



Educational Management Excellence Team Construction Model for Administrators in The New Era of Art Universities in Dalian, Liaoning Province

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Abstract

The objectives of this study were threefold: (1) to identify the components of the Educational Management Excellence Team (EMT) Model for administrators in art universities in Dalian, Liaoning Province; (2) to construct and validate the EMT Model; and (3) to develop practical guidelines for its implementation. A mixed-methods approach was employed, combining qualitative interviews and literature review with quantitative survey research. The study population comprised 1,681 professional leaders, teachers, and administrators from 11 representative art universities in Dalian, from which a stratified random sample of 312 respondents was selected. Data were analyzed using SPSS for descriptive and inferential statistics, while AMOS was employed for confirmatory factor analysis (CFA) to validate the model. The findings revealed that the EMT Model consists of five key components: (1) improvement of the management system, (2) performance evaluation, (3) personnel training, (4) digital reform, and (5) teamwork. The CFA results confirmed strong model fit indices, indicating that the proposed model aligns well with empirical data. Furthermore, five implementation guidelines were developed to support art university administrators in enhancing educational management in the new era.

Keywords: Educational Management, Excellence Team Construction, Art Universities



Introduction

In the context of rapid economic globalization, the expansion of higher education, and the digitalization of information networks, student management in higher education is undergoing unprecedented opportunities and challenges (Amici & Cepiku, 2020). Art universities, in particular, are compelled to adapt their educational management practices to remain competitive and relevant in this new era (Anqi, 2021).

The effectiveness of university administration can no longer depend solely on the vision and capability of individual leaders (Zhou, Worapongpat, & Liuyue, 2024). Instead, the establishment of high-performing educational management teams has become indispensable for addressing contemporary challenges. Such teams play a pivotal role in enhancing institutional quality and supporting the cultivation of creative talents, which is a unique strength of art universities in the Dalian region (Apak & Gümüş, 2015).

Despite these advantages, art universities in Dalian, Liaoning Province, continue to face persistent challenges in building and sustaining effective management teams. Issues such as limited digital integration, insufficient personnel training, and fragmented teamwork hinder administrative efficiency and educational outcomes. This study seeks to analyze these challenges systematically and develop a comprehensive Educational Management Excellence Team (EMT) Model. The proposed model aims to provide both theoretical foundations and practical strategies for strengthening administrative structures and improving educational quality in art universities within the new era.

Questions

1. What are the key components of the Educational Management Excellence Team (EMT) Model for administrators in art universities in Dalian, Liaoning Province?
2. How can the EMT Model be constructed and empirically validated to ensure its relevance and effectiveness in the context of art universities in the new era?
3. What practical guidelines can be proposed to enhance the implementation and continuous improvement of the EMT Model in art universities?

Objectives

1. To identify the key components of the Educational Management Excellence Team (EMT) Model for administrators in art universities in Dalian, Liaoning Province.
2. To construct and empirically validate the EMT Model to ensure its theoretical soundness and practical applicability.
3. To develop evidence-based guidelines for the effective implementation and continuous improvement of the EMT Model in art universities.

Hypothesis

H1a: Improvement of the management system has a positive and significant effect on the overall EMT Model.

H1b: Performance evaluation has a positive and significant effect on the overall EMT Model.

H1c: Personnel training has a positive and significant effect on the overall EMT Model.

H1d: Digital reform has a positive and significant effect on the overall EMT Model.

H1e: Teamwork has a positive and significant effect on the overall EMT Model.



Literature Reviews

Educational management in the context of higher education has undergone profound transformation due to globalization, massification of education, and the digital revolution. Art universities, particularly in regions such as Dalian, Liaoning Province, face unique challenges in cultivating creative talents while ensuring administrative efficiency. Previous studies have highlighted the importance of leadership, performance management, and organizational adaptability in sustaining educational quality (Bai & Yoon, 2022). However, limited research has focused specifically on constructing excellence management teams in art universities, leaving a gap this study aims to address.

