

Educational Management Between Communication University In Liaoning And Bangkok thonburi University the Background of "One Belt and One Road"

Yu miao,
Somsak Chanphong and Nitwadee Jirarotephinyo
Bangkok Thonburi University, Thailand
Corresponding Author, E-mail: 275872278@qq.com

Abstracts

The objectives of this research were:(1). To examine the components of effectiveness in Liaoning Communication University and Bangkok Thonburi University.(2).To study the Effectiveness of China-Thailand educational management exchange research(3).To Proposed the guiding principles of Effectiveness Liaoning Communication University and Bangkok Thonburi University under the influence of the one Belt and one Road Policy.

The research method is a mixed method, including qualitative and quantitative research. The selection of population comes from two universities a total of 2082 lecturers, professors and managers. This study intends to conduct an empirical study on the effective educational management mechanism of Liaoning Communication University and Bangkok Thonburi University, and further explore the factors that constitute the educational management mechanism of the two schools under the influence of the one Belt and one Road. The sample selection method is to use G*power tool to randomly select 412 samples from 2082 people from the Bangkok Thonburi University and Liaoning Communication University by means of targeted sampling, the tools used for data collection included semi-structured interview sheets, five-level rating scale questionnaires and focus group discussion sheets. The response rate of questionnaires received in this chapter was 100%.

Research Finding were 1.The effectiveness Educational Management component of Liaoning Communication University and Bangkok Thonburi University include four components 1) Effective education management 2) development of education management of private universities 3) development of private universities and 4) The influence of one Belt and one Road policy factors on college talent training. 2. Effectiveness of china-Thailand educational management exchange research shown in the adaptation indexes meet the requirements, indicating that the model scale matches well, the model fits well, and the model test results can be analyzed to test the fit of the data and the model. 3. There are 38 guidelines for effectiveness Educational Management for 4 Components Consist of Components 1 Effective education management, There are 9 guidelines. Component 2: Development of Chinese private universities, There are 4 specific guidelines. Component 3: Development of private universities, There are 5 specific guidelines. Component 4 :The influence of one Belt and one Road policy factors on college, There are 12 specific guidelines.

Keywords: One Belt and one Road; Private universities; Effective educational management; Policy suggestion

Introduction

Durational cooperation is an important channel to enhance mutual understanding among different countries and plays a decisive role in the process of a country's foreign exchanges. In the process of globalization, educational cooperation between countries is getting closer and closer. China has a long history of educational cooperation with foreign countries. Since ancient times, China's foreign cooperation in the field of education has to some extent promoted the progress and development of China's education cause. Although the main target countries of China's foreign education cooperation are developed countries in Europe and the United States, in today's changing world pattern, education cooperation with developing countries will have a more important impact in the future. With the deepening and development of the "one Belt and one Road" strategy, education cooperation between China and countries along the "one Belt and one Road" will continue to promote and develop, and serve the overall diplomatic situation of the country. As an important country along the one Belt and one Road, Thailand still has a lot of room to improve its educational exchanges with China. To strengthen the cooperation between the two countries in the field of education is not only an important way for China to play a positive role in public diplomacy, but also an inevitable requirement for the two countries to maintain friendly relations. Starting from the cooperation between China and Thailand in the field of education, this paper first analyzes the historical background and current situation of sino-Thai educational cooperation. Then, starting from the current mechanism study of education cooperation between China and Thailand, this paper explores the development space of education cooperation between the two countries, and analyzes the existing problems of education cooperation between China and Thailand. Based on this, the two countries will focus on exploring the development direction of education cooperation and focus on the projects that can be carried out in education cooperation between the two countries. The purpose is to deepen the connotation of education cooperation between the two countries through different forms, promote the common progress of education development between China and Thailand, and strive for more say in the status of the two countries in the international education field.

Research objectives

1. To examine the components of effectiveness in Liaoning Communication University and Bangkok thonburi University.
2. To study the Effectiveness of China-Thailand educational management exchange research
3. To Proposed the guiding principles of Effectiveness Liaoning Communication University and Bangkok thonburi University under the influence of the one Belt and one Road Policy.

Research Methodology

1. Population and sample

Step 1 Interview with an expert (7-10) key informants, including (administrators, professors, faculty, students)

Step 2 To study with Questionnaire. The sample selecting by using G* Power tool to randomly select 450 samples from 2082 people from the Bangkok Thonburi University 191 samples and Liaoning Communication University including 259 samples.

Step 3 Focus group discussion 7 experts were interviewed for the educational management mechanism of Liaoning Communication University and Bangkok Thonburi University in the context of formulating the Belt and Road policy. The 7 experts were selected by purposive sampling.

2. Research instruments

Three research instruments were used to three research tools to examine the objectives of this paper. (1) Semi-structured interview (2) A five-point rating scale questionnaire (3) Focus Group Discussion

2.1 Semi-structured interview form

Through the semi-structured interview table, mainly by discovering the main factors, the semi-structured interview is preliminarily completed. The interview was mainly conducted in a non-face-to-face way. A total of 5 respondents were sent by mail and online.

2.2 Five-Point Rating Scale Questionnaire

The researchers used a three-part questionnaire; Part 1: Demographic variables, general information (6 items) Part 2: Comparative variables of educational management model between Liaoning Communication University and Bangkok Thonburi University (five-point subscale). Part III: Recommendations and Additional Comments. At the same time, the researcher asked respondents to fill in the degree of agreement for each model to improve the efficiency and quality of academic management models in Liaoning Communication University in the digital age. Each factor is measured on a 5-point liker's scale.

