

Strategies for Psychology Improving Administrators' Leadership in Universities in Guangxi

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ABSTRACT:This research is current situation for the guide leaders of university managers policy in Guangxi, this study proposes long-term development strategies for leader development in these institutions based on model. The expected leadership practices proposed in this study includes five aspects: 1) setting role models 2) fostering commitment 3) providing individual supports 4) intellectual stimulation 5) holding high performance expectations. The involved research tools are questionnaire to team members, which was analyzed using percentages, mean values and standard deviations, and interviews to middle leaders.

The research results found that the administrative skills and leadership practices of these middle leaders are all at medium level and needs further improvement, particularly related to the ability of modifying policies, respecting individuals 'needs, collaborating evaluation between colleagues and etc. The experts evaluated these strategies to improve the leadership of middle-level managers, and their opinions were feasible and applicable. The research results summarized 17 strategic suggestions for middle managers under the policy reform in Guangxi, and put forward the discussion of the future development trend.

Keywords:Middle leaders, leadership practices, strategies

1. INTRODUCTION

For many years, the quality of leadership in education has been a national focus in government policies. Pointed for significance in enhancing the qualities of teacher teams and further improving the leadership in educational institutions. However, the improvement of leadership, from the ability of teachers to that of the administrators, faces a series of challenges.

One of these challenges is the impact of internationalization. Shifting relating to tertiary education, all of which had a considerable impact on Chinese higher education during this period. Entails efforts achieve trade, which are heavily influenced issue increased outflows, known as "brain drain," profit keeping a identity, will continue to be major concerns in the future (Huang 2003).

Another big challenge is digitalization, particularly during the pandemic era caused by Covid-19. According to UNESCO's Educational Framework for 2030, nations should offer children and teenagers who do not attend school alternative education forms and training, as well as hybrid Programmes and state-recognized equivalencies.

Middle leaders important because of the critical role they play in the success of the institution, the lack of attention they often receive in leadership research, their potential to drive change and innovation, the need to identify best practices and develop effective leadership development programs, and their impact on the institution's culture and climate.

Therefore, considering all above reasons, the research objective in this research narrowed down to the focus of generating strategies to improve the administrators (middle leaders)'s leadership in Guangxi universities, particularly those undergoing policy related transformation.

2. RESEARCH QUESTIONS

In order to achieve the final research aim, the research focuses on following questions:

1. What are the current situations of administrators' leadership mode in universities under policy influenced transformation in Guangxi?
2. How to propose and create an improved leadership model that fits the need of the transformation of the target universities?
3. What are the strategies for improving administrators' leadership in these university in Guangxi?

3. LITERATURE REVIEW

3.1 Chinese Education and Globalization

From through the most recent Confucianism has dominated approximately. Many of Confucianism's most eminent scholars believe that bringing humans and the universe together will benefit the world. Individualism, according to Tu (2001), refers to the person at the center of a link rather than an isolated individual. If a person is self-sufficient and has the freedom to choose, they will unavoidably connect with a growing community (Tu 2001).

Despite outside influences, Chinese higher education has remained closely linked to the ruling class, which is focused earned in their own country, with little regard for what was going on culture, referred to be "essential aspects of historical Chinese higher learning," rather than "universities" (Hayhoe 1996). Confucianism's was education. On other hand, intellectuals drew information worldwide movements (Tu 2001). As a result, education has been characterized as a tool for growing a country and leading its citizens on a personal and national level (Deng, Wang and Liu, 2015).

3.2 Types of Educational Leadership Theories

The Meaning of Leadership

It is often believed. However, in practice, leadership is often obvious to recognize, harder describe accurately. Complexities universally may exist (Day and Antonakis 2011).

General Overview to Modes of Leadership

Without a doubt, leadership plays a vital role in the efficient functioning of any organization. Flexible networks, open communication processes, and leaders who display creativity, constructiveness, and positive energy positively impact employee satisfaction and enhance innovation. The importance of the development of leadership and the contribution of a leader may be deemed particularly urgent in the context of high hierarchical systems, which adversely affect incentives to work and communication efficiency.

Industry providing cutting skills, new leadership models are required. While there are numerous may require considers the environment. Previous industry experimented with styles, as well as increased management control, market competition, government oversight, and organizational reorganization. As academic autonomy has been eroded, the divide between academics and 'other' personnel has widened (Jones et al. 2012).

