ACADEMIC LEADERSHIP COMPONENTS OF EDUCATIONAL INSTITUTION ADMINISTRATORS IN CHONGQING COLLEGE OF INTERNATIONAL BUSINESS AND ECONOMICS, CHINA*

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Received 13 August 2025; Revised 19 August 2025; Accepted 21 August 2025

Abstract

The profound impact of globalization has driven transformative changes across political, economic, technological, and sociocultural domains, placing increasing pressure on education systems to adapt. The focus has shifted from mere knowledge transmission to cultivating intellectually capable, ethically grounded, and innovative human capital. Academic leadership has thus emerged as a critical factor in enhancing educational quality and institutional effectiveness.

In China, national policies such as the National Education Development Plan (2018–2037) and the National Education Act (2021) emphasize the importance of visionary and adaptable academic leadership. This form of leadership encompasses strategic vision, curriculum design, instructional supervision, environmental management, innovation promotion, human resource motivation, and the nurturing of a continuous learning culture. These dimensions collectively shape institutions' ability to implement reforms, improve teaching and learning, and prepare students for complex global challenges.

Citation:

* Wenxin Jiang, Navin Ninsangrat and Thanaploysiri Siribunsobh. (2025). Academic Leadership Components Of Educational Institution Administrators In Chongqing College Of International Business And Economics, China. Journal of Interdisciplinary Social Development, 3(4), 885-907.;

DOI: https://doi.org/10.

Website: https://so12.tci-thaijo.org/index.php/JISDIADP/

Despite progressive policies, Chinese higher education institutions-such as Chongqing College of International Business and Economics-still face challenges in curriculum coherence, instructional quality, technology integration, and student outcomes. Reports indicate deficiencies in critical thinking, ethical behavior, and graduate employability, highlighting the need for more effective and context-specific academic leadership.

In response, this study aims to explore and synthesize the components of an academic leadership model tailored to the administrative context of Chongqing College. By analyzing structural relationships among key leadership dimensions and aligning theoretical frameworks with actual practice, the study seeks to propose a robust, adaptable model. The findings are expected to contribute to the academic leadership discourse by offering empirically grounded, practical insights that support institutional improvement, faculty development, and educational innovation in similar contexts.

Key word: Academic Leadership, Leadership Components, Educational Institution Administrators

Objectives

1. To study the components of academic leadership model of educational institutions administrators in Chongqing College of International Business and Economics, China.

2. To analyze the components of academic leadership model of educational institutions administrators in Chongqing College of International Business and Economics, China.

3. To examine the consistency of the components of academic leadership model of educational institutions administrators in Chongqing College of International Business and Economics, China, that developed with empirical data.

Research Hypothesis

H_1: The academic leadership model for educational institution administrators at Chongqing College of International Business and Economics consists of seven statistically significant components: 1) Vision, 2) Curriculum Management, 3) Learning Process Management, 4) Management of a Learning-Conducive Environment, 5) Innovation and Technology Development, 6) Personnel Motivation and 7) Creation of a Learning Culture

H_2: The structural relationships among the components of the academic leadership model demonstrate a good fit with the empirical data collected from educational institution administrators at Chongqing College of International Business and Economics.

H_3: The proposed academic leadership model exhibits construct validity and reliability consistent with empirical evidence derived from the sample population.

Conceptual Framework

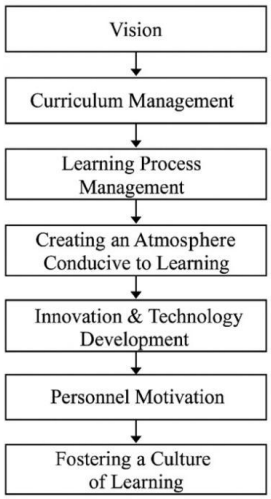

Figure 1: Conceptual Framework

Literature Review

Academic leadership is a critical determinant of the performance and sustainability of educational institutions. It encompasses a set of practices and characteristics through which leaders influence teaching, learning, institutional development, and innovation. A robust body of literature has explored how academic leadership manifests in various institutional contexts, leading to the identification of key components that consistently influence educational success. In this study, seven main components of academic leadership are examined: vision, curriculum management, learning process management, academic atmosphere, innovation and technology development, personnel motivation, and fostering a culture of learning. These dimensions are reviewed based on empirical findings and theoretical frameworks from both Thai and international scholars.

