

# **The Factors Of Administrators Resilient Leadership Affecting Teachers Working Effectiveness At Faculty Of Art In Universities Of Shenyang City In Liaoning Province**

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## **Abstract**

In recent years, the educational sector has faced rapid changes and escalating challenges, significantly impacting the working effectiveness of teachers. Located in Liaoning Province, the universities in Shenyang City are pivotal in nurturing high-caliber talents for the nation. Among these institutions, the Faculty of Art holds particular significance in driving cultural advancement and artistic innovation. However, the effectiveness of teachers within the Faculty of Art is frequently influenced by various factors, including the resilient leadership of administrators. This paper seeks to investigate the factors of administrators' resilient leadership that affect teachers' working effectiveness at the Faculty of Art in Shenyang City's universities. The study's rationale stems from the need to understand how administrators can more effectively support teachers in navigating challenges and enhancing their teaching quality, thereby contributing to the growth of the Faculty of Art and the broader educational system.

This research aims to delve into the dynamics of resilient leadership and its impact on the working effectiveness of teachers at the Faculty of Art in universities located in Shenyang City, Liaoning Province. The specific objectives are: (1) To explore the factors of resilient leadership and the components of teachers' working effectiveness at faculty of art universities in Shenyang city Liaoning province. (2) To investigate the factors of resilient leadership affecting on teachers' working effectiveness at faculty of art universities in Shenyang city Liaoning province. (3) To propose guidelines for improving teachers' working effectiveness at faculty of art universities in Shenyang city Liaoning Province.

This study adopts a mixed-methods approach to achieve its objectives. The population comprises 1675 teachers from eleven Faculty of Art universities. A sample size of 310 is determined using the Krejcie and Morgan table and is collected through proportional stratified random sampling. Eight experts are selected as key informants through purposive sampling. Data collection involves semi-structured interview forms and five-point rating scale questionnaires, achieving a 100% response rate. Data analysis includes descriptive statistics (frequency, percentage, mean, standard deviation), Exploratory Factor Analysis (EFA), content analysis, and Multiple Regression Analysis.

Results the research findings highlight the following: (1) There were 5 components of resilient leadership and 4 components of teachers' working effectiveness at faculty of art universities in Shenyang, Liaoning, which consisted of Adaptability and control, Interpersonal and support, Cooperation and communication, Organization innovation and Learning, professional growth for components of resilient leadership and Workload and time

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management, Education resources, Health and stress, Technology and application for components of teachers' working effectiveness.(2) The regression coefficient of F5 (Learning and Professional Growth) on TWE (teachers' working effectiveness) was 0.175 ( $p < 0.05$ ), indicating that F5 (Learning and Professional Growth) significantly positively affected TWE.(3) There were total 5 guidelines improving teachers' working effectiveness at faculty of art universities in Shenyang city Liaoning province.

The research concludes that resilient leadership plays a pivotal role in enhancing the working effectiveness of teachers at the Faculty of Art in Shenyang City's universities. The identified components of resilient leadership and teachers' working effectiveness provide a framework for understanding the complex relationship between leadership and teacher performance. The proposed guidelines offer actionable strategies for university administrators to foster an environment conducive to teacher growth and effectiveness, ultimately contributing to the improvement of the educational experience within the art faculties.