Hierarchical Leadership and Distributed Leadership

Significantly influenced government's totalitarian and Soviet Union's since middle of the twentieth century, resulting in a centralized, top-down educational system (Yu 2020)

3.3 Leadership Traits Theories

One of the earliest ideas of leadership is leadership trait theory, which can be traced "the history of the world was the biography of great men" in 1849.

3.4 Behavioral Leadership Theories

Behaviors considerations behavior so behavior paradigm seen in a variety of leadership theories.

3.5 Teachers' Performance Management Theory

Teacher performance is instructors play role the field of Low teacher performance causes a significant decline in the academic career of students, which has a long-term impact on the education business. As a result, in the education business, teacher performance is critical, and scholars and practitioners alike must consider it. Sidi (2001) claimed that a competent teacher must possess as well as pupils' spirits, strong devotion job, a constant desire improve.

3.6 Leadership as Practices

Practices that utilizes an empirical approach. By studying practices rather than traits and behaviors, leadership emergence can be discerned as it occurs. Simpson (2016) has connected such practices with an interactional mode comprising three perspectives.

3.7 Related Research – Middle Leaders' Role in Educational Change

Although there are plenty of studies concerned about the models of leadership and their impact, as well as many discussed leadership transformations under the influence of globalization, still transformation Chinese which developed in a comparatively complex political and historical culture background. From previous studies, I assume that successful leaders share some certain characteristics, and there may be a suitable framework for leaders to follow when facing today's challenges brought by globalization and other transformations.

4. RESEARCH CONCEPTUAL FRAMEWORK

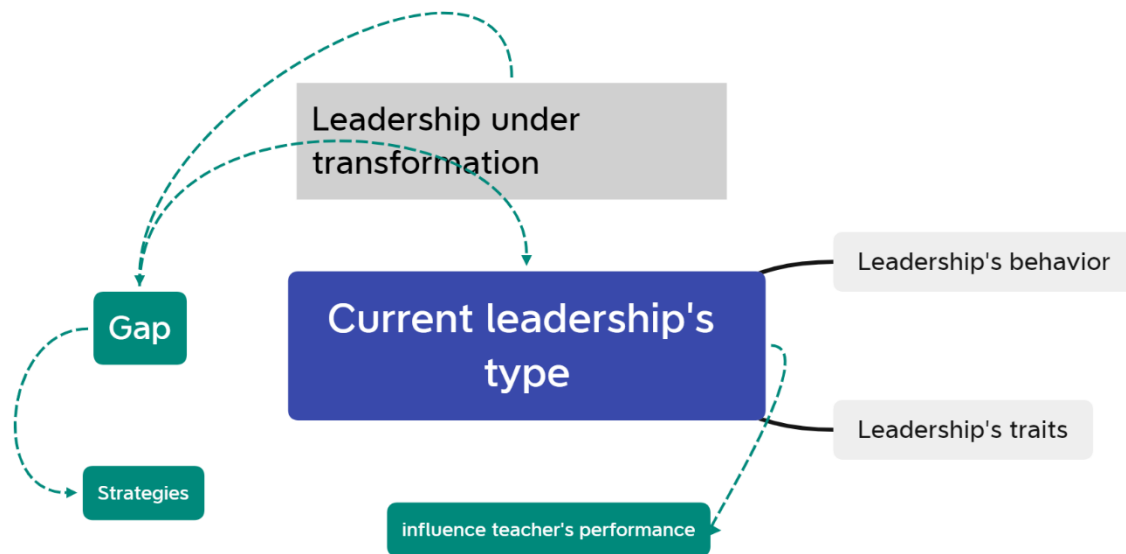


Figure 1 A framework of Strategies for Improving Administrators' Leadership

5. OBJECTIVES OF THE RESEARCH

- 1.To study the current situations of Administrators leadership mode in universities under transformation in Guangxi.
- 2.To propose and create an improved leadership model that fits the need of the transformation of the target universities
- 3.To study and evaluate the strategies for improving Administrators' Leadership in universities in Guangxi.

6. RESEARCH METHODOLOGY

This paper uses a range of analytical techniques to address the issues raised in the first chapter and successfully accomplish the research goals. (1) Analysis of the circumstances, issues, and variables affecting the current middle leadership in Guangxi universities under transformation. (2) A comparison of the expected practices of middle leadership from different perspectives (3) To develop strategies to raise middle leadership calibers at Guangxi universities under transformation. The researchers used the subsequent methods:

To study strategies for improving Administrators' Leadership in University in Guangxi, I will further discuss the following procedures:

- 1.The population / Sample Group
- 2.Research Instrument
- 3.Data Collection
- 4.Data Analysis

6.1 The Population / The Sample Group

6.1.1 The Population

Considering the three main factors, digitalization, globalization and the political influence, all the universities in Guangxi and even from the whole nation are undergoing the challenges caused by the first two factors, but particular five second-tier universities in Guangxi are influence by policies of administrative transformation. These mainly include five universities in Guangxi, including Hezhou, Baise University, Normal Nationalities. These universities are facing a series of transformation in administration systems and norms.