Vision: Visionary leadership is the cornerstone of academic success. The Office of the Basic Education Commission (2008) posits that effective academic leaders must possess a strategic vision that responds to dynamic educational landscapes. Hallinger (2009) supports this by highlighting how a clear and future-oriented vision aligns organizational actions and inspires a shared commitment among stakeholders. Glickman et al. (2001) note that vision-setting fosters unity, creates institutional coherence, and enhances long-term planning. Leaders who can articulate compelling visions are more likely to cultivate organizational identity and direction, essential for systemic transformation.

Curriculum Management: Curriculum management is a vital domain through which academic leadership impacts learning outcomes. Murphy (1990) and Weber (1996) assert that effective leaders must understand curriculum theories and possess skills in curriculum development and evaluation. Waters and Marzano (2006) emphasize the importance of aligning curriculum design with national educational policies, student needs, and global trends. Curriculum

leadership also involves supporting pedagogical innovation, ensuring curriculum relevance, and maintaining continuous curriculum assessment to foster lifelong learning.

Learning Process Management: Effective academic leaders are tasked with creating conditions conducive to quality teaching and learning. According to Pisit Phitsanon (2007) and Li Yang & Zhang Xi (2002), managing the learning process involves selecting suitable instructional strategies, developing learning materials, and monitoring learning outcomes. Hallinger (2009) underscores the importance of structured, learner-centered practices that support both cognitive and affective development. Learning management should promote interactivity, critical thinking, and personal growth, thus requiring academic leaders to model and support reflective teaching practices.

Creating an Atmosphere Conducive to Learning: A positive academic environment significantly influences student performance and teacher satisfaction. Wichan Suwanwong (2006) and Cohen et al. (2009) argue that such an environment includes psychological safety, inclusivity, and adequate resources. Southworth (2002) identifies the leader's role in shaping the institutional climate by promoting collegiality, visibility, and supportive communication. Leaders who invest in the physical and emotional climate of the institution foster engagement, trust, and organizational stability. These conditions, in turn, create a fertile ground for innovation and collaboration.

Innovation and Technology Development: In the digital age, academic leaders must be technologically literate and innovation oriented. Comstock (2006) and Doppelt (2010) suggest that leaders who embrace technological tools can transform learning environments and boost institutional agility. Goldsmith et al. (2003) highlights the importance of leadership in integrating ICT to promote individualized learning and real-time collaboration. Innovation in education

includes encouraging the use of educational technologies, supporting experimentation, and establishing a culture that welcomes change.

Personnel Motivation: Academic leaders are responsible for creating the conditions under which staff members are motivated and committed to institutional goals. Bass and Riggio (2006) and Johns (1996) identify transformational leadership behaviors that inspire and engage personnel. Hollinger and Murphy (1985) propose that motivation derives from both intrinsic values-such as purpose and identity-and extrinsic rewards, including recognition and advancement. Georgiades and Macdonell (1998) emphasize the need for leaders to reduce barriers to achievement, match staff capabilities with responsibilities, and promote professional growth.

Fostering a Culture of Learning: A strong learning culture supports organizational innovation and resilience. Senge (1990) introduced the notion of a "learning organization," characterized by continuous personal and professional development. Johnston & Hawke (2002) and Pasebani et al. (2012) stress the value of institutional practices that promote critical inquiry, collaborative problem-solving, and reflective action. Academic leaders foster this culture by modeling learning behaviors, encouraging shared leadership, and reinforcing the idea that improvement is a collective and ongoing process. The review of related literature illustrates that academic leadership is multifaceted, involving both visionary thinking and practical management. The seven components-vision, curriculum management, learning process organization, academic environment development, technology and innovation, personnel motivation, and learning culture-offer a comprehensive framework for understanding leadership effectiveness. In the context of Chongqing College of International Business and Economics, China, these elements serve as the foundation for examining and enhancing institutional leadership models that respond to 21st-century educational demands. This synthesis of theoretical insights and empirical findings

contributes to the development of a conceptual framework for further research and practical application.