Improving the Management System

The foundation of effective educational management lies in a well-structured governance system. Bao, Xia, Hu, and Wang (2023) emphasized modern university governance as a balance between administrative, academic, and democratic powers. Similarly, Benavides, Tamayo Arias, Arango Serna, Branch Bedoya, and Burgos (2020) argued that professionalized administrative systems are critical in the new era of higher education. These findings suggest that optimizing governance structures in art universities is essential to improve accountability and efficiency.

Performance Evaluation

Performance management is widely recognized as a driver of organizational efficiency (Dong, 2022). In the context of higher education, Feng (2023) noted that comprehensive evaluation frameworks not only motivate staff but also align individual contributions with institutional goals. For art universities, tailored evaluation systems are vital in ensuring both creative autonomy and administrative accountability.

Personnel Training

Human capital theory posits that investment in people enhances both productivity and adaptability (Gao, Liu, & Chen, 2009). Pintong and Worapongpat (2024) highlighted the dual role of personal career planning and institutional development strategies in administrator training. In art universities, specialized training programs are necessary to address the distinctive needs of creative disciplines, as supported by Makjod, Worapongpat, Kangpheng, and Bhasabutr (2025), who emphasized the role of targeted administrative development in improving institutional quality.

Digital Reform

Digital transformation is reshaping university administration worldwide. Min and Worapongpat (2023) underscored the multidimensional nature of digital reform, involving not only technological upgrades but also restructuring of workflows, organizational culture, and governance practices. For art universities in Dalian, digital reform is particularly crucial for enhancing data integration, administrative transparency, and operational efficiency.

Teamwork

Team collaboration is a cornerstone of effective management. Ning, Worapongpat, Wongkumchai, Zidi, Jiewei, and Mingyu (2023) demonstrated that well-structured teamwork



produces outcomes beyond the sum of individual contributions. In the context of educational administration, Huang, Liu, Huang, Wang, and Cheng (2023) stressed that trust, cooperation, and shared responsibility are vital to achieving institutional goals. For art universities, fostering teamwork is essential to bridge administrative, academic, and creative functions.

Synthesis and Research Gap

While extensive research exists on governance, performance evaluation, training, digital transformation, and teamwork in higher education, few studies have integrated these dimensions into a comprehensive model specifically tailored to art universities in Dalian. This research addresses the gap by constructing and empirically validating the Educational Management Excellence Team (EMT) Model, providing both theoretical foundations and practical guidelines for enhancing educational management in the new era.

Methodology

This study employed a mixed-methods design, integrating qualitative and quantitative approaches to construct and validate the Educational Management Excellence Team (EMT) Model for administrators in art universities in Dalian, Liaoning Province. The research was conducted in three sequential phases.

Phase 1: Identification of Components and Indicators

A qualitative approach was first employed to determine the key components of the EMT Model. A comprehensive literature review, combined with semi-structured interviews, led to the identification of five core components—management system improvement, performance evaluation, personnel training, digital reform, and teamwork—accompanied by 65 initial indicators. Twenty relevant studies were reviewed, and seven key informants, including deans, art design professors, and administrative staff, were interviewed online (approximately 45 minutes each). Thematic coding and categorization were applied, with measures such as triangulation and peer debriefing ensuring reliability. Findings from this phase provided the theoretical foundation for the subsequent quantitative survey.

Phase 2: Model Construction and Validation

Building on Phase 1, a structured questionnaire was designed and distributed to a stratified random sample of 312 respondents from 11 representative art universities in Dalian, drawn from a population of 1,681 academic leaders, professional teachers, and administrators. The instrument comprised three sections: demographic data, assessment of the five EMT Model components, and open-ended recommendations. Content validity was established through expert review and pilot testing. Data were analyzed using SPSS for descriptive statistics and reliability analysis (Cronbach's alpha), while AMOS was employed for confirmatory factor analysis (CFA) and structural equation modeling (SEM). Fit indices (e.g., CFI, NFI, GFI, RMSEA) confirmed the robustness and empirical validity of the model.