**Keywords:** Resilient leadership; Teachers' working effectiveness; Faculty of art in universities

## Introduction

Education departments often focus on how to better support teachers to work efficiently in a changing educational environment. Traditional management methods may not in some cases be able to effectively meet the needs of teachers and adapt to the changing educational environment. (Trynke Keuning, 2023) Therefore, resilient leadership, as an emerging leadership style, has received more and more attention from educational administrators and scholars. Middle-level cadres in colleges and universities are in the middle position of connecting the previous and the following in the school management positions. They are faced with the pressure from the superior, the resistance and the rejection of the same level. (Middle-Level Management: Examples, Roles, Skills, 2022) They urgently need more effective leadership theory to guide their work practice, so as to more effectively motivate the subordinate, coordinate the same level and implement the decision-making intention of the superior. Resilient leadership is directed toward a specific common purpose, encouraging all personnel to spontaneously pursue the goal. (Gavin, Matt, 2019) The role, level and challenges faced by middle-level cadres in universities require them to maintain resilience, flexibility and leeway in the leadership process (Zhou, 2018). That is to say universities cadres must be flexible in the leadership process. Therefore, the construction of resilient leadership ability of university cadres is an important link in the construction of colleges and universities in China, and its role is more and more obvious under the new normal. (Kitada, 2021). Resilient leadership is a flexible leadership style that emphasizes that leaders can flexibly adjust management methods and decisions according to different situations and employee needs to achieve better organizational performance and employee satisfaction. (Jennifer Jordan, 2022). Resilient leadership is a more effective leadership mode, which is formed by. The introduction of resilient leadership may bring new management concepts in educational institutions, and thus have a positive impact on teachers' work efficiency. Resilient leadership emphasizes that leaders are able to flexibly adjust their management methods and decisions according to different situations and employee needs (Gavin, Harvard Business School Online, 2019). This leadership style can motivate teachers'

creative thinking, enhance their autonomy and responsibility, and enable them to better adapt to and respond to the challenges in the educational field. (Bao, 2024).

It aims to enable individuals to be healthy, actively engaged and develop both at an individual and social level. Education plays a vital role in the society. It not only inherits knowledge and culture, but also promotes social progress and innovation, reduces social inequality, improves people's quality of life, and provides human resources for economic development (Kostis, 2021). Education has different development trajectory in different historical periods and regions. As the most profound change in the field of education in China, quality-oriented education takes the creative ability and creative spirit as the core and points out the direction for the education reform in the new century (Mingzhu, 2019) . This fundamental change of culture and education has brought about a brand-new way of thinking and production mode of change. In this sense, the reform of the education system that does not adapt to the development of The Times has made it keep up with the pace of economic and social development and has become an irresistible trend. From the ancient mentoring system to the modern large-scale education system, the forms and methods of education have changed in different cultures and times. All countries and regions will formulate education systems and policies to regulate the operation, content and quality of education. In the field of education, teachers are the soul and banner of teaching work, and have a direct guiding role for students. The efficiency of teachers 'work directly affects students' learning results and education quality. (Kazi Enamul Hoque, 2023).

The expected results may show improvements in faculty teaching ability and effectiveness through the practice of resilient leadership. This may include improvements in teaching quality, student engagement, student academic performance, etc. Research may suggest that resilient leadership helps to stimulate faculty awareness of autonomy and innovation. Teachers may be more willing to try new teaching methods and educational techniques to improve their teaching efficiency and adaptability. Resilient leaders may improve their productivity by reducing faculty job stress through an adaptive and supportive leadership style. The expected results may indicate that resilient leadership contributes to the personal and professional development of teachers. (Katya Fernandez).

In the midst of educational transformation, the role of leadership in facilitating teacher efficiency is paramount. Traditional management approaches are increasingly recognized as insufficient in the face of evolving educational demands. Resilient leadership has emerged as a promising alternative, capable of addressing the complex needs of educators and the institutions they serve. Middle-level cadres in universities, situated at a pivotal point in the administrative structure, are particularly affected by the need for adaptive and flexible leadership. The construction of resilient leadership among these cadres is not only crucial for the development of Chinese colleges and universities but also for the broader advancement of education. As the landscape of education continues to shift, with a focus on creativity and innovation, the importance of resilient leadership in supporting teacher efficacy and student outcomes cannot be overstated.

This paper is presented to shed light on the critical intersection of resilient leadership and teacher effectiveness within the Faculty of Art at universities, a context that has not been thoroughly explored. The research aims to provide a comprehensive understanding of how resilient leadership can be harnessed to enhance teaching quality, student engagement, and overall educational outcomes. By investigating the impact of resilient leadership on faculty teaching ability and effectiveness, the paper seeks to offer practical insights and guidelines

for educational administrators and policymakers. The findings could potentially inform leadership development programs and contribute to the ongoing discourse on educational reform. Furthermore, the paper aims to demonstrate the transformative potential of resilient leadership in promoting teacher autonomy, innovation, and adaptability, thereby addressing the challenges faced by educators in an ever-changing educational environment.

