

THE DEVELOPMENT OF INNOVATIVE LEADERSHIP MODEL FOR ADMINISTRATORS OF ART UNIVERSITIES, LIAONING PROVINCE

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Received: September,9 2024

Revised: October,31 2024

Accepted: December,23 2024

Abstracts

The objectives of this research were 1.To study the components of innovative leadership for administrators of Art universities, Liaoning province.2.To develop the innovative Leadership Model for administrators of Art universities, Liaoning province.The population were 2118 administrative staff, staff and teachers of public art universities . The sample group was random by simple random sampling to study, totally 336 person for the representative of population . The research instruments was 5-level rating scale questionnaire. Statistics for data analysis were descriptive statistics, and Confirmatory Factor Analysis. The results of this research were found that The objectives of this research were 1) To study the components of innovative leadership for administrators of Art universities, Liaoning province.2) To develop the innovative Leadership Model for administrators of Art universities, Liaoning province. The research was a quantitative method. The population were 2118 administrators of Art universities,Liaoning province.The sample group was random by simple random sampling to study, totally 336 person for the representative of population . The research instruments was 5-level rating scale questionnaire. Statistics for data analysis were descriptive statistics, and Confirmatory Factor Analysis. The results of this research were found that based on the results of this analysis, it can be concluded that the Innovative Education Management model for administrators from theory and research related and empirical data was consistent. It can be concluded that the Innovative Education Management that have 8 components, there are 1)Management system,2)Management form,3)Rationality,4)Basic quality,5)Capability approach,6)Innovation mode,7)Qualityteam,8)Informatization. Therefore, the results of preliminary validation of data before developing models using CFA (Confirmatory Factor Analysis) have a significant impact.

Keywords: Innovative Leadership, Leadership Model, Art Universities in Liaoning

Introduction

The objective of this study is (1) to study the components of the innovative leadership of administrators of art universities in Liaoning Province. (2) Develop innovative leadership model for administrators of art universities in Liaoning Province. Quantitative methods were used in this study. The total population of the study mainly came from 2118 administrative staff and faculty of public art colleges. The study sample group was randomly selected by simple random sampling, with a total of 336 population samples. The research tool was 5-level rating scale questionnaire. The statistical methods of data analysis are descriptive statistics and confirmatory factor analysis.

The results show that: (1) the matrix correlation between the analyzed indicators is different from the identity matrix. It was statistically significant at 0.01 level ($p < 0.01$). Hair et al. (1998, p. 99) reported that KMO/MSA should be > 0.5 . The Bartlett sphericity test is equal to 6141.073 and KMO. Kim & Mueller (1978:76) write in their book entitled "Factor Analysis: Statistical Methods and Practical Problems to Be Examined by KMO (Quantitative Applications in the Social Sciences)" that the value is 0.944 and that a value greater than 0.80 indicates whether a sample is suitable for developing a model. The value of KMO should be greater than 0.5, and for the Bartlett test, it checks the population correlation matrix as the identity matrix, which is determined by its statistical significance being less than 0.05 ($p < 0.05$). Therefore, the results of initial validation of the data before developing the model using CFA (Confirmatory Factor Analysis) have a significant impact.

Key words: innovative leadership model, manager, Liaoning University of the Arts

1. Research objectives

1.1 To study the components of innovative leadership for administrators of Art universities, Liaoning province.

1.2 To develop the innovative Leadership Model for administrators of Art universities, Liaoning province.

2. Research Methodology

This study used a mixed methodology design, including quantitative and qualitative research. Research proposal preparation, research procedures, and research reports are divided into three processes. The research procedure consists of the following two phases: **The research objectives are:** (1) To study the components of innovative leadership for administrators of Art universities,

Liaoning province.(2)To develop the innovative Leadership Model for administrators of Art universities, Liaoning province.