Phase 3: Development of Implementation Guidelines

To translate the validated model into practical strategies, a qualitative focus group discussion was conducted with nine educational leaders. Discussions centered on enhancing teamwork, advancing digital transformation, developing performance evaluation frameworks,



and improving training programs. Thematic synthesis of the findings produced evidence-based policy recommendations and strategic guidelines to strengthen the effectiveness and sustainability of the EMT Model in art universities

Results

Major Findings for Research Objective 1

Drawing from a comprehensive literature review and semi-structured interviews with seven key informants, five core components of the Educational Management Excellence Team (EMT) Model for administrators in art universities were identified. These components, along with their associated indicators, formed the basis of the conceptual framework. A total of 52 indicators were confirmed, distributed across the five dimensions as follows:

Improvement of the Management System (10 indicators): Emphasizes optimizing governance structures by clarifying the distribution of academic and administrative power, standardizing processes, strengthening risk management, and integrating international management practices.

Performance Evaluation (11 indicators): Focuses on establishing a comprehensive, ability- and performance-based evaluation framework, integrating continuous feedback mechanisms, and linking outcomes to incentive systems aligned with institutional goals.

Personnel Training (11 indicators): Highlights the development of specialized training programs tailored to art-related disciplines, mentorship schemes, cross-cultural communication, and interdisciplinary professional development to cultivate skilled, adaptable administrators.

Digital Reform (9 indicators): Stresses the importance of investing in digital infrastructure, creating centralized data repositories, and promoting the integrated use of digital platforms, while ensuring data security and up-to-date technological application.

Teamwork (11 indicators): Underscores the role of collaborative governance, transparent communication, shared decision-making, and cultural cohesion in strengthening administrative effectiveness.

These findings establish a robust framework for the EMT Model, demonstrating that effective management in art universities requires a balanced integration of governance optimization, systematic performance evaluation, professional development, digital transformation, and cohesive teamwork.

Research Results for Objective 2 (Revised Version)

The Educational Management Excellence Team (EMT) Model was empirically validated through confirmatory factor analysis (CFA) and structural equation modeling (SEM). Drawing from the five core components—management system improvement (IMS), performance evaluation (PEN), personnel training (PTG), digital reform (DIM), and teamwork (TEK)—a total of 47 variables were tested. The results indicated strong statistical support, confirming alignment between the proposed model and the empirical data.



The instrument's reliability was demonstrated by a Cronbach's alpha coefficient of 0.889, based on responses from 312 participants across 11 representative art universities. The sample included administrators, professional leaders, teachers, and staff, with balanced representation across gender, age, education levels, and administrative roles.

Model validation showed that all five components significantly contributed to the EMT Model. Among them, Digital Reform (DIM) emerged as the most influential factor, followed by Teamwork (TEK) and Performance Evaluation (PEN). For example, the TEK3 indicator received the highest rating (mean = 4.09), underscoring the importance of collaboration in university administration. Statistical checks confirmed normal distribution (Skewness and Kurtosis within acceptable ranges) and measurement validity.

Based on both impact and feasibility, 15 key indicators were prioritized across the five dimensions, with at least 71% of respondents expressing high agreement. These findings provide robust empirical support for the EMT Model, confirming its applicability and relevance for enhancing educational management in art universities in Dalian within the new era.