## Research Objective

- (1) To explore the factors of resilient leadership and the components of teachers' working effectiveness at faculty of art universities in Shenyang city Liaoning province
- (2) To investigate the factors of resilient leadership affecting on teachers' working effectiveness at faculty of art universities in Shenyang city Liaoning province
- (3) To propose guidelines for improving teachers' working effectiveness at faculty of art universities in Shenyang city Liaoning Province

## Literature Review

Significance of resilient leadership and teachers' working effectiveness

Defining an attribute is a characteristic of a Thai concept that is recurring in the literature and always occurs when this concept appears. The concept is not static. As new knowledge arises, they change rapidly and are often interpreted by analysts. Thus, conceptual analysis is applicable to terms used across disciplines, over long or short time, and in emerging and evolving areas of research. Defining attributes is a recurring feature in a concept. In the context of toughness, defining the attributes involves the following key aspects: "Resilience" is first applied in the field of physics, physicists use it to represent the characteristics of the spring, but also use it to describe the material resistance to external shocks and the stability of external forces in the field of physics and mathematics, toughness is usually associated with Elasticity concept. Elastic describes the ability of an object or system to recover its original shape or state after exposure to an external force. This ability has some similarities to the concept of resilience in engineering, which emphasize the resilience of the system. In the field of natural science, the academic concept of toughness is mainly understood through the understanding of the properties of the material that will deform under the action of external force but are not easy to be broken. In the mechanics of materials, "impact toughness" is commonly used to measure the mechanical properties of materials under impact load. It can be seen that the word "toughness (Resilience)" can be used both to describe the spirit and character of people or things, but also to indicate the mechanical properties of materials. MCASLAN Thought that the academic concept of "Resilience (toughness)" originated in the field of materials science; as early as 1818, TREDGOLD used Resilience-words to describe the characteristics of wood, and used it to explain why some types of wood can adapt to sudden and violent loads without breaking. Over the next hundred years, several scholars have continuously developed the basic concept of resilience in this field, but its meaning has not changed much, and it is basically used to express the ability of materials or objects to resist external forces but not be broken. Since 1973 biologist HOLLING published the toughness and stability of the ecosystem, toughness (Resilience) the word gradually applied in different disciplines, and in different disciplines were given Resilience new connotation, although the core meaning does not change, but different disciplines of Resilience academic concept definition or there are certain differences.

As for the definition and connotation of Resilience in different disciplines, researchers at home and abroad have carried out a lot of research work. BHAMRA et al. summarized and summarized the academic definitions of Resilience in different disciplines (Taylor & Francis, 2011). HOSSEINI and others summarized and listed the interdisciplinary academic definitions of Resilience. as follows ; Resilience is the ability to bounce back before deformation when suffering an unexpected danger. (Jeremy Sutton, 2019); Resilience is the magnitude of which the system can buffers or to absorb interference, or that the system can absorb by appropriate changes before changing its own structure. (Henrik, 2014).

In recent years, the concept of teachers' working effectiveness has gained significant attention in educational research. A systematic review found that there is no or negative correlation between IQ test scores and teacher effectiveness, with alternative indicators of cognitive ability (such as college entrance examination and basic skills test scores) showing at most a small positive correlation with teacher effectiveness (Bardach, Lisa, 2020). The evaluation of teacher effectiveness is considered an effective mechanism for promoting teacher growth, as evidenced by a two-year action research study in three middle schools in China, which revealed that a teacher effectiveness evaluation tool based on student scores had valid statistical properties and was considered a holistic concept in different schools (Huijuan Chen & Mingyao Li & Xinyu Ni & Qiao Zheng & Ling Li, 2021). The study also highlighted the dynamic changes in teacher effectiveness across different subgroups, representing different school ecosystems and providing insights into teacher growth. In recent years, the concept of teachers' working effectiveness has gained significant attention in educational research. A systematic review found that there is a significant relationship between teacher satisfaction and student achievement, even across different countries, with highly satisfied teachers striving to ensure student success (Kazi Enamul Hoque, Xingsu Wang, Yang Qi & Normarini Norzan, 2023).