3. Data Analysis

Dissertation title was “The Development of Innovative Leadership Model for Administrators of Art Universities,Liaoning Province” Research objectives were: (1) to determine the components and indicators of The Development of Innovative Leadership Model for Administrators of Art Universities, Liaoning Province.(2) to develop the model of The Development of Innovative Leadership Model for Administrators of Art Universities, Liaoning Province. The research methodology was mixed methodology, including qualitative and quantitative research. Population of the research was consisted of 2118 who were High-Level. Through the content analysis of the above methods, the constituent elements of the education management model are: education management system; the rationality of the organizational form and process of education management; the basic quality of education managers, including teachers' moral quality, professional ability, and education methods and methods; In obtaining the important support of the "three elements" of education management, the innovation model of education management, the quality of education management team, and the informatization of education management. The practical application of the educational management innovation model in the new era is aided by the integration and scientific movement of contemporary informatization means.The main research scope is the education management mode of 18 representative art colleges in Liaoning Province.The sample size was determined by the G-Power program, obtained by proportional stratified random sampling method, totalling 336 person. The key informants consisted of deans, department directors and professors in administration from Chinese and the Faculty of Education, Bangkokthonburi University, totaling 11 senior experts who had more than 10 years' work experience from Higher Art Universities in Liaoning Province, obtained by snowball sampling method. The instruments used for data collection were data record form, semi-structured interview form and five-point rating scale questionnaire. Questionnaires have been received at the response rate of 100%. In this Chapter, the result of data analysis from research instruments were presented follows:

4. Result Analysis

4.1 Result of Data Analysis for determining the components and indicators of Innovative Leadership Model for Administrators of Art Universities, Liaoning Province.Result of Data Analysis

for developing the model of Innovative Leadership Model for Administrators of Art Universities, Liaoning Province.

4.2 Descriptive Statistics

In terms of gender, the frequency of males is 169, accounting for 50.3% of the total; The frequency of females is 167, accounting for 49.7% of the total. In terms of age, the frequency of people under 25 years old is 85, accounting for 25.3% of the total; The frequency of 26 to 35 years old is 84, accounting for 25% of the total; The frequency of 36 to 50 years old is 81, accounting for 24.1% of the total; The frequency of over 50 years old is 86, accounting for 25.6%. In terms of education level, the frequency of master's degrees is 113, accounting for 33.6%; The frequency of doctoral degrees is 108, accounting for 32.1% of the total; The frequency of postdoctoral degrees is 115, accounting for 34.2% of the total. In work experience, the frequency within one year is 96, accounting for 28.6%; The frequency of 1-5 years is 76, accounting for 22.6% of the total; The frequency of 6-15 years is 84, accounting for 25% of the total; The frequency of over 15 years is 80, accounting for 23.8%.

Table 4.1 Distribution of Basic Information for Formal Surveys (n=336)

variable	classification	frequency	percentage
gender	male	169	50.3
	female	167	49.7
age	Under 25 years old	85	25.3
	26-35 years old	84	25.0
	36-50 years old	81	24.1
	Over 50 years old	86	25.6
Education level	Master's degree	113	33.6
	doctorate	108	32.1
	post-doctoral	115	34.2
Work Experience	Within 1 year	96	28.6
	1-5 years	76	22.6
	6-15 years	84	25.0
	Over 15 years	80	23.8
Duties	assistant	85	25.3
	lecturer	82	24.4

variable	classification	frequency	percentage
	associate professor	90	26.8
	professor	79	23.5

4.3 Correlation analysis

Before analysis of the second order of confirmatory factor analysis, researcher was studied the correlation between the 80 indicators scales to appropriateness of the correlation matrix to be analyzed.

Table 4.2 Show the rank order of Squared Multiple Correlations

Components	Squared Multiple Correlations R^2
Component 7 Quality team	0.668
Component 4 Basic quality	0.590
Component 5 Capability approach	0.580
Component 2 Management form	0.579
Component 3 Rationality	0.574
Component 6 Innovation mode	0.573
Component 8 Informatization	0.566
Component 1 Management system	0.516