2.3 Focus Group Discussion

The participants were also asked to write in Thai on a reading report after finishing a reading session. A reading report allows readers to document how they feel about the characters and the reader's overall enjoyment of the literature. In the current study, the reading report used a reflection paper of how the readers feel about what they read and how they coped with the text when a full understanding of the text is enhanced.

3. Data collection procedure

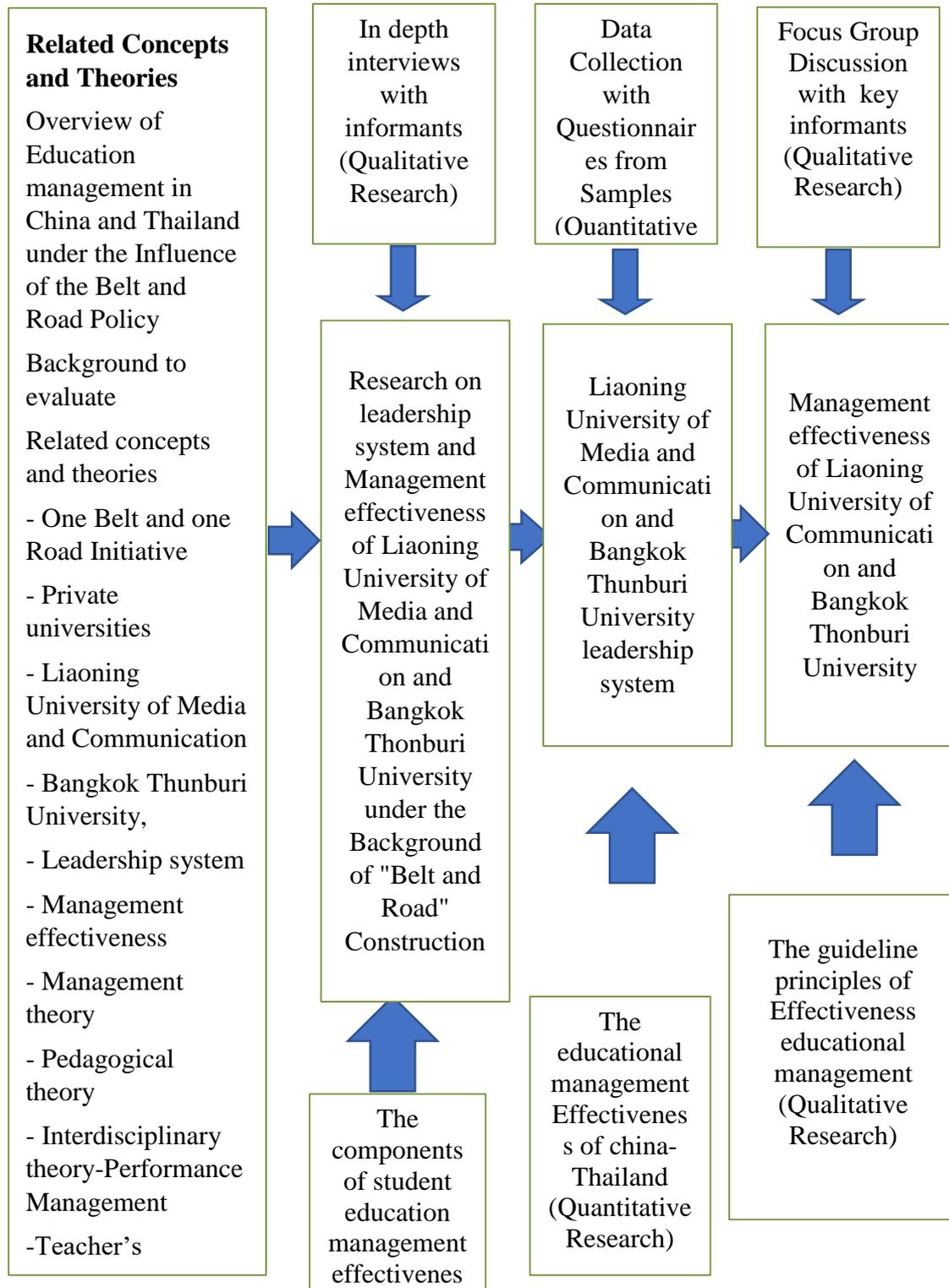
(1) Researchers contacted key informants and sent interview questionnaires by email, telephone or other means. (2) This part of the questionnaire can be distributed on site or collected through online links. About 412 questionnaires need to be completed in about 3-5 months. And (3) Group discussions can be conducted on site, with researchers leading participants and open-ended discussions.

4. Data analysis

(1) Conduct content analysis on the results of the interview (2) Descriptive statistical methods were used for analysis, including frequency, percentage, mean and variance. To achieve the results of objective 1. (3) Conduct content analysis on the results of focus group discussion to obtain the results of objective 2 (4) Analysis data with MPLUS by confirmatory factor Analysis method.

