirical research on academic administration**. *Global Education*, 4, 61-69.
- Mawela, A. S., Awelani, V. M., & Lebeloane, L. (2021). **Investigating the roles of school management teams in curriculum delivery**. Pennsylvania: IGI Global.
- Meyer, C. H. (2011). **The meaning of sense of coherence in transcultural management**. New York: Waxmann Verlag.
- Pace, P., & Filho, W. L. (2016). **Teaching education for sustainable development at university level**. New York: Springer International Publishing.

- Schifter, D. E., & Ajzen, I. (1985). Intention, perceived control, and weight loss: An application of the theory of planned behavior. **Journal of Personality and Social Psychology**, 49(3), 843-851.
- Simon, H. A. (1997). **Administrative behavior: A study of decision-making processes in administrative organizations**. New York: Free Press.
- Vedung, E. (2017). **Public policy and program evaluation**. Oxfordshire: Routledge.
- Zhu, Y., & Guo, M. (2021). Influence of differential leadership on teachers' professional ethics: An empirical study from Chinese universities. **Asia Pacific Education Review**, 22, 549–564.