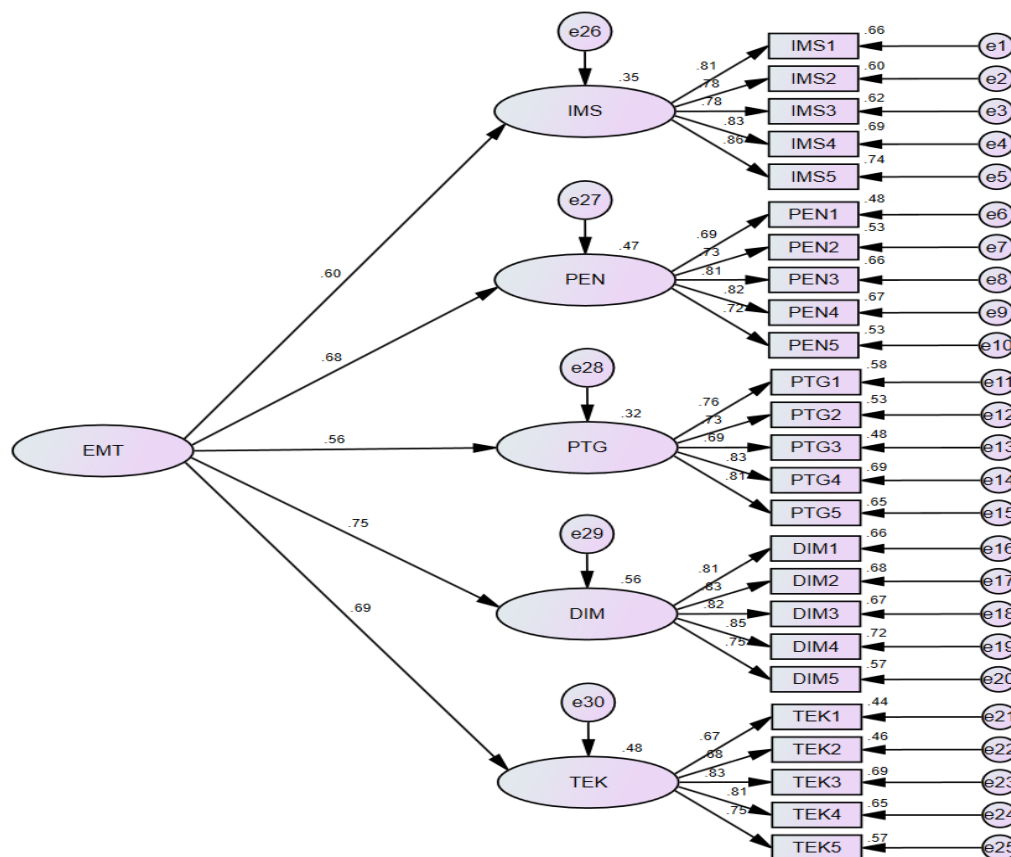


Figure 1-1 presents a standardized second-order CFA model that demonstrates excellent statistical fit, with all key indices—such as RMSEA = 0.026, CFI = 0.987, and $\chi^2/df = 1.260$ —indicating strong model validity. EMT shows robust relationships with its latent factors, particularly decision-making (DIM) at 0.75. While technically rigorous, the results



can be summarized to show that emotional management is a central trait that influences leadership in educational settings. For art universities, where administrators must manage emotionally charged environments and creative diversity, such traits are especially crucial. Comparing the initial and refined models, the reduction in residuals and improved model fit suggest a more accurate understanding of leadership competencies. Future refinements might consider additional variables aligned with the social-emotional and artistic context of these institutions.

Table 1-2 Factor loading coefficient table

Latent and observable	Factor loading		S.E.	Z-test	P	R ²	CR	AVE
	Unstandard	Standard						
IMS							0.907	0.661
IMS1<---	1.000	0.812	-	-	-	0.660		
IMS								
IMS2<---	0.918	0.775	0.053	17.207	0.00**	0.601		
IMS								
IMS3<---	0.946	0.785	0.054	17.502	0.00**	0.616		
IMS								
IMS4<---	1.029	0.83	0.055	18.861	0.00**	0.689		
IMS								
IMS5<---	0.860	0.86	0.043	19.786	0.00**	0.740		
IMS								
PEN							0.870	0.573
PEN1<---	1.000	0.692	-	-	-	0.478		
PEN								
PEN2<---	1.081	0.729	0.082	13.102	0.00**	0.531		
PEN								
PEN3<---	1.152	0.811	0.08	14.375	0.00**	0.658		
PEN								
PEN4<---	1.100	0.819	0.076	14.493	0.00**	0.671		
PEN								
PEN5<---	0.858	0.725	0.066	13.037	0.00**	0.526		
PEN								
PTG							0.875	0.585
PTG1<---	1.000	0.761	-	-	-	0.579		
PTG								
PTG2<---	0.955	0.728	0.066	14.437	0.00**	0.530		
PTG								
PTG3<---	0.860	0.691	0.063	13.624	0.00**	0.478		
PTG								
PTG4<---	1.070	0.828	0.065	16.541	0.00**	0.685		
PTG								
PTG5<---	0.800	0.809	0.05	16.155	0.00**	0.654		
PTG								
DIM							0.907	0.660
DIM1<---	1.000	0.811	-	-	-	0.658		
DIM								