Faculty of Art Universities in Shenyang city Liaoning Province

Shenyang, a prominent cultural center in China, has a distinguished history in art education that spans from the late 19th century to the establishment of the earliest art school. Today, these institutions have evolved into renowned art universities such as the Lu Xun Academy of Fine Arts, Liaoning universities, Shenyang Normal universities, and Shenyang universities, among others. These universities are renowned for their innovative curriculum that blends traditional art education with modern concepts like technology and interdisciplinary teaching. Graduates from these institutions have achieved notable success in various artistic fields, including music, painting, and dance (Huang, 2019). Lu Xun Academy of Fine Arts, an internationally recognized institution, is committed to nurturing exceptional artists and designers. The academy's faculty is distinguished, and it boasts a tradition of outstanding art education. The academy's research focus includes innovative art education approaches and interdisciplinary art practice, and it has established extensive cooperative relationships with art circles both domestically and internationally, providing students with rich academic and professional opportunities (Huang, 2019). Liaoning universities offer a diverse range of art majors through their School of Art and Design, emphasizing practice and innovation. The educational goal is to develop professionals with creativity and practical application. The school actively collaborates with the industry to provide students with practical experience and career opportunities (Ma, 2021). Shenyang Normal University, with a long history in art education, focuses on cultivating educators and artists. The school

emphasizes practical and interdisciplinary communication, encouraging students to actively participate in creative projects and community activities. The School of Art and Design at Shenyang Normal University emphasizes comprehensive education and provides a broad space for students' development (Yang, 2020). Shenyang universities provide a range of art and design-related majors, cultivating versatile artistic talents. Art education in the school aims to cultivate students' creativity and practical operation ability. Shenyang University encourages students to participate in creative projects and competitions, providing them with hands-on experience and career opportunities (Chen, 2018). Liaoning Art Universities of Media focus on education in the field of media and art, cultivating creative and technical professionals. The college emphasizes practical education and industry collaboration, providing students with opportunities to work with the media and arts industries (Wu, 2019). The art universities in Shenyang are guided and influenced by national education policies. The government encourages local colleges and universities to improve the quality of education and attract more students and teachers, both at home and abroad. A series of scholarships and funding programs support talented students in the arts, providing strong support for higher art education in the Shenyang area (Review Article, 2023). These art education institutions not only cultivate students' artistic skills but also their comprehensive quality and innovative thinking. The Lu Xun Academy of Fine Arts, for example, helps students build connections between different fields and stimulate their creativity by introducing interdisciplinary educational methods. This comprehensive education helps students to better understand the relationship between art and society, culture, and technology (Huang, 2019).

In summary, higher art education institutions in Shenyang and Liaoning play a vital role in cultivating creative talents and promoting the development of the cultural industry. They have made significant progress in educational quality, practice opportunities, and cooperation with industries, providing students with diverse learning experiences and contributing to the prosperity of regional culture and creative industries (Review Article, 2023).

## **Research Methodology**

Using quantitative research methods. The literature and related research on resilient leadership and teachers' working effectiveness and indicators for each variable were determined. The key informants were 8 experts, obtained by purposive sampling method. The instruments used for data collection were semi-structured interview form and five-point rating scale questionnaires. The response rate of questionnaires was 100%. Statistics used for data analysis included frequency, percentage, mean, Standard Deviation, Exploratory Factor Analysis (EFA), content analysis and Multiple Regression Analysis was employed.

### **Population and Sample**

Population were teachers of 11 faculties of art universities in Shenyang city Liaoning province, totaling 1675 teachers. Sample size was determined using the Krejcie and Morgan table, obtained by proportional stratify random sampling method, totaling 310 teachers.