Research Conceptual Framework

Research Framework of Educational Management Between Communication University in Liaoning and Bangkokthonburi University under the Background of one belt and one road



Results

Part I: Questionnaire data analysis results: population information 51.46% of the sample was female. For the male sample, the figure was 48.54%. From the perspective of age range distribution, most of the samples are "30-45 years old", with a total of 216, accounting for 52.43%. The figure for those over 45 was 47.57 percent. From the distribution of education level, the majority of the sample is "master degree or equivalent", the proportion is 78.64%. In terms of the distribution of work experience in teaching or management of training innovative talents, most of the samples are "10 years", with a total of 220 samples, accounting for 53.40%. The proportion of the sample with more than 15 years of experience was 46.60%. In the job category, 46.60% of the sample were "teachers". In addition, the percentage of professors was 43.69 percent.

Part II Result of Data Analysis on Questionnaire: Confirmatory Factor Analysis

The KMO value of the Thai population is 0.895, the chi-square value is 7199.284, the degree of freedom is 703, and the significance is 0.000.

Table 3 Chinese KMO and Bartlett's Test

China KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.898
Bartlett's Test of Sphericity	Approx. Chi-Square	15556.069
	df	703
	Sig.	.000

Table 4 Thai KMO and Bartlett's Test

Thailand KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.895
Bartlett's Test of Sphericity	Approx. Chi-Square	7199.284
	df	703
	Sig.	.000

From table 4 and 5, The validity of the questionnaire was analyzed by importing data into SPSS, and then conducting KMO and Bartlett sphericity tests. The results shown in the table can be obtained. According to the table, the overall KMO value of the questionnaire is 0.898, the chi-square value of the Bartlett sphericity test is 15556.069, the degree of freedom is 703, and the significance is $0.000 < 0.05$, which shows that the data has passed the validity test and is suitable for subsequent factors analyze.

Table 5 Cronbach’s α coefficient value

n= 412

Cronbach Reliability analysis		
number of terms	sample capacity	Cronbach α Coefficient
38	412	0.713

Table 6 Results of the coefficient of variation table of the questionnaire

Confirmatory factor analysis is used to test whether the relationship between factors and test items conforms to the designed research model, so most empirical papers will use confirmatory factor analysis to test the fit of the data and the model.

(Due to study data resource limitations, this model only displays the top 5 data.)

Variables	Mean	S.D	CV	Level
Component 1: Effective education management				
1.Improve the effectiveness of the management of private colleges and universities	3.56	1.230	0.346	high
2.Improve the education system	2.37	1.184	0.500	high
3.Improving Educational Leadership	3.69	1.264	0.343	high
4.Human resources planning	2.28	1.187	0.521	high
5.Improve the overall competitiveness of university teaching and research management	3.70	1.223	0.331	high
6.The content and method of innovative talent training mode innovation education idea	2.43	1.164	0.479	high
7.Interdisciplinary curriculum teaching system with strong relevance	2.26	1.116	0.494	high
8.Expand the professional field and reconstruct the curriculum system	2.36	1.132	0.480	high
Total				
Component 2: Develop the education and management of private universities in China through international cooperation and exchanges				
9.Private colleges and universities should innovate the school-running system and reform the talent training mode	3.40	1.289	0.379	high
10.Summarize the experience accumulated in the development of foreign private universities and establish the system and mechanism	3.27	1.226	0.375	high
11.Academic universities, government financial aid, church schools, education legislation and profit	3.40	1.398	0.411	high
12.Establish a scientific and perfect educational evaluation system	3.35	1.307	0.390	high

13. Innovate the evaluation mechanism of higher education	3.23	1.354	0.419	high
14. Innovation of higher education evaluation mechanism	2.74	1.331	0.486	high
15. Provide guidance on the sustainable development of private colleges and universities in China	3.30	1.300	0.394	high
16. Foreign private colleges and universities in the financing of the development of the experience	3.21	1.276	0.398	high
17. Improve the content of the development of private colleges and universities in China	2.70	1.247	0.462	high
18. Internal management system of foreign private colleges and universities	3.38	1.217	0.360	high
19. International exchanges and cooperation in running schools	2.68	1.361	0.508	high
20. Development status and comparison of foreign private universities and Chinese private universities	3.28	1.363	0.416	high
21. Establish a differentiated school-running system	3.32	1.368	0.412	high
Total				
Component 3: Reform of the training of innovative talents in colleges and universities				
22. establish a mechanism for managing international exchanges and cooperation	3.35	1.238	0.370	high
23. Strengthen the top design	3.48	1.270	0.365	high
24. Improve the training system	3.31	1.316	0.398	high
25. Optimize the financial aid system	3.56	1.253	0.352	high
26. Developing opportunities for internationalization of education	3.37	1.294	0.384	high
Total				
Component 4: Cultural construction and university innovative talent training				
27. Participate in global higher education governance	2.61	1.311	0.502	high
28. Innovative research-based teaching reform related measures	2.61	1.424	0.546	high
29. We will accelerate the flow of regional superior education resources	3.25	1.261	0.388	high
30. The expansion of higher education	3.27	1.347	0.412	high
31. "Order training mode of" learning, diversified learning, innovative learning and international	2.68	1.332	0.497	high

learning				
32.Absorb the experience of building first-class universities in other countries	3.33	1.384	0.416	high
33.We will expand the scope of social higher education services	3.30	1.401	0.425	high
34.Provide cutting-edge academic exchanges in higher education	3.36	1.330	0.396	high
35.We will improve the personnel training mechanism	3.33	1.391	0.418	high
36.Expand the teaching function of higher education	3.47	1.373	0.396	high
37.Accelerate the flow of cross-border researchers	3.40	1.369	0.403	high
38.Innovative forms of higher education supply	3.37	1.395	0.414	high
Total				