4.4 Bartlett and KMO index statistics

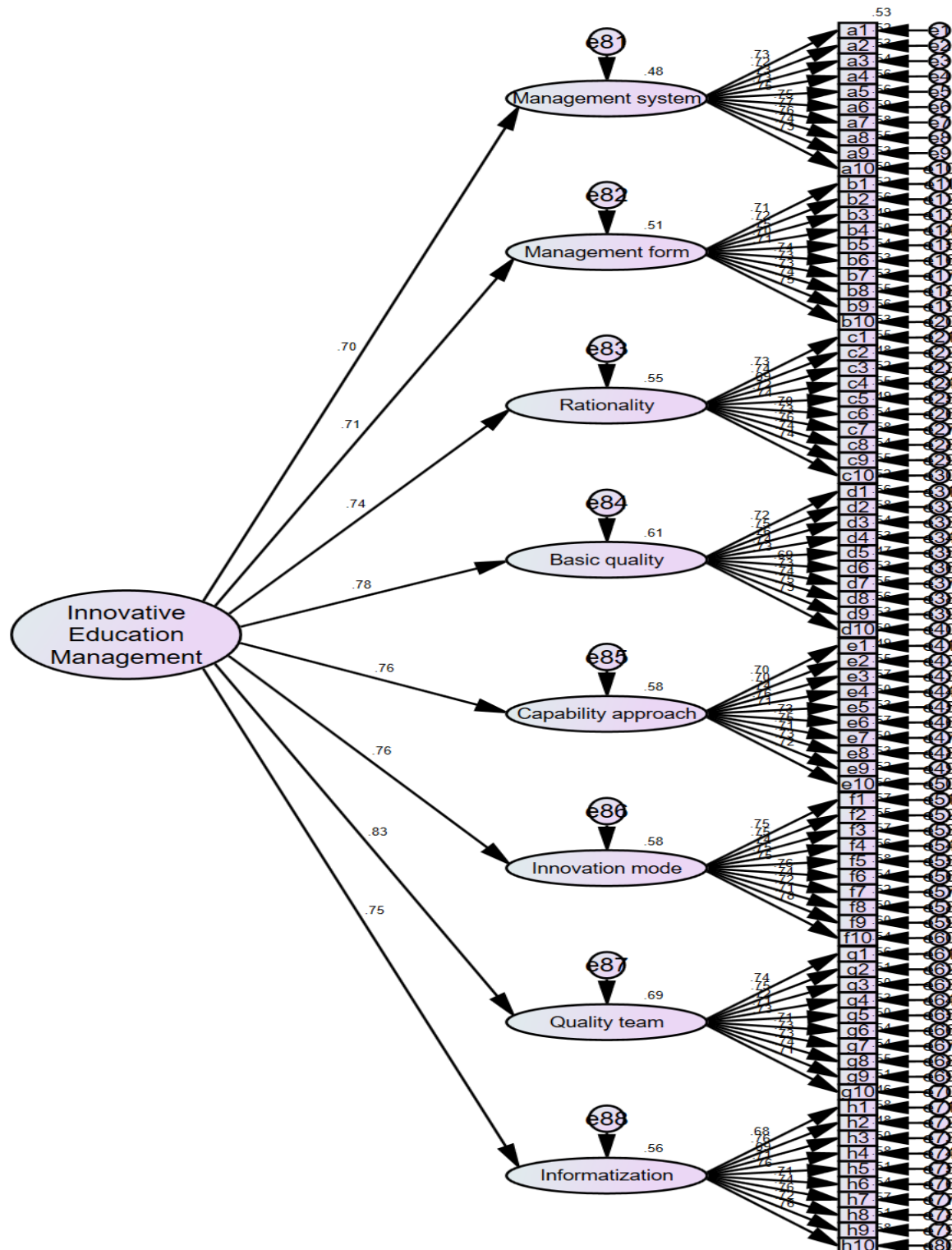
Table 4.3 The statistic of Bartlett and KMO

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.960
Bartlett's Test of Sphericity	Approx. Chi-Square	17020.605
	df	3160
	Sig.	0.000

Table 4.3 shows that the matrix correlation between the indicators analyzed is different from the identity matrix. Statistically significant at the level of 0.01 ($p < 0.01$). Hair et al., (1998, p. 99) reported KMO / MSA should be > 0.5 . Therefore, the results of this preliminary analysis of the data

Figure 4.1 Show the second order of model that was consistent with the empirical data