### **Research Instruments**

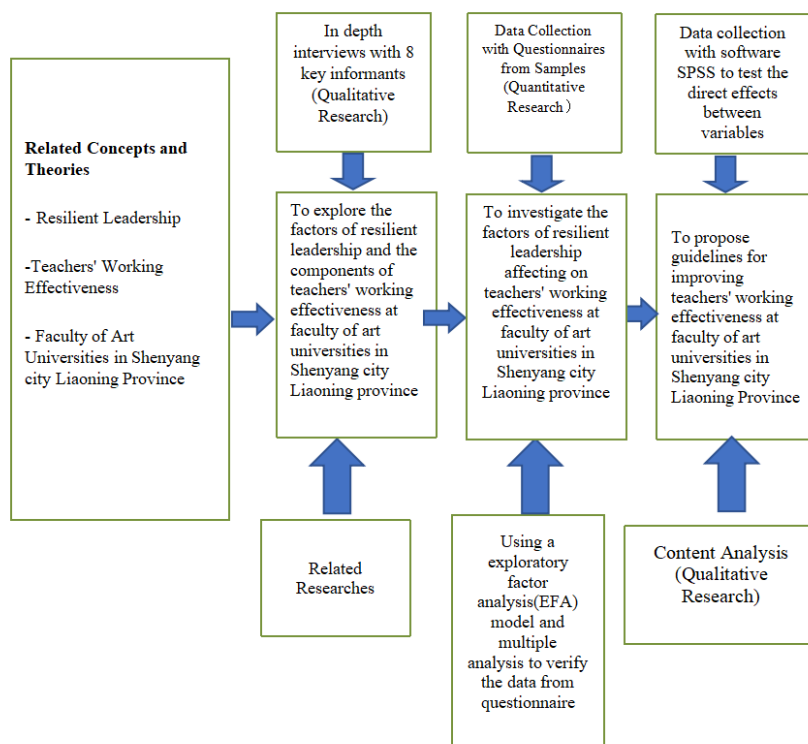
The instrument of this research was a questionnaire. Relevant literature and existing scales were referred to, and the validity was tested by 5 experts. Finally, a questionnaire

combining a 5-level rating scale and open-ended questions was formed, with a reliability  $\alpha$  coefficient greater than 0.80.

### Data Analysis

First, descriptive statistical analysis was used to describe the characteristics of the respondents, including percentages and frequencies. Secondly, through Amos software, and structural equation modeling(SEM) were applied to evaluate the degree of fit between the proposed model and the collected data, and finally verify the mediation effects.

## Conceptual Framework



**Figure 1.**Conceptual Framework

## Research Results

### Research Results of Objective 1

Analyzing components of resilient leadership required by administrators, the school administrators are able to do so. Classified by documented sources and related research. This result comes from 20 typical documents and interview with 8 highly experienced academic experts, asked questions about resilient leadership and gave guiding opinions. Relevant factors can be obtained by integrating the above content analysis.

From Table 1 Researcher choose by focus on the components which there were the frequencies of consensus 5 and above to consider and used to interview key informants. Of those, only 5 of the 18 components. The factors of resilient leadership they were follows ;

(1) Adaptability and Control ; (2) Interpersonal and support ; (3) Cooperation and communication; (4) Organizational Innovation; (5) Learning and professional growth.

<b>Resilient Leadership</b>	
<b>Components</b>	<b>Percentage</b>
<b>Adaptability and Control</b>	<b>60</b>
<b>Interpersonal and Support</b>	<b>82</b>
<b>Cooperation and Communication</b>	<b>71</b>
<b>Organizational Innovation</b>	<b>53</b>
<b>Learning and Professional Growth</b>	<b>64</b>

**Table 1.** Components of Resilient Leadership

From Table 2 Researcher choose by focus on the components which there were the frequencies of consensus 5 and above to consider and used to interview key informants. Of those, only 4 of the 13 components. The factors of teachers' working effectiveness they were follows ; (1) Workload and time management; (2) Education resources; (3) Health and stress,; (4) Technology and application.

<b>Teachers' Working Effectiveness</b>	
<b>Components</b>	<b>Percentage</b>
<b>Workload and Time Management</b>	<b>78</b>
<b>Education Resources</b>	<b>53</b>
<b>Health and Stress</b>	<b>64</b>
<b>Technology and Application</b>	<b>60</b>

**Table 2.**Components of Teachers' Working Effectiveness

#### Research Results of Objective 2

From the analysis of table 3 it can be concluded that:The regression weight between ResL (Resilient leadership) and TWE(Teachers'working effectiveness) is 0.605 ( $p < 0.001$ ),0.000 indicates a significant level. Therefore,resilient leadership have a positive and significant impact on teachers' working effectiveness.