In this part, AMOS 23.0 software was used to conduct confirmatory factor analysis on the model The specific results are shown in Figure 38 Show:

Figure 4-2: CFA model under standardized estimates

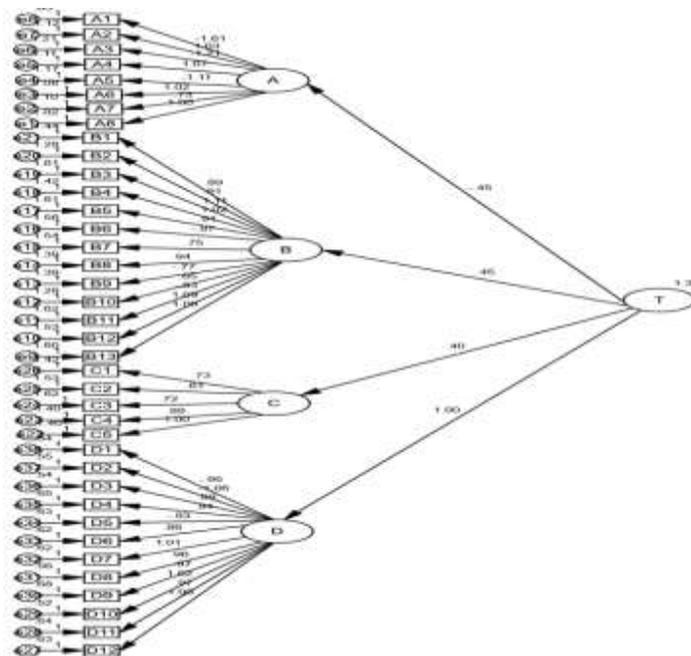


Table 7 Factor Basic Summary Table

Factor ((latent variable))	Measurement item (apparent variable)	Standard load factor (Std. Estimate)	Standard error (Std. Error)	z (CR value)	p
A1	<---A	0.796	-	-	-
A2	<---A	0.733	0.055	16.023	0.000
A3	<---A	0.736	0.059	16.103	0.000
A4	<---A	0.772	0.055	17.119	0.000
A5	<---A	0.787	0.056	17.554	0.000
A6	<---A	0.785	0.053	17.486	0.000
A7	<---A	0.674	0.053	14.449	0.000
A8	<---A	0.756	0.052	16.675	0.000
B1	<---B	0.790	-	-	-
B2	<---B	0.809	0.052	18.725	0.000
B3	<---B	0.834	0.057	19.511	0.000
B4	<---B	0.846	0.057	19.879	0.000
B5	<---B	0.840	0.057	19.707	0.000
B6	<---B	0.788	0.053	18.076	0.000
B7	<---B	0.858	0.058	20.272	0.000
B8	<---B	0.827	0.055	19.291	0.000
B9	<---B	0.849	0.056	19.998	0.000
B10	<---B	0.863	0.055	20.464	0.000
B11	<---B	0.809	0.055	18.725	0.000
B12	<---B	0.808	0.054	18.669	0.000
B13	<---B	0.810	0.053	18.734	0.000
C1	<---C	0.795	-	-	-
C2	<---C	0.770	0.059	16.707	0.000
C3	<---C	0.837	0.060	18.511	0.000
C4	<---C	0.832	0.058	18.368	0.000
C5	<---C	0.748	0.061	16.102	0.000
D1	<---D	0.837	-	-	-
D2	<---D	0.867	0.047	22.900	0.000
D3	<---D	0.839	0.048	21.655	0.000
D4	<---D	0.838	0.049	21.603	0.000
D5	<---D	0.889	0.048	23.930	0.000
D6	<---D	0.837	0.045	21.537	0.000
D7	<---D	0.834	0.048	21.440	0.000
D8	<---D	0.842	0.047	21.778	0.000
D9	<---D	0.857	0.048	22.443	0.000
D10	<---D	0.861	0.049	22.598	0.000
D11	<---D	0.835	0.047	21.454	0.000
D12	<---D	0.824	0.050	20.990	0.000

In terms of measurement relations, the absolute values of standardized load system are all greater than 0.6 and significant for each measurement relationship, which means that there is a good measurement relationship. In the overall variable factor load, the closer the factor load coefficient is to 1, the higher the influence weight level of the item on the variable is. Among the overall variables, the factor load coefficients of D9<-- D, B7<-- B, D10<-- D, B10 <-- B, D2<-- D and D5<-- D are 0.857, 0.858, 0.861, 0.863, 0.867 and 0.889, respectively. The level of influence of factor will be higher than that of other dimensions.