On November 19, 2021, the Notice of the People's Government of Guangxi Zhuang Adjusting Management System Five Universities, Including Baise University (GZF [2021] No. 42) was issued. The document clearly states that "in order to promote the high-quality development of higher education in Guangxi and improve the ability and level of relevant colleges and universities to serve the economic and social development, the People's Government of the Autonomous Region has decided to adjust the management system of five colleges and universities (hereinafter referred to as the five colleges and universities), including Baise University, Wuzhou University, Hezhou University, Guangxi Normal University for Nationalities, Guangxi Normal University of Science and Technology, from" jointly built by the districts and cities, and mainly by the cities "to" organized by is adjusted to Education Department. After years of efforts, the dream of the school to be managed directly under the autonomous region has finally come true. This will not only end the history that the government's financial allocation per student has been insufficient for many years to restrict the development of the school and greatly improve the space for funding support for future reform and development, but it will also greatly increase the opportunities for the school to obtain more policy and other social resource support and broaden the future development platform.

Taking Hezhou University as an example, 2021 is the year when Hezhou University enters a new stage of development. There are two obvious signs. One is that the school has entered formative development in an all-round way this year, and the other is that the school management system has been adjusted from "jointly built by the district and city, and mainly by the city" to "organized by the people's government of the autonomous region." Since the promotion of the university in 2006, the university has been exploring the orientation based on combination of orientation and orientation of talent quality. It has gone through different stages of development, such as the exploration of transformation, the initial completion of transformation, and the deepening of transformation. It has basically taken shape in the aspects of concept orientation, discipline, teaching team, teaching time allocation, function management, mechanism modelling, and running resources. The university still works hard on the road of shaping development until we reach the shaping development.

Thus, the population are administrators and full-time teachers in second-tier universities in Guangxi which are under administrative transformation to the subordinates of the provincial government. Approximately, there are 580 mid-level cadres or administrators who fit the definition here.

6.2 The Sample Group

Among these five universities, we randomly picked two out of them – Hezhou University and Wuzhou University, as the sample universities, in which the number of the mid-level administrators is 232, and the number of the full-time teachers is 2250. In the qualitative part I set the number of administrators who would

take the interview as 20 people. As for the quantitative part survey, since section provides estimating "Small Sample Techniques" we set the sample of full-time teachers with 233 . The teachers and other department staffs are allocated with numbers and imputed in the SPSS system. The selection of sample was completed by the system's random selection, and the questionnaires were distributed via Wechat in the electronic forms for their convenience.

No	University	City	population	questionnaire	interview
1	Wuzhou University	Wuzhou	1044	103	10
2	Hezhou University	Hezhou	1206	130	10
Total			2250	233	20

Table 1 Sampling distribution

7. RESEARCH RESULTS

According to the aims and research questions of Strategies for Improving Administrators' Leadership, the finding of this research is presented in four sessions, showing the current middle leaders' leadership practices, and the gap between these current practices and effective practices.

Section One, the demographic information of middle leader interviewees and the questionnaire respondents, including their personal information, such as gender, age, highest education, occupation, and work experience.

Section Two, the analysis to current leadership practices from middle leaders' perspective and their follower's perspective.

Section Three, comparison to theoretical framework and coding and analysis to the gap.

Section Four, generated strategies according to the gaps and current policy.

Leadership practice – setting values	
Practices	Code examples
Setting team values	“When setting goals, we should first unify our thinking so that all employees can actively participate in the understanding of the context of the goals; secondly, we should recognise the value behind the goal; and finally, we should constantly strengthen the goal.”
Setting moral standards	“Administrators should establish a correct outlook on the world, life, values, power, status, and interests; always maintain an uplifting spirit and a good style of work; promote new and healthy trends; and resist unhealthy trends.”
Building mutual trust	“Teachers and staff should recognise and trust each other and sincerely accept each other's views. Give the

	other party another choice and respect their choice.”
Increasing members’ participation and involvement	“First of all, school management should be "de administrative." Secondly, we should strengthen the participation of teachers in school management. Third, pay attention to equal communication with teachers.”