Chi-square=3490.086;df=3072
 ;Chi-square/df=1.136;P=.000
 ;GFI=.808;TLI=.972
 ;CFI=.973;RMSEA=.020



From Figure 4.1 above the results of the second order by CFA (Confirmatory Factor Analysis)

With the AMOS program, the following confirmative index values were obtained: Relative Chi-square

(χ^2 / df) = 1.136, Chi-square (χ^2) = 3490.086, Degree of Freedom (df) = 3072, Goodness of Fit Index (GFI) = 0.808, Adjusted goodness of fit index (CFI) = 0.973, Tucker-Lewis Index (TLI) = 0.972, Root Mean Square Error of Approximation (RMSEA) = 0.020. By this evaluate index meet the specified criteria, Relative Chi-square (χ^2 / df) < 2 (Diamantopoulos, A. et al., 2000; Schumacker, R. E. and Lomax, R. G., 2010), GFI, TLI, CFI $\geq$ 0.8 and RMSEA $\leq$ 0.05 (Jöreskog and Sörbom, 1996; Diamantopoulos, A. et al., 2000; Fan and Sivo, 2009; Hair et al, 2010, Poonpong Suksawang, 2020).

Therefore, based on the results of this analysis, it can be concluded that the Innovative Education Management model for administrators from theory and research related and empirical data was consistent. It can be concluded that the Innovative Education Management that have 8 components, there are (1) Management system, (2) Management form, (3) Rationality, (4) Basic quality, (5) Capability approach, (6) Innovation mode, (7) Quality team, (8) Informatization.

4. Conclusion and Recommendations

Dissertation title was “The Development of Innovative Leadership Model for Administrators of Art Universities, Liaoning Province”. Research objectives were: (1) To study the components of innovative leadership for administrators of Art universities, Liaoning province. (2) To develop the innovative Leadership Model for administrators of Art universities, Liaoning province; The research methodology was mixed methodology, including qualitative and quantitative research. There were three processes of research which were research proposal preparation, research procedures, and research report. Details were as follows:-

5.1 Conclusion

The research procedure consists of three steps;

(1) Qualitative research. Identify the variables affecting the effectiveness of the innovative education management model of art colleges in Liaoning Province, and deeply understand the decisive indicators of the innovative education management leadership model of art colleges. Learn about the concepts, principles, theories and practical foundations of innovative education management models that influence art academies through multiple channels. Through reviewing domestic and foreign literature, the relationship between variables is thoroughly studied, and the variables affecting the development education management model of Liaoning Province are obtained, which lays a foundation for further research.

(2) Variable research, to investigate the effective factors affecting the innovation model of education management of art colleges in Liaoning Province. Guidelines for validating and formulating the innovative model of education management of art colleges in Liaoning Province.

This is a quantitative study in which researchers use step (1) to explore the factors influencing the development of innovative education management models in high-level art universities, based on the variables in the steps. Compile questionnaires and mobile phone data from the sample. The population includes 18 art colleges and universities in Liaoning (Lu Xun Academy of Fine Arts, Dalian More University of Technology, Liaoning Normal University, Dalian Polytechnic University, Shenyang Normal University, Dalian University, Shenyang University, Anshan Normal University, etc.). Using stratified sampling techniques, to improve the accuracy of exploratory factor analysis, the researchers increased the sample size to 336 samples. The sampling method of the questionnaire mainly uses the snowball random sampling method to collect and analyze the samples of this survey. Research Methods is a hybrid approach to phase2 that includes both quantitative and qualitative research. Research has three processes, namely research proposal preparation, research procedures, and research reports.

Finally passed; Step (3) Develop a mechanism guide for the development of an innovative education management model for art colleges in Liaoning Province. This is a qualitative study. The researchers used (2) to analyze the components of the innovative education management model, and through key group discussions, formulated the strategic policy of the innovative education management model of art colleges in Liaoning Province. Seven key insiders (university deans, department chairs of universities, provincial leaders, directors of academic affairs offices, and deans of graduate schools) are from universities. They have rich experience in educational management or production of Art colleges, have achieved certain achievements in the field of educational management methods and methods, and have been widely recognized for their success in innovating the educational management model of art colleges. Based on the above criteria, a purposeful sampling technique was used to select key whistleblowers. Through focus group discussions, researchers act as facilitators. Content analysis of data from focus group discussions. After the data collection is completed, the content analysis method is used to analyze the collected data.