Figure 3: CFA results in a Chinese population

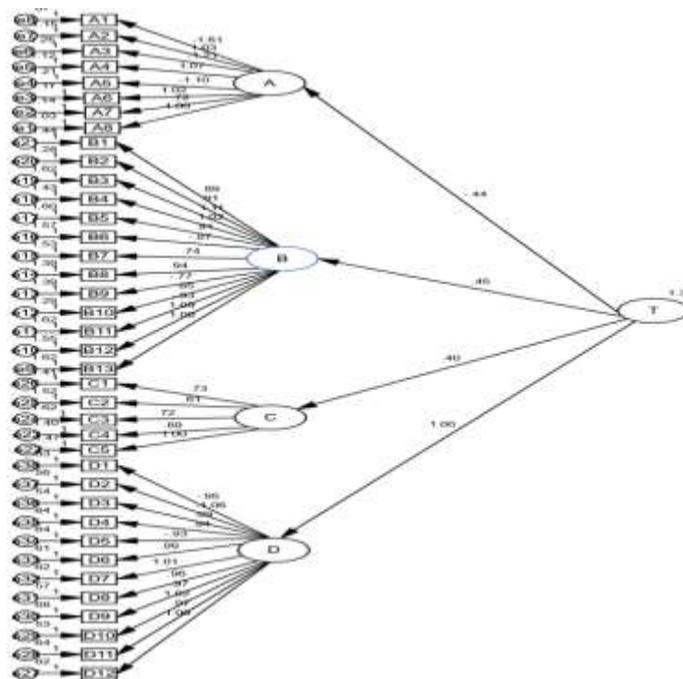


Table 8 CFA results in a China population

Factor ((latent variable))	Measurement item (apparent variable)	Standard load factor (Std. Estimate)	Standard error (Std. Error)	z (CR value)	p
A1	<---A	0.756			-
A2	<---A	0.722	.181	3.991	0.000
A3	<---A	0.732	.207	4.938	0.000
A4	<---A	0.767	.220	5.032	0.000
A5	<---A	0.784	.212	5.056	0.000
A6	<---A	0.765	.232	5.211	0.000
A7	<---A	0.656	.209	4.912	0.000
A8	<---A	0.711	.263	6.122	0.000
B1	<---B	0.790			-
B2	<---B	0.801	.257	4.246	0.000
B3	<---B	0.856	.240	3.886	0.000

Factor ((latent variable))	Measurement item (apparent variable)	Standard load factor (Std. Estimate)	Standard error (Std. Error)	z (CR value)	p
B4	<---B	0.843	.216	3.928	0.000
B5	<---B	0.812	.211	3.651	0.000
B6	<---B	0.723	.232	4.063	0.000
B7	<---B	0.851	.215	3.466	0.000
B8	<---B	0.823	.230	3.765	0.000
B9	<---B	0.854	.236	3.848	0.000
B10	<---B	0.833	.243	4.189	0.000
B11	<---B	0.801	.263	4.241	0.000
B12	<---B	0.822	.223	4.077	0.000
B13	<---B	0.812	.228	3.925	0.000
C1	<---C	0.756			-
C2	<---C	0.723	.248	3.578	0.000
C3	<---C	0.852	.239	2.997	0.000
C4	<---C	0.856	.224	2.738	0.000
C5	<---C	0.767	.230	3.159	0.000
D1	<---D	0.844			-
D2	<---D	0.832	.069	14.115	0.000
D3	<---D	0.811	.067	15.154	0.000
D4	<---D	0.845	.070	13.937	0.000
D5	<---D	0.881	.066	14.427	0.000
D6	<---D	0.827	.069	14.549	0.000
D7	<---D	0.823	.069	14.457	0.000
D8	<---D	0.842	.067	13.835	0.000
D9	<---D	0.824	.068	13.894	0.000
D10	<---D	0.811	.063	14.128	0.000
D11	<---D	0.823	.070	15.214	0.000
D12	<---D	0.843	.065	14.593	0.000

In the influence of factor load on the Chinese population, the factor load coefficients of D5<-- D, B3 <-- B, C4<-- C, B9<-- B, C3<-- C and B7<-- B are 0.881, 0.856, 0.856, 0.854, 0.852 and 0.851, respectively. Therefore, the factor weight ratio of D5, B3, C4, B9, C3 and B7 is ranked in the top six.

Figure 4: CFA results in a Thailand population

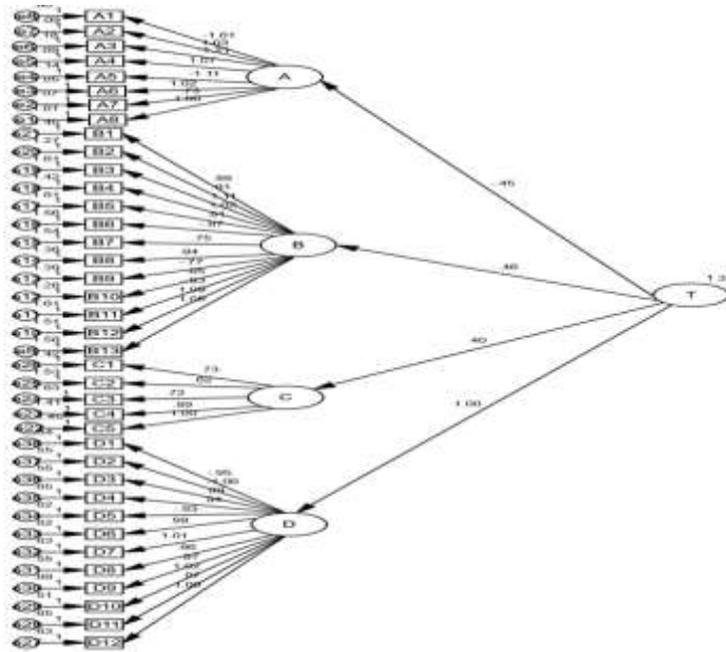


Table 9 CFA results in a Thailand population

Confirmatory factor analysis of Thai population

Factor ((latent variable))	Measurement item (apparent variable)	Standard load factor (Std. Estimate)	Standard error (Std. Error)	z (CR value)	p
A1	<---A	0.742			-
A2	<---A	0.712	.175	4.176	0.000
A3	<---A	0.756	.200	5.117	0.000
A4	<---A	0.776	.212	5.216	0.000
A5	<---A	0.734	.207	5.189	0.000
A6	<---A	0.761	.225	5.391	0.000
A7	<---A	0.723	.203	5.089	0.000
A8	<---A	0.744	.254	6.322	0.000
B1	<---B	0.756			-
B2	<---B	0.765	.250	4.373	0.000
B3	<---B	0.745	.234	3.975	0.000
B4	<---B	0.821	.211	4.020	0.000
B5	<---B	0.811	.207	3.715	0.000
B6	<---B	0.721	.226	4.154	0.000
B7	<---B	0.853	.211	3.531	0.000
B8	<---B	0.821	.225	3.855	0.000
B9	<---B	0.782	.232	3.923	0.000