Related research

Numerous studies have examined the components and implications of academic leadership in various educational contexts. These investigations provide valuable insights into the structure, effectiveness, and impact of academic leadership across different levels of education. Below is a synthesis of selected studies relevant to the educational leadership components utilized in this research: Tang Xu (2004) analyzed the academic leadership components of administrators under the Saraburi Provincial Primary Education Office. The study identified eight components: management, education quality development, ability, personality, supervision, planning, facilitation, and promotion of academic atmosphere. Chen Liu (2009) developed academic leadership indicators for administrators of basic educational institutions. The study proposed 60 indicators grouped into core areas such as vision, goals, curriculum and teaching, student and teacher development, and fostering a learning environment. The model showed empirical consistency. Hua Chen (2010) investigated leadership behavior indicators for municipal educational institution administrators. Five major components and 75 indicators were proposed, focusing on policy direction, learning environments, professional development, curriculum management, and student quality promotion. The model aligned with empirical data. Wang Zhao (2010) explored academic leadership under the Bangkok Education Office, establishing causal relationships between educational leadership and institutional effectiveness. Key findings included the impact of curriculum trends, student evaluation, and teacher planning on desired student traits and teacher satisfaction. Wanisin Phala et al. (2011) used the Delphi technique to develop indicators for academic leadership under Nakhon Phanom Municipality. The

study presented six components: management, collaboration, administration, planning, community engagement, and leadership in ethics and culture. Aoy Sanguerum (2011) outlined four aspects of academic leadership behavior in the Nakhon Ratchasima area: vision setting, curriculum management, supervision and evaluation, and creating a conducive educational environment. Thawatchai Pailai (2012) identified seven elements of academic leadership for educators in local government organizations: curriculum theory understanding, innovation promotion, student-centered learning, and ICT integration. Sarutipong Phuwatwaranon (2012) proposed a blended learning model of academic leadership comprising curriculum development, change management, technology use, and teacher-student development. Watchachai Suwantrai (2013) presented 80 indicators for educational service area office directors, focusing on vision, curriculum, student development, executive development, and learning atmosphere. Anu Changklang (2014) found ten leadership components in the Deesri Subdistrict Office, including strategic planning, professional development, quality enhancement, and research promotion. Penpak Phusin (2014) studied demonstration school administrators and identified six key components: learning culture, stakeholder relationships, teacher development, and innovation. Duangkamon Piathong (2014) introduced a ten-element model incorporating leadership roles, curriculum management, participatory approaches, and student development. Pittaya Chanwong (2014) analyzed leadership in Phrapariyattitham institutions, identifying three components: mission setting, curriculum management, and promotion of the academic atmosphere.Thanawat Phiromkraiphak (2015) grouped academic leadership into curriculum development, change management, ICT usage, and teacher-student development. Heck (1992) emphasized curriculum management and learning process organization in predicting student achievement using multilevel analysis. Blase and Blasé (2000) examined teacher perspectives on academic leadership and identified 11 strategies for professional growth and classroom improvement.

Southworth (2002) noted the value of shared instructional leadership, emphasizing resource use and community development. Jana (2003) found a correlation between leadership variables and student achievement through academic atmosphere and communication. Marks and Printy (2003) demonstrated that integrating transformational and instructional leadership yields better student outcomes. Hallinger (2005, 2009) reviewed decades of academic leadership research, identifying key personal, organizational, and contextual factors influencing educational outcomes. Halverson et al. (2006) found a strong relationship between transformational leadership and academic leadership behavior, emphasizing intellectual stimulation and individual consideration. Shatzer et al. (2014) concluded that academic leadership has a greater effect on student achievement than transformational leadership alone. Pan, Nyeu, and Chen (2015) discussed Taiwan's hybrid academic leadership model, noting a gap between ideal and actual practice. MacNeill et al. (2016) reported that secondary school administrators in Ethiopia balanced instructional time management with professional development and curriculum coordination. Hallinger, Dongyu, and Wang (2016) conducted a meta-analysis showing statistically significant gender differences in academic leadership. Kaparou and Bush (2016) contrasted academic leadership in England and Greece, highlighting the benefits of shared leadership and decentralization. Howard (2016) studied administrative assistants' contributions to academic leadership, finding that their roles mirror instructional leadership when enabled by the institution's vision. The above literature demonstrates that academic leadership is multidimensional, encompassing vision, curriculum, and learning management, innovation, environmental factors, and personnel motivation. These findings support the conceptual framework of the present study and provide a strong empirical foundation for analyzing academic leadership at Chongqing College of International Business and Economics.