DIM2<---	0.960	0.827	0.051	18.775	0.00**	0.684		
DIM								
DIM3<---	0.976	0.82	0.053	18.567	0.00**	0.672		
DIM								
DIM4<---	0.811	0.849	0.042	19.453	0.00**	0.721		
DIM								
DIM5<---	0.790	0.753	0.048	16.545	0.00**	0.567		
DIM								
TEK							0.864	0.562
TEK1<---	1.000	0.667	-	-	-	0.445		
TEK								
TEK2<---	1.071	0.677	0.09	11.854	0.00**	0.459		
TEK								
TEK3<---	1.283	0.829	0.092	13.951	0.00**	0.687		
TEK								
TEK4<---	1.373	0.805	0.101	13.661	0.00**	0.648		
TEK								
TEK5<---	1.230	0.755	0.095	12.982	0.00**	0.570		
TEK								

**Sig .001

Table 1-2 presents the factor loadings and the measurement structure evaluation of the model. The standardized factor loadings are relatively high, with IMS5 having the highest loading (0.86), indicating strong explanatory power for the IMS dimension. PEN and PTG dimensions show moderate factor loadings, with PTG4 and PTG5 demonstrating high stability. DIM4 has the highest loading (0.849) in the DIM dimension, while TEK3 leads in the TEK dimension with a loading of 0.829. All composite reliability (CR) values exceed 0.85, indicating strong internal consistency, while AVE values exceed 0.5, indicating good convergent validity. The overall measurement structure is stable, with all variables falling within an acceptable range, making the model suitable for further research and analysis.

Table 1-3 shows the rank order of Squared Multiple Correlations

Components	Squared Multiple Correlations R ²	Rank order	% Explain
<u>Comp4</u> Digital reform	<u>0.749</u>	1	74.90%
<u>Comp5</u> Teamwork	<u>0.690</u>	2	69.00%
<u>Comp2</u> Performance evaluation	<u>0.683</u>	3	68.30%
<u>Comp1</u> Improve the Management System	<u>0.595</u>	4	59.50%
<u>Comp3</u> Personnel training	<u>0.565</u>	5	56.50%



The analysis of component importance ranked Digital Reform (DIM) as the most influential factor ($R^2 = 0.749$), followed by Teamwork (TEK) ($R^2 = 0.690$) and Performance Evaluation (PEN) ($R^2 = 0.683$). The Management System (IMS) ($R^2 = 0.595$) and Personnel Training (PTG) ($R^2 = 0.565$) ranked fourth and fifth, respectively. The structural equation modeling (SEM) analysis confirmed that all five components significantly contribute to the Educational Management Excellence Team (EMT) Model, with Digital Reform playing the most crucial role in enhancing educational administration. Key indicators such as DIM3, TEK3, and PEN2 had the highest factor loadings, further validating their importance. The study highlights the necessity for universities to prioritize digital transformation, collaborative team structures, and performance evaluation to enhance administrative excellence in higher education.

The findings related to Research Objective 3 provide structured, actionable implementation guidelines for constructing the Educational Management Excellence Team (EMT) Model tailored to the specific context of art universities. These guidelines are intended to enhance administrative efficiency, institutional resilience, and strategic adaptability in the evolving landscape of higher education—particularly within creative and arts-based institutions.

The study proposes five key implementation guidelines for developing the EMT model for administrators in art universities in the new era:

Key Guideline 1: Enhance the administrative system through rational distribution, targeted reform, and evidence-based scientific management. This ensures organizational agility and process optimization.

Key Guideline 2: Establish a fair, comprehensive performance evaluation system that promotes motivation, accountability, and alignment with institutional goals. Such systems encourage continuous improvement and transparent appraisal of administrative functions.

Key Guideline 3: Implement tailored professional training programs for administrative personnel, addressing the unique needs and characteristics of art colleges and universities. Emphasis is placed on leadership development, communication, and emotional intelligence.