Factor ((latent variable))	Measurement item (apparent variable)	Standard load factor (Std. Estimate)	Standard error (Std. Error)	z (CR value)	p
B10	<---B	0.773	.237	4.293	0.000
B11	<---B	0.790	.256	4.343	0.000
B12	<---B	0.815	.218	4.170	0.000
B13	<---B	0.834	.223	3.999	0.000
C1	<---C	0.723			-
C2	<---C	0.756	.247	3.599	0.000
C3	<---C	0.776	.238	3.017	0.000
C4	<---C	0.756	.223	2.762	0.000
C5	<---C	0.767	.229	3.184	0.000
D1	<---D	0.844			-
D2	<---D	0.832	.069	13.981	0.000
D3	<---D	0.881	.067	15.138	0.000
D4	<---D	0.848	.071	13.817	0.000
D5	<---D	0.883	.066	14.465	0.000
D6	<---D	0.867	.070	14.382	0.000
D7	<---D	0.878	.069	14.292	0.000
D8	<---D	0.898	.067	13.834	0.000
D9	<---D	0.867	.068	13.752	0.000
D10	<---D	0.887	.064	13.984	0.000
D11	<---D	0.898	.070	15.197	0.000
D12	<---D	0.844	.065	14.462	0.000

From In the confirmatory factor analysis of Thai population, the factor load coefficients of D8<-- D, D11<-- D, D10 <-- D, D5<-- D, D3<-- D and D7<-- D were 0.898, 0.898, 0.887, 0.883, 0.881 and 0.878, respectively. The weight of factor load factor is higher than that of variable D.

Conclusions

1.The effectiveness Educational Management component of Liaoning Communication University and Bangkok Thonburi University include four components 1) Effective education management 2) development of education management of private universities 3) development of private universities and 4) The influence of one Belt and one Road policy factors on college talent training.

2. Effectiveness of china-Thailand educational management exchange research shown in the adaptation indexes meet the requirements, indicating that the model scale matches well, the model fits well, and the model test results can be analyzed to test the fit of the data and the model.

3. There are 38 guidelines for effectiveness Educational Management for 4 Components Consist of Components 1 Effective education management, There are 9 guidelines. Component 2: Development of Chinese private universities, There are 4 specific guidelines. Component 3: Development of private universities, There are 5 specific guidelines.

Component 4 :The influence of one Belt and one Road policy factors on college, There are 12 specific guidelines.

Discussion

1. Discussion about Research Objective 1. Belt and Road Under the influence of the background, the effective education management summary of Communication University of Liaoning and Bangkok ThonBuri University includes four parts 1) Effective education management: 2) development of education management of private universities in China through international cooperation and exchanges; 3) development of private universities under the background of "One Belt and One Road" construction; 4) influence of Belt and Road policy factors on talent training in universities. This is because these four aspects are crucial to the development of Art Majors in colleges and universities in Liaoning Province. Liaoning University of Media and Communication of China and Bangkok ThonBuri University, Thailand, as the research objects, study the basis of effective education management. Select Chinese private universities of Liaoning media institute as the main research object at the same time, at the same time determine the Thailand Bangkok university the foreign private universities as the object of comparative research, to better discuss the system of private universities and its management results, for the current survival and development of private colleges and universities to provide reference and reference at the same time, give advice. In addition, since the paper examines the private universities in two countries, however, the problems and development of the private ownership countries are very different from those of the private universities in China; but they share the same type and attributes. This kind of differences and the same differences will naturally appear in the composition of the leadership system of the two private colleges and universities, so that it can also expand the application scope of the reference value of the paper results.

Component 1: Effective education management

The results of this study are comparable with the following findings Lu Fang and Cui Hongxia's International Development Strategy of Private Universities under the perspective of "Belt and Road" Take Xi'an Siyuan University as an example (Shaanxi Education Higher Education, issue 9,2020) Take Xi'an Siyuan University as an example, Explain the low degree of internationalization of teachers, easy project signing and difficult to implement in the help of "One Belt and One Road" background, And the lack of international characteristics of the course, Lack of financial support and other problems, And from the construction of three-dimensional aspects of the corresponding management mechanism; Su Xiuqing's Study on the International construction of Private College Accounting Teachers under the Background of "Belt and Road" (International Business Accounting, 2021, pp. 86-88) is also based on the continuous promotion of "Belt and Road" construction, It has brought new hope for the international development of private education in China, This paper discusses the realization path of the internationalization construction of the accounting teachers in private universities under this background. NingShaSha "Belt and Road" under the background of private university students education development strategy research (" longdong college journal 6 in 2019124-128 pages) Strategy of Private Universities" ("China Adult Education", page 9-10,17,2008) is very close to this; The following year, Yuan Zuqian and Li Ciping in their "Discussion on the Development Strategy of Private Colleges and universities" ("Contemporary Education Forum", 2,89-91)