Table 2 Leadership practice – setting values Practices related to information technology

With the development of technology, digitalization has great impact in university administration and school improvement. In responding questions related to organizing learning and developing people, practices related to technology have been frequently mentioned.

Areas	How
Role model behavior	<ol style="list-style-type: none"> 1. Giving followers emotional support 2. Having a listening ear 3. Taking the lead by actions 4. Shaping an optimal personal image 5. Fostering leader’s vision 6. Cultivating servant attitude
Fostering commitment	<ol style="list-style-type: none"> 1. Improving physical environment 2. Creating friendly interpersonal environment 3. Creating learning environment 4. Constructing a democratic environment and ensuring equality 5. Making formulation of relevant policies of the organization that meet the needs of future development Looking for opportunities in policies 6. Ensuring implementation and improving regulations and policies
Providing individual supports	<ol style="list-style-type: none"> 1. Respecting individual differences and making strategies based on own characteristics 2. Diagnosing the needs of subordinates 3. Promoting colleagues to put forward effective suggestions on each other's development and work 4. Establishing a trust relationship and emphasizing cooperation 5. Establishing a productive working relationship with representatives of teachers' federation to develop organizations to support the expected practice 6. Increasing members’ participation and involvement
Intellectual stimulation	<ol style="list-style-type: none"> 1. Promoting employees' professional ability 2. Providing support and show consideration for employees 3. Empowering motivation and interest and encouraging members’ active learning and independency 4. Allocating resources under the school's vision and objectives 5. Integrating technology with classroom education and teaching

	6.Developing digital learning resources, Providing teaching support.
	7.Building learning and communication platforms
	8.Monitoring the progress of student learning and school improvement
High performance expectations	<ol style="list-style-type: none"> 1.Setting team values 2.Setting moral standards 3.Building a common vision 4.Respecting practicality 5.Determining 6. to team 7.Communicating your vision and goals 8.Giving staff recognition

Table 3 a potential model of middle leaders’ expected practices for making strategies.

8. CONCLUSION AND DISCUSSION

8.1 Conclusions

In this study "Strategies for Improving Administrators’ Leadership in Guangxi", the researchers draw the following conclusions.

Conclusion of the first research purpose: Research on the current middle leadership situation in Guangxi.

Improving quality of university education in Guangxi, and a significant part of this effort has been on enhancing the leadership of university administrators. From the data generated from the cases, some leadership styles are hinted.

The most obvious one is transformational leadership. This leadership mode emphasizes inspiring and motivating followers to achieve common goals. It involves creating a shared vision, developing trust, and empowering followers to contribute to decision-making processes. The second is situational leadership which focuses on adapting leadership style to the specific needs of different situations and followers. It involves analyzing the situation, assessing follower readiness, and adjusting leadership style accordingly. Another one can be found from the research is servant leadership. This mode emphasizes serving the needs of followers, empowering them to achieve their full potential, and creating a sense of community and collaboration. And the last one is participative leadership. It emphasizes involving followers in decision-making processes and encouraging open communication and collaboration. It involves creating a sense of ownership and commitment among followers and promoting creativity and innovation. The leadership modes used in these universities in Guangxi appear to be in line with global trends in university leadership, which emphasize the importance of empowering followers, creating a shared vision, and promoting collaboration and innovation.

Conclusion of the second research purpose: The study on the development framework model

As to an improved leadership model that fits the need of the transformation of the target universities, I have listed a frame work that combines the data from the leaders’ perspectives, followers’ perspectives, and literature review, which includes diverse practices in different areas.

It is to be noted that compared with framework of leaders' practices from upper-level leaders such as principals, these middle leaders showed their certain features that different from any other types of leaders. The first is the emphasis on their ability to tailor policies and regulations. The second is the requirement to their personal affinity. The third is the emphasize on adopting technologies.

These differences are decided by their roles and responsibilities. Middle leaders and principals are both important leaders in schools, but their roles and responsibilities are different, which can affect their leadership styles and approaches.

Middle leaders are typically responsible for leading a specific department, subject area, or group of teachers within a school. They often have direct responsibilities for managing and improving teaching and learning in their area of responsibility. Some common middle leadership roles include department heads, team leaders, and curriculum coordinators.

In contrast, principals are the overall leaders of the school and are responsible for the strategic direction, management, and improvement of the entire school. They have a broader range of responsibilities, including managing the school's budget, staffing, curriculum, and overall school culture. The differences in the roles and responsibilities of middle leaders and principals can impact their leadership styles in several ways.