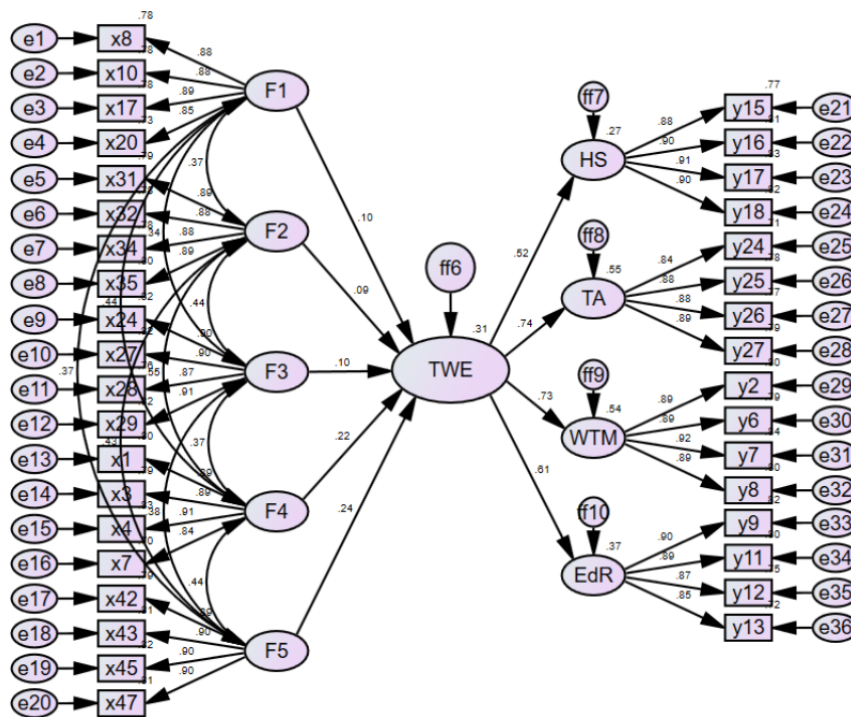


Further test the influence of each first-order dimension on TWE, and build a model:

**Figure 2.** Model Diagram of the Structural Equation

Table 3.

Latent and observable	Un- standardized Factor loading	Standardized Factor loading	S.E.	C.R.	p	R <sup>2</sup>
ResL→TWE	2.476	0.605	0.355	6.980	***	0.378



chi-square=660.097, Relative Chi-square=1.148, Df=575, p=.008  
GFI=.899, AGFI=.883, TLI=.991, RMR=.056, RMSEA=.022

According to the above table 4 above, The regression coefficient of F1 (Interpersonal and Supported) for TWE was 0.077, ( $p > 0.05$ ), Suggesting that F1 has no significant effect on TWE; The regression coefficient of F2 (Organizational Innovation) for TWE was 0.066, ( $p > 0.05$ ), It shows that F2 has no significant effect on TWE; The regression coefficient of F3 (Coopertion and Communication) for TWE was 0.074, ( $p > 0.05$ ), Suggesting that F3 has no significant effect on TWE; The regression coefficient of F4 (Adaptability and Control) for TWE was 0.165, ( $p < 0.05$ ), It shows that F4 significantly positively affects TWE; The regression coefficient of F5 (Learning and Professional Growth) to TWE was 0.175 ( $p < 0.05$ ), Suggesting that F5 significantly positively affects TWE.

**Table 4 . Regression Coefficient**

Latent and observable	Un-standardized Factor loading	Standardized Factor loading	S.E.	C.R.	p	R <sup>2</sup>
F1→TWE	0.077	0.103	0.053	1.448	0.147	0.313
F2→TWE	0.066	0.090	0.059	1.133	0.257	
F3→TWE	0.074	0.096	0.054	1.355	0.175	
F4→TWE	0.165	0.224	0.060	2.749	0.006	
F5→TWE	0.175	0.236	0.055	3.191	0.001	

### Research Results of Objective 3

There were total 5 managerial guidelines for improving teachers' working effectiveness at faculty of of art universities in Shenyang city Liaoning province. (1)The integration strategy of lifelong learning and professional development; (2)Academic exchange and resource sharing platform construction; (3)Teaching practice and reflective growth strategy; (4)Construction of diversified teacher incentive mechanism; (5)Comprehensive support and environmental optimization strategy.