Component 2: Develop the education and management of Chinese private universities through international cooperation and exchanges. Li Sha's "On the formulation of the Development Strategy of Private Universities" ("China Adult Education", page 9-10,17,2008) is very close to this; Cao Xingze's paper "" Civil Schools run by Famous Schools ": Connotation motivation and Problems", Also by promoting the development of private universities to the effect of elite universities, Xu helped to the above view; the same year, Li Bo, Li Can, Wang Shoubo "Analysis on the Development of Private Universities in China" written and published ("China Economy and Trade", 24,2009, p. 131) Then put forward the connotative development strategy; besides, In 2010, Hebei Education Press published a monograph entitled Research on the Development and Strategy of Private Universities written by Jin Xibin; Next, Dong Xuejun's "Discussion on the Development Planning of Private Universities" ("Journal of Bohai University, 4,2011) and Ma Fengyu's "Some Thoughts on the Reform and Development of Private Universities" ("Universities (Academic Edition), 5,2011) are both the current situation, Discuss the development of private universities through the perspective of constructing the development strategy

Component 3: The development of private universities under the background of "One Belt And One Road" construction Lin Qinglan's "Problems and Strategies in Running Private Colleges and Universities" ("Education Management" March 2018) is still as always to offer suggestions in the healthy development of private colleges and universities. However, after 2020, although similar papers will continue to appear until now, the content of the strategies constructed through research has changed substantially, that is, scholars are more inclined to hope that private universities can realize their own healthy development through the efforts of connotation construction. For example, Shen Xinyi "Discussion on the Development Status and Countermeasures of Private colleges and universities" ("Today's Fortune", 2020,22) advocated strengthening the connotation construction of private colleges and universities; Jin Xiaoguang's Analysis of the Innovative Development of Private Universities (Journal of Hubei University of Economics · Humanities and Social Sciences Edition, 12,2021) also advocated that private universities should seize the current development opportunities, Through the efforts of connotation construction, While playing to its own strengths, To achieve leapfrog development; Hu Ruinian, Liu Pu "the new era of the evolution of private colleges in China, realistic dilemma and development path" ("decision and information" in 20219) also given private universities face public welfare and for-profit conflict, government and private universities to straighten out, educational resources and basic security, discipline and professional construction level is relatively low, teachers' career development channel bottleneck etc. It proposes that classified construction should encourage and support differential development, accelerate transformation and upgrading, form a common development pattern, highlight key areas, solve weak links, strengthen connotation construction and improve the level of school running.

Component 4: The influence of the Belt and Road policy factors on university talent training Chen Sheng's Analysis and Countermeasures on the Management dilemma of Counselors in Private Universities (Journal of Chifeng University, No.4,2015) is an early result of the research on private universities from the perspective of management results, The author focuses on the many problems existing in the counselors of private universities, Think that these issues are not resolved, It is bound to affect the work effectiveness of the counselor team; In 2018, Wang Ying's "Research on Improving the Administrative Management Efficiency of

Private Universities" (Science and Technology Information, 33,2018) is also a paper studying the management effectiveness of private universities, The article believes that private colleges and universities should meet the relevant systems and requirements of the state, Form constraints in the school-running system and daily management work, Reflects a higher administrative management level. Private colleges and universities should improve the efficiency of administrative management work and teaching, and create a better learning environment. This view is similar to the leadership system of private universities promoted in this paper; Yang Xiaoli research on the effective way of student management in Private Universities (Science and Technology, 15,2019) is the improvement of student management effect of private universities.

5.2.2 Discussion about Research Objective 2

Effective education management under the background of the Belt and Road, Effective education management includes improve the effectiveness of private university management, improve the education system, improve education leadership, human resources planning, improve the comprehensive competitiveness of university teaching and scientific research management, innovative talent training mode of content and method of innovative education idea, with strong correlation of interdisciplinary course teaching system, broaden the professional field, reconstruct curriculum system. Private university innovation school-running system, reform of talent training mode, summarizes the foreign private university development experience and establish system and mechanism of academic, government financial aid, church schools, education legislation and profit, to establish a scientific and perfect education evaluation system, innovation of higher education evaluation mechanism, higher education evaluation mechanism, the guidance of the sustainable development of Chinese private colleges and universities, foreign private universities in financing experience, improve the content of the development of Chinese private universities, foreign private colleges internal management system, international exchanges and cooperation, foreign private colleges and Chinese private colleges and comparison Establish a differentiated school-running system. We will build a management mechanism for international exchanges and cooperation, strengthen top-level design, improve the training system, optimize the grant system, and develop opportunities for education. Participate in the global higher education governance, innovative research-oriented teaching reform related measures, accelerate the flow of regional preferential education resources, the expansion of higher education, "Is given priority to with order" learning, multiple learning, innovative learning, international learning talent training mode, absorbing other countries first-class university construction experience, expanding the scope of higher education social service, provide the forefront of higher education academic exchange, improve the talent training mechanism, expand higher education teaching function, accelerate the cross-border scientific research personnel flow, innovation form of higher education supply.