Key Guideline 4: Increase investment in building an efficient, secure, and integrated digital education management infrastructure. This includes platforms for data analytics, learning management, and administrative automation suited for creative educational environments.

Key Guideline 5: Strengthen team cohesion through the integrated development of institutional systems and a collaborative team culture. Promoting shared values and cooperative practices fosters stronger internal coordination and commitment among administrative staff.

Discussion

Results from Research Objective 1: To identify the essential components of the Educational Management Excellence Team (EMT) Model for art universities in Dalian, Liaoning Province. The study found five crucial components for constructing the EMT model: (1) Improvement of the Management System, (2) Performance Evaluation, (3) Personnel Training, (4) Digital Reform, and (5) Teamwork. This may be because the current administrative structures in art universities struggle to adapt to the complex educational



demands of the digital era, requiring more integrated, accountable, and human-centered strategies. This corresponds to several studies: Improvement of the Management System aligns with Jin and Zhong (2014), who emphasized the importance of refining administrative mechanisms to support innovation and long-term strategic development. Performance Evaluation is supported by the works of Lacerenza, Marlow, Tannenbaum, and Salas (2018), who advocated for dual-level (individual and team) performance assessment frameworks. Personnel Training findings are consistent with Li (2022), who emphasized specialized, discipline-based training to improve adaptability. Digital Reform confirms Liu's (2022) findings, which suggested that digital transformation must be strategic, not merely technological. Teamwork findings echo Liu (2020), who emphasized shared leadership and team cohesion as drivers of organizational success.

Results from Research Objective 2: To validate the structure and influence of the EMT Model using statistical methods. Through Confirmatory Factor Analysis (CFA) and Structural Equation Modeling (SEM), the model's construct validity was confirmed, highlighting Digital Reform (DIM), Teamwork (TEK), and Performance Evaluation (PEN) as the most influential factors. This may be because successful educational management increasingly depends on institutions' abilities to integrate digital tools, cultivate team synergy, and implement performance-based accountability frameworks. This aligns with Digital Reform findings, which align with Sun and Li (2019), who demonstrated the value of digital governance and infrastructure in higher education modernization. Teamwork is consistent with Wu (2023), supporting the notion of shared responsibility and collaboration within administrative teams. Performance Evaluation supports Worapongpat (2025a), emphasizing the importance of development-oriented evaluation systems. These findings confirm a broader shift in educational management toward digitally enabled, collaborative, and performance-based models, reflecting modern governance demands in higher education.

Results from Research Objective 3: To provide implementation guidelines for the EMT Model. The study operationalized the EMT Model into five key implementation guidelines, each composed of specific sub-strategies. These practical elements enable the model to be applied in real-world university settings. This may be because many models remain theoretical without clear application pathways. The study's guidelines fill this gap by translating abstract components into institutional strategies. This corresponds to: Digital Reform (9 sub-guidelines) is backed by Worapongpat and Arunyakanon (2025), who demonstrated how digital integration enhances policy execution and administrative intelligence. Teamwork (9 sub-guidelines) aligns with Worapongpat and Petnacon (2025), who emphasized emotional incentives, team leadership, and trust. Performance Evaluation draws on the principles of Worapongpat and Kangpheng (2025), emphasizing competency-based, feedback-driven systems. Improvement of the Management System aligns with Worapongpat (2025b), who focused on policy standardization and institutional resilience. Personnel Training supports the studies by Xunan and Worapongpat (2023), which highlight the role of customized training programs in improving institutional adaptability.

New Knowledge

From the study titled “Strategic Development of Administrative Personnel in Art Universities in Liaoning Province, China,” new knowledge was synthesized and visualized into a conceptual framework, as illustrated in Figure 1



Figure 1: Strategic Framework for Administrative Personnel Development in Art Universities

Figure 1 demonstrates that the development of administrative personnel in art universities requires integrating five key, interrelated components: Academic Management; restructuring governance systems to emphasize the role of academic committees and transparent decentralization mechanisms. Digital Management Ecosystem Investing in digital infrastructure, centralized databases, and comprehensive staff training in technological applications to support sustainable administration. Performance-Driven Management: Establishing clear objectives, applying both quantitative and qualitative performance indicators, and implementing reward systems linked to performance evaluation outcomes. Specialized Administrative Training: Developing targeted training modules in areas such as creative thinking, intercultural communication, and career counseling to enhance professional competencies. Team Cohesion and Organizational Harmony: Promoting shared goals, effective communication, and responsive feedback mechanisms to build trust, unity, and overall organizational effectiveness. These five dimensions function interdependently to form a holistic strategy for enhancing professional expertise, digital readiness, and collaborative effectiveness among administrative personnel in art universities.