## Discussion

### Discussion about Major Findings of Objective 1

The research identified 5 key components for resilient leadership and 4 key components for teachers' working effectiveness at faculty of art universities in Shenyang city Liaoning province. These findings align with the literature on leadership and teacher effectiveness, which emphasizes the importance of these components in the educational context. For instance, researchers have highlighted the significance of adaptability and control in leadership (Smith & Katz, 2005), interpersonal and support in fostering teacher engagement (Burroughs et al., 2019), cooperation and communication in enhancing teaching practices (Hattie, 2012), organization innovation in promoting creative learning environments (Gilbert, 2017), and learning and professional growth in nurturing teacher development (Darling-Hammond, 2009). The discussion should discuss how these components contribute to the overall effectiveness of teachers and how they can be fostered through resilient leadership.

The discussion should also explore the implications of these findings for art education, given the unique demands and challenges faced by art educators. The literature on art education has emphasized the importance of creativity, innovation, and interdisciplinary approaches in teaching and learning (Kellough & Kellough, 2014). The identified components of resilient leadership and teachers' working effectiveness reflect these priorities and suggest that resilient leadership can support the development of creative and innovative teaching practices in art education. The discussion should discuss how these findings can inform policy and practice in art education, with a focus on promoting teacher effectiveness and student learning outcomes. Overall, the discussion should provide a comprehensive analysis of the findings in the context of art education and their implications

for policy and practice. The integration of literature on leadership, teacher effectiveness, and art education will enhance the credibility and relevance of the research findings.

#### Discussion about Major Findings of Objective 2

After analyzing the exploratory factors, the model factors that were most suitable for the resilient leadership factors and teachers' working effectiveness components were identified. The use of the Multiple Indicators Multiple Causes (MIMIC) model for analysis allowed for the examination of the relationships between multiple observed variables and multiple latent factors. The good model results based on data indicate that the relationships between these factors are complex and interconnected, and that the influence of resilient leadership on teachers' working effectiveness is nuanced and multifaceted. The discussion should delve into the strengths and limitations of the MIMIC model, as well as the implications of the findings for understanding the dynamics of leadership and teacher effectiveness in art education.

#### Discussion about Major Findings of Objective 3

There were total 5 managerial guidelines for improving teachers' working effectiveness at faculty of art universities in Shenyang city Liaoning province. These guidelines should be context-specific and tailored to the unique challenges and opportunities faced by art educators. The discussion should elaborate on each guideline, explaining how it aligns with the identified components of resilient leadership and teachers' working effectiveness. Additionally, the discussion should address the potential challenges in implementing these guidelines and the strategies for overcoming them. Finally, the discussion should discuss the broader implications of these guidelines for enhancing teacher effectiveness and promoting the overall quality of art education in Shenyang and beyond.

## Recommendations

#### Theoretical Recommendation

(1) Expand on the identified components of resilient leadership and teachers' working effectiveness to develop a more nuanced theoretical framework that can be applied to various art education contexts.

(2) Explore the role of contextual factors, such as school culture and leadership style, in shaping the dynamics of resilient leadership and its impact on teacher effectiveness.

(3) Integrate the findings with existing theories in art education to develop a more holistic understanding of how leadership and teacher effectiveness interact to influence student outcomes.

#### Policy Recommendations

(1) Develop and implement leadership development programs specifically tailored to the needs of art universities, focusing on fostering resilience, creativity, and innovation.

(2) Allocate resources for collaborative and supportive environments that encourage the sharing of ideas and the development of interdisciplinary teaching approaches.

(3) Establish policies that reward and incentivize innovative teaching practices, such as funding for art projects, exhibitions, and collaborations with the local art community.

#### Practical Recommendations

(1) Provide teachers with professional development opportunities that focus on effective time management, stress reduction techniques, and the use of educational technology to enhance their teaching practices.

(2) Encourage the formation of teacher support networks and peer mentoring programs to facilitate the exchange of knowledge and best practices within the art education community.

(3) Foster a school culture that values work-life balance and supports teachers in maintaining their physical and mental well-being, thus contributing to their long-term effectiveness and job satisfaction.

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