5.2.3 Discussion about Research Objective 3

There are 38 guidelines for effectiveness Educational Management for 4 Components Consist of Components 1 Effective education management, There are 9 guidelines. Component 2: Development of Chinese private universities, There are 4 specific guidelines. Component 3: Development of private universities, There are 5 specific guidelines. Component 4 :The influence of one Belt and one Road policy factors on college, There are 12 specific guidelines. Case Studies of research units in Dutch and British Universities can also be regarded as an extended study of university governance, because the former focuses on the problem of

locality in the field of university governance, while the latter focuses on the relationship between university governance and university development. Obviously, this kind of research has paid attention to the practical impact of university governance at a broader level, and obviously expanded the traditional boundary of university governance research. As far as the research method is concerned, the main research method of foreign private universities is case analysis. The results were related with Han Yan, 2006 : 18-21, Duan Minna, D: 2008, Zhang Kun, 2009:58-61 Guo-you Zhang, 2013:29-35, Huang Mingguang, 2005:38-39, Huang Mingguang, 2005:38-39, Wang Qingru & Kong Ying, 2006, Wan an zhong, J:2009:1-4, (Huan-huan han ,2011:38-39, Zhao Yingsheng, Zhong Binglin, Hong Yu ,2011:33-36, Cui Huan ,2013, Yao Yuhua, 2013, Yang Nan, 2016:18-19, Xue Weiyang, 2016:46-52, (Du jia li & He ai min, 2018, YanXiaoLei, 2018:107, Tan Wenting, J:2019:25-30, Lu Fang & Cui Hongxia, 2020, Ning Salsa, J:2019:124-128, Han Heming, J:2002:45-49, Shen Pengyi , Wan Demin, J:2020, 6-8+11, Wang Lingling, J:2016, 94-96, Li Bei, Liang Zhiyang, J:2017, 19-21, Fan Ruping, J:2017, 2, Liu Yanhong, J:2016, 10-14, Chris-tine Maitland and Gary Rhoades (2001), Leon Trakman (2008), Charles J. Ja-go (2009),

Recommendations

Recommendation for Policies Formulation Educational Management Between Communication University in Liaoning and Bangkok thonburi University under the Background of one belt and one road ” Based on the effectiveness theory of education management under the influence of One Belt And One Road policy and the reality of private colleges and universities in Liaoning Province, this paper puts forward the following suggestions:

1) Strengthen international exchanges and improve the education level Strengthen the top-level design, improve the education of "Belt and Road" students in China and the national strategy

We will formulate education policies and plans that are compatible with the Belt and Road Initiative, and carry out comprehensive and targeted planning and top-level design. In the way of government-led promotion

2) Create a good policy and regulation environment for overseas study to enhance students' own development ability Change the past pattern of geographical characteristics determining the educational scale advantages of international students along the Belt and Road, create a inclined and guiding external institutional space and policy environment, and promote the coordinated development of education of international students in different regions of countries along the Belt and Road

3) We will establish an education quality evaluation system for international students in China to enhance their core competitiveness Government level for international students quality of professional requirements and language minimum standards, clear university students education qualification standards, the implementation of international students education tube scoring mechanism, formed by government supervision.

4) We will optimize and reform the scholarship and grant system for overseas students and enhance the "pull" for outstanding overseas students and attaches great importance to absorbing and guiding social forces to support the development trend of the opening-up of education.

Recommendation for practical application

Based on the research results of this paper, this paper puts forward the following practical application suggestions to Liaoning Communication University:

existing problem:

1) The objective influence of the investment subject and fund sources of private colleges and universities, as well as the institutional and mechanism reasons such as teachers and management methods, also make some private colleges and universities encounter obstacles in their management.

2) The concept of running schools, management system, teaching staff and personnel training, especially the leadership system, still need to be strengthened and upgraded.

3) Copying the management mode of private colleges and universities in western developed countries also has some problems in different degrees. The development and improvement of private colleges and universities need further research and exploration, and some more scientific and reasonable strategies and methods should be constructed

propose:

4) In the practice of running schools, we summarize experience and seek good methods, and explore a set of effective innovative strategies in line with the scientific development of private colleges and universities.

5) The relevant literature and theory to construct the corresponding research model, and conducted empirical investigation and analysis. The research conclusion is helpful to put forward the corresponding promotion mechanism and policy suggestions from the universities, enterprises and the government.

Recommendation for Further Research

(1) based on the "Belt and Road" construction and the background of education internationalization, further expand the sample size, in order to more accurately understand the department's talent demand and talent ideas, using management and education and other disciplines related theory and knowledge methods, through the observation and data analysis, the Liaoning media institute and Bangkok university leadership system and its management results, realize the two Chinese and foreign representative private university leadership system and management results.

(2) through the analysis of Liaoning institute of media and the characteristics of leadership system, and the system reflects the results in the school management, summarizes the experience of practice and effective mechanism, induction reveals the scientific and regularity, as perfect and Chinese and foreign private university leadership system, improve the practice of school management reference and theory.

(3) analysis of China's "area" construction background for Liaoning institute of media and Bangkok, the leadership system and its management effect and performance, especially for the two schools education internationalization, the influence of the exchange, and analysis of inductive "area" construction on the development of Chinese and foreign private colleges and universities, for private universities into the "area" construction provide guidance and enlightenment.

(4) four is, based on the research found in the Liaoning institute of media and Bangkok university, the problems in the leadership system and its causes, at the same time of trying to solve, construction and put forward certain optimization and perfect the leadership system of

private colleges and universities, improve the management effectiveness of innovation ideas and strategies, and to contribute to the sustainable development of private colleges and universities.

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