Methodology

This chapter outlines the research procedures employed in the study titled “Academic Leadership Components of Educational Institution Administrators in Chongqing College of International Business and Economics, China.”The primary objectives are to: (1) examine the academic leadership components of educational institution administrators; (2) analyze the structure and interrelationship of these components; and (3) validate the conceptual framework through empirical data.

Step 1: Exploration of Academic Leadership Components

1.1 Documentary Analysis

An in-depth review and synthesis of relevant literature, including theoretical frameworks, prior research, and academic policies, were conducted. This process informed the initial identification of academic leadership components suitable for administrators in the specified institution.

1.2 Expert Interviews

To substantiate the theoretical findings, qualitative interviews were conducted with five experts who met the following criteria:

Academicians: Possessing no less than ten years of experience in educational management or holding at least an Assistant Professor title or doctoral qualification.

Educational Administrators: Individuals in positions such as Directors or Deputy Directors with a minimum of ten years of experience and holding specialist or equivalent academic ranks.

Institution Leaders: Directors of educational institutions with over ten years of experience and a doctoral degree in educational administration.

An open-ended interview guide was developed focusing on seven key components: vision, curriculum management, learning process organization, learning atmosphere, innovation and technology, personnel motivation, and learning culture.

Step 2: Quantitative Analysis of Leadership Components

2.1 Population and Sample

The population comprised 220 academic staff members across 11 faculties at Chongqing College of International Business and Economics. Using Krejcie and Morgan's sample size determination table, 140 respondents were selected.

2.2 Research Instrument

A structured questionnaire divided into two sections was developed:

Section 1: Demographic information

Section 2: Items reflecting opinions on seven academic leadership components, measured on a 5-point Likert scale.

Validation Process:

Content Validity: Assessed by seven experts using the Content Validity Index (CVI)

Reliability: Evaluated through a pilot study with 30 non-sample participants, employing Cronbach's Alpha Coefficient

2.3 Data Collection Procedure

A formal request was submitted to the Faculty of Education at Pathum Thani University

Questionnaires were distributed to target participants via institutional channels

A total of 140 valid responses were retrieved, accounting for a 93.33% response rate

2.4 Data Analysis

Exploratory Factor Analysis (EFA) was conducted to identify underlying constructs. Key statistical tests included:

Kaiser-Meyer-Olkin (KMO) Measure

Bartlett's Test of Sphericity

Factor Extraction using Principal Component Analysis

Varimax Rotation for enhanced interpretability

Result

This chapter presents the results of data analysis concerning the academic leadership components of educational institution administrators in Chongqing College of International Business and Economics, China. The analysis was conducted in three key steps: (1) identifying academic leadership components through literature and expert interviews, (2) validating the component structure using exploratory factor analysis (EFA), and (3) confirming the model fit using confirmatory factor analysis (CFA).

Step 1: Identification of Academic Leadership Components

Through documentary analysis and expert interviews, the study identified seven major components of academic leadership, comprising a total of 47 sub-components:

Vision – 7 sub-components

Curriculum Management – 8 sub-components

Learning Process Management – 8 sub-components

Creating a Learning-Conducive Atmosphere – 5 sub-components

Innovation and Technology Development – 7 sub-components

Personnel Motivation – 6 sub-components

Fostering a Learning Culture – 6 sub-components

Step 2: Exploratory Factor Analysis (EFA)

The exploratory factor analysis revealed the following results:

Kaiser-Meyer-Olkin (KMO) = 0.934 (indicating excellent sampling adequacy)

Bartlett's Test of Sphericity: Approx. Chi-Square = 15,452.223, df = 1081, Sig. = 0.000

The PCA with Varimax rotation and eigenvalue >1 extracted 7 components explaining a cumulative variance of 70.935%. The table below summarizes the eigenvalues and variance:

Table 1: Eigenvalues, Percentage of Variance, and Cumulative Variance of Academic Leadership Components

Component	Eigenvalue	Variance (%)	Cumulative Variance (%)
1	23.551	50.109	50.109
2	2.160	4.596	54.705
3	1.920	4.085	58.790
4	1.732	3.685	62.476
5	1.397	2.972	65.448
6	1.355	2.884	68.331
7	1.224	2.603	70.935

Step 3: Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis was conducted to evaluate the fit of the academic leadership model. The initial model did not meet the required statistical criteria; therefore, adjustments were made. The final model fit indices are shown below:

Index	Criteria	Value	Result
Chi-square	$p > 0.05$	0.52	Passed
Relative Chi-square (χ^2/df)	< 5.00	1.29	Passed
GFI	> 0.90	0.92	Passed
AGFI	> 0.90	0.91	Passed
IFI	> 0.90	0.93	Passed
RFI	> 0.90	0.95	Passed
CFI	> 0.90	0.98	Passed
NNFI	> 0.90	0.97	Passed
NFI	> 0.90	0.98	Passed
SRMR	< 0.05	0.016	Passed
RMSEA	< 0.05	0.041	Passed

The adjusted model was confirmed to be consistent with empirical data, validating the seven-component structure of academic leadership among administrators at Chongqing College of International Business and Economics.