Recommendations

Recommendations for Policy Formulation

1. Strengthening Academic Management: Art universities should refine governance structures by integrating academic and administrative functions. This includes enhancing the role of academic committees, ensuring transparency in decision-making, and



establishing clear accountability mechanisms regarding the delegation and exercise of authority.

2. **Developing a Sustainable Digital Management Ecosystem:** Institutions must invest in robust digital infrastructure, including centralized data repositories and secure information systems. Implementing comprehensive cybersecurity policies and providing regular digital literacy training for administrative personnel are essential for improving efficiency and adaptability.

3. **Implementing Performance-Driven Management Systems:** Universities should adopt comprehensive performance evaluation frameworks with clearly defined, measurable objectives. These systems should include both qualitative and quantitative indicators and be supported by incentive mechanisms that link outcomes to individual and team-based achievements, fostering accountability and motivation.

4. **Enhancing Administrative Personnel Training:** Tailored training programs that address the specific needs of art education should be developed. Initiatives such as mentorship for new staff, cross-cultural learning, and interdisciplinary training will enhance administrative competence and adaptability within modern educational environments.

5. **Strengthening Teamwork and Cohesion:** Policy frameworks should encourage collaboration across departments through shared institutional goals and structured team-building activities. Effective communication protocols, conflict resolution mechanisms, and constructive feedback loops are necessary to support team cohesion and operational effectiveness.

Recommendations for Practical Application

1. **Enhancing Team Collaboration:** Encourage interdisciplinary collaboration through project-based teams, regular team-building exercises, and the use of collaborative digital tools. This will improve trust, communication, and collective accountability within and across administrative units.

2. **Developing Tailored Performance Evaluation Systems:** Performance assessments should be aligned with specific job roles and responsibilities. Incorporating peer and student feedback can provide a well-rounded perspective, while linking evaluations to tangible incentives such as professional development opportunities can enhance motivation.

3. **Optimizing Administrative Processes:** Review and streamline administrative workflows to eliminate redundancy and improve efficiency. Automation of routine tasks and clearly defined roles can enhance accountability and institutional responsiveness.

4. **Supporting Personnel Training and Development:** Provide continuous professional development programs emphasizing creative problem-solving, innovation management, and cross-cultural communication skills, especially relevant in the context of art education. Initiatives such as mentorship and leadership development should be prioritized.

5. **Integrating Digital Tools to Enhance Operations:** Implement centralized digital platforms (e.g., Learning Management Systems, ERP systems) to facilitate workflow



integration. Training staff in the effective use of digital tools is vital to maximizing their utility and enhancing organizational productivity.

Recommendations for Further Research

1. Designing and Evaluating Comprehensive Educational Management Models: Future research should focus on developing integrated educational management frameworks tailored to art universities in Liaoning Province, emphasizing the balance between administrative efficiency and academic innovation.

2. Evaluating the Impact of Management Strategies on Educational Outcomes: Investigate how administrative and leadership strategies affect student performance, faculty satisfaction, and the institutional reputation of art-focused universities.

3. Optimizing Digital Integration in Educational Management: Explore best practices for integrating digital tools and platforms into educational administration, specifically within the context of art universities.

4. Enhancing Team Dynamics in Educational Management: Study effective team management strategies in art universities, identifying models that foster collaboration, creativity, and operational synergy.

5. Reforming Leadership Roles in Educational Management: Examine how leadership roles are evolving in the context of educational reform, with particular attention to how art universities can cultivate innovative, inclusive, and adaptive leadership practices.

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