5.2 Discussion

First-rate universities' personalized talent cultivation method consists of 8 aspects: The concept of talent cultivation, specialty establishment, course establishment, teaching system, teaching organization, teaching management model, hidden curriculum form, and teaching assessment.

It is an important direction of higher education reform and development to construct individualized talent cultivation mode. The reform of the individual talent training mode in first-class universities is not only unique, but also can be demonstrated and promoted.. The reform is a system engineering, a process of interaction from top to bottom and from inside and outside. It is necessary for us to consider the countermeasures to reform the pattern of individual talents in top universities, and it is also a practical problem. Promote the development of the student's personality. So, the eight parts of this study are important factors to build the effective guidance of the individual talents cultivation in the top universities, and it is also an important method to improve individual talent cultivation. The combination of the eight elements will bring more opportunities for the development of individual talents in the future.

5.3 Recommendations

You may provide itemized recommendations based on your research findings in three aspects:

5.3.1 Recommendation for Policies Formulation

5.3.1.1 Constantly enrich and further improve the concept of talent training, highlighting the personality training of college students, college talent training thoughts have a vital role in the construction of talent training mode. Only by establishing a scientific viewpoint can a reasonable training plan and goal be formed, and other components of the talent training mode such as professional setting mode and course teaching method be designed and developed into a unique and perfect training mode.

5.3.1.2 To improve the setting mode of colleges and universities, based on the existing professional mode of colleges and universities, absorb the advantages of foreign university setting mode, and analyze the shortcomings, and form a professional mode suitable for the reality of our country. At present, innovation can be carried out in adjusting the flow time, expanding the scope, optimizing the system and so on. Adjust the diversion time to avoid students entering the school to determine the major, so that students have a very rich time after enrollment, to tap their potential, and can choose their own major, expand the professional caliber, that is, comprehensive consideration of the development needs of the country.

5.3.1.3 Optimize the way of curriculum setting and pay attention to the personality development of college students

To adjust the curriculum structure, first of all, we should vigorously increase the proportion of educational curriculum in the curriculum structure. For example, while setting up designated

electives and free electives, the proportion of courses in natural sciences, especially humanities, is clearly determined, which not only ensures students' full participation in a wider range of subjects, but also gives students full freedom of choice. I think every student has his own personality, he has his own likes and dislikes.

Secsystem. Credit system refers to the educational idea of "personalization and individualized teaching", which measures and evaluates students' academic performance according to the total academic score standard. In order to further improve the credit system, first of all, efforts should be made to improve students' elective course system. Second, the proportion of loans has been adjusted.

The tutorial system should be further improved. Tutorial system is an educational system that teaches students according to their apondly, reduce the proportion of compulsory courses. For example, we can reduce the proportion of compulsory courses and increase the proportion of elective courses. We now stipulate no less than 12 credits of compulsory courses and no less than 15 credits of elective courses. I think if we can do a better job in this area, we can provide students with more learning freedom, students can plan their own learning process and self-development autonomy, autonomy and initiative. They can find what they really like and are interested in in free learning.

5.3.1.4 Improve the education system and improve the quality of students

We must further improve the integrity stitute. To improve the tutorial system, first-class universities should pay more attention to the tutorial system at the university level, and use the mechanism such as the tutor committee to complete the system design and standardized management of the tutorial system at the academic level.

5.3.1.5 Innovation in Teaching Organization Form and Improvement of University Students' Personality

Only through the activities of the students can the education value of knowledge be converted into the personality quality of students.If we recognize that the students are the principal part of the educational and educational activities, and that they are the foundation of their personal development, Then it is necessary to make clear that the different activities of the students in the course of education will result in different development.Educational approach means choosing a developmental approach and developmental outcome for students.