In conclusion, the research findings confirmed the appropriateness and relevance of the seven academic leadership components: vision, curriculum management, learning process management, creating a learning-conducive atmosphere, innovation and technology development, personnel motivation, and fostering a learning culture. These findings can serve as a foundation for improving academic leadership practices in Chinese higher education institutions.

Conclusion

The r This research aimed to investigate the components of academic leadership among educational institution administrators at Chongqing College of International Business and Economics, China. The study employed a mixed-methods approach—qualitative and quantitative—to explore, verify, and validate the components and structure of academic leadership through documentary analysis, expert interviews, exploratory factor analysis (EFA), and confirmatory factor analysis (CFA).

The major findings of this study can be summarized as follows:

The Academic Leadership Model Comprises Seven Key Components:

Vision

Innovation and Technology Development

Learning Process Organization

Curriculum Management

Personnel Motivation

Learning Atmosphere

Learning Culture

Each component was verified through EFA and found to be statistically significant with factor loadings greater than 0.50. A total of 47 sub-components were retained, explaining a cumulative variance of 70.935%, indicating a high explanatory power of the developed model.

Vision had the highest factor loading among sub-components, particularly the subcomponent "leadership Components encourage personnel to follow the vision into actual practice" (loading = 0.732). This suggests that visionary leadership is a critical foundation for effective academic administration.

Innovation and Technology Development revealed strong emphasis on the ability of administrators to invent and apply innovations in administration (loading = 0.741), signifying the modern demand for digital competence in educational leadership.

Learning Process Organization emerged as the most highly rated component in terms of mean scores from surveyed staff ($\bar{X}$ = 4.55, SD = 0.45), reinforcing the importance of student-centered teaching and practical experience in curriculum delivery.

Confirmatory Factor Analysis (CFA) demonstrated that the adjusted model met all goodness-of-fit criteria:

$\chi^2/df = 1.29$

GFI = 0.92

AGFI = 0.91

CFI = 0.98

RMSEA = 0.041

This confirms that the proposed academic leadership structure aligns well with empirical data and can be reliably applied within the institutional context.

In conclusion, the academic leadership model developed in this study provides a comprehensive and empirically grounded framework that reflects the complex and multifaceted nature of educational leadership in modern Chinese higher education institutions. The results can serve as a guideline for professional development, performance evaluation, and strategic planning in academic administration.

Discussion

The findings of this study provide in-depth insights into the academic leadership components of educational institution administrators at Chongqing College of International Business and Economics. The discussion of the results is organized around the seven components identified through exploratory and confirmatory factor analyses, linking them to relevant theories and prior studies.

1. Vision

The vision component received the highest factor loading in several subcomponents, particularly "leadership Components encourage personnel to follow the vision into actual practice" (loading = 0.732). This reflects the pivotal role of visionary leadership in guiding institutional development. According to Kouzes and Posner (2012), effective leaders must inspire a shared vision and mobilize others toward common goals. The high mean scores across all vision-related subcomponents (overall $\overline{X}$ = 4.53) indicate that administrators at the institution are perceived as being strong visionaries who align planning with long-term strategic goals.

2. Innovation and Technology Development

This component demonstrated strong factor loadings, with the highest being "leaders invent administrative innovations and use them effectively" (loading = 0.741). This finding aligns with the perspective of Fullan (2014), who emphasizes the need for adaptive leadership in response to rapid technological changes. The administrators' focus on integrating digital tools into learning and management systems supports the development of a modernized and responsive academic environment.

However, the overall mean ($\overline{X}$ = 4.40) was lower compared to other components, suggesting that while innovation is recognized as important, there may be practical constraints (e.g., budget, skills, or institutional culture) that affect its full implementation.

3. Learning Process Organization

This component achieved the highest overall mean ($\overline{X