From the aspect of the scope of influence, principals have a broader scope of influence compared to middle leaders. They are responsible for the entire school, whereas middle leaders are focused on their specific areas of responsibility. As a result, principals may need to use a more strategic and visionary approach to leadership, whereas middle leaders may focus more on operational and tactical leadership.

From the aspect of decision-making authority, principals have the ultimate decision-making authority for the school, while middle leaders may have some delegated decision-making authority in their specific area of responsibility. This can affect how they approach decision-making and collaboration with others.

And from the accountability, principals are ultimately accountable for the success of the school, while middle leaders are accountable for the success of their specific area of responsibility. This can affect their leadership style and approach to problem-solving.

It is also clear to see the impact of policy transformation and digitalization to these universities.

Conclusion of the third research purpose: Strategies from improvements

Regarding to the strategies for improving administrators' leadership in universities in Guangxi, I proposed 17 strategies that covers many areas of improvement according to the themes of reacting to policies, creating suitable environment, building leaders' personal charisma, embracing diversity, setting direction, building collaborative relationships, developing people and driving personal agency and organizing learning with the help of technology.

8.2 Discussion

1. Discussion of role models behavior

Important that evaluated results about role modelling and believability are extremely consistent with study employing when overseeing research-oriented departments, business school deans must have credibility as

researchers. In this case study in Guangxi, the strategies pointed to middle leaders' consideration and leading by actions, which also provided directions for further improvement of middle leaders.

2. Discussion of fostering commitment

Opinions actually Ambrose the findings are reported by Bland et al. (2005). They made a distinction between departmental traits that might be associated to different effectiveness metrics and leadership traits. Research productivity was found to be substantially correlated with communication about important concerns. In this study, strategies lead to setting directions and creating environment, which keeps an accordance with Leithwood et al (2020)'s successful school leadership.

3. Discussion of providing individual supports

From the perspective has a lot setting up circumstances so they can follow goals that largely unrestricted. This will accomplish the ensuring that employees have access to the resources they require and then giving them the freedom to do their task on their own.

4. Discussion of intellectual stimulation

A team is people's team, and a team's development certainly depends on people in it. Only by developing people can the whole organization make progress. One important part is stimulating intelligence. Yet the intelligence we mean here is not limited to IQ, but the overall comprehensive ability and intelligence of people. It is discovered that resources and policies are the most important issues for leaders to organize learning.

5. Discussion of holding high performance expectations

Leaders should empower staff to make a difference, set high standards and offer appreciation, and speak to followers' needs for respect and progress. According to research, the strength of these leader actions comes conviction anticipation. According to who have for their subordinates are more likely to set difficult goals, communicate their expectations positively, and recognise their subordinates' abilities (Eden, 1992; Kierein & Gold, 2000).

9. RECOMMENDATIONS

1. Suggestions on role models behavior

According to the questionnaire results in Chapter 4, people tend to think that leaders need to make improvement to the formulation of relevant policies of the organization that meets the needs for future development, which received the lowest score. This is also mentioned in the interview results. Policy is issued towards general receivers. As an independent unit, each university has its own circumstances, leaders need to improve their ability of ensuring the implementation of policies fit the actual needs of the university.

2. Suggestions on fostering commitment

From this theme, it is strongly suggested that leaders facilitate the communication and collaboration of the team members for further commitment. In the results showed by the questionnaire research, "Your team leader leads the team members to understand each other's needs" has less agreement from people.

3. Suggestions on Providing individual supports

How to make a balance between individuals' needs and collective work is still a tough task placed in front of middle leaders. As people who work directly with team members and take the lead but also follow the

guidance of upper levels, middle leaders sometimes find it difficult to provide supports to their members according to the interview results. This is also reflected on the results of questionnaire, which suggests that there is a lack of respect from leaders to personal interest and needs.

4.Suggestions on Intellectual stimulation

According to the data, the area needs further improvements in developing people is related to leaders' guidance on collaboration. The questionnaire results shows that people tend to have less agreement on leaders' promoting colleagues to put forward effective suggestions on each other's development and work. This is a face challenging problem, but definitely would help members' development.

5.Suggestions on Holding high performance expectations

According to Chapter 4, many people think that their leaders need to put forward expectations and opinions for their development plan. Expectations help members grow. As leaders, you should not only tell the members which direction to go, but should also express where you want them to achieve.

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