5.3.1.6 Innovation in Teaching Management Model for University Students' Personality Development

Set up human-oriented, life-oriented management thinking. It is the precondition of innovation in teaching management model to change management thinking. Only by establishing the management thought fit to individual education, can we correct the deficiency of the current teaching management mode and guide the reform of the teaching management mode.

5.3.1.7 The university is not only the hall of knowledge, but also the hall where the university students' personality develops harmoniously. It is proved that without individual harmony, innovation education, quality education, and people's freedom and comprehensive development will all be nothing but smoke. At the same time, we pay attention to students' individual character, but we do not realize that harmonious personality is the foundation stone for the creation of the future, which will really benefit humanity and society. The proliferation and prevalence of ultra-individualistic ideas and actions lead to the over-pursuit of individual benefits and self-realization, which can result in catastrophic consequences.

5.3.1.8. Reforming the teaching assessment method and attaching importance to the creativity of university students

In some degree, the teaching assessment method is a baton to the teaching and learning of the teachers. The aim of evaluation is to give back, correct and regulate the teaching quality. The evaluation of teaching should be an effective way to improve the quality of education and the development of personality. If its aim is to recognize, select and remove, the assessment will largely lose its role in teaching, and it will worsen the trend of test-oriented education to only test results.

5.3.2 Recommendation for Practical Application

5.3.2.1 In order to think of the fact that it was held, we had a development, indeed some positioning and characteristics in regular training. In order to think of the fact that it was held, we had a development, indeed some positioning, indeed some characteristics in regular training.

Universities should recognize their historical histories and comparative advantages in accordance with their orientation and features. Explore their unique individuality, and use the advanced ideas of the first class universities in the world. Conscientiously condense the idea of individual talent cultivation, and aim at university students' individual development. Project content and features, scientific design of talent training mode.

5.3.2.2 Cross discipline and interprofessional study, expand the students' professional adaptability, and perfect the mode of specialization.

First of all, when it comes to the major setting time, it is necessary to postpone the time of major division in order to avoid deciding on a particular specialty. Based on the general education

of Grade One, we open up the specialized foundation curriculum, widen the scope and knowledge of the students. Therefore, the students can form the transfer of knowledge in different disciplines, so as to make the Second Grade Specialized Diversion System work effectively. Secondly, In a professional environment, students should be able to experiment and change. It is necessary to encourage inter-disciplinary learning to make the best use of high quality education resources and offer more opportunities for individual development of students. Thirdly, in the field of specialty, besides continuously improving the level of the profession, we can also draw lessons from foreign first-class universities, that is, Encourage students to study a broad range of optional courses, especially cross-disciplinary ones, with a strong base and broad range of subjects. Set up to expand students' professional adaptability.

5.3.2.3 There is less communication between industry and academic teams than expected, and the process of changing and adjusting this is often hampered and slow by bureaucracy. Regarding this question, the key words answered by most scholars are "communication" and "exchange of ideas". Participants emphasized the importance of face-to-face communication in which both university management and stakeholders can enthusiastically convey their ideas. "Network" is a key word that comes up often. Between universities and academia, networking is a key component of effective innovation. Some scholars cite national and international examples of building networking tools that create links between universities, businesses, and research technology organizations. These mechanisms should be reviewed and updated as innovations that can change communication capabilities and expectations. And according to some data analysis, participants frequently interpret responses in many subcategories of the parent topic, to change this.

5.3.3 Recommendation for Further Research

5.3.3.1 Further improve and deepen the relevant theories and researches on the cultivation of personalized talents in colleges and universities, sort out and refer to relevant literatures at home and abroad as well as various experience cases and successful cases, and more accurately and deeply study the components and influencing factors of the effectiveness of personalized talents training in colleges and universities;

5.3.3.2 Further improve questionnaire content and data collection. Determine the valid sample size data for the study. In the future research, the number of population samples and the orientation range of the questionnaire should be expanded to make the research more convincing and authoritative, build an effective college talent training system, and improve the constituent

elements. To verify the influencing factors and structure of the effectiveness of personalized talent training in first-class universities

5.3.3.3 In the future research, based on the existing achievements, a scientific, reasonable, systematic and effective talent training system will be constructed by applying effective education and teaching theories and using analytic hierarchy process and empirical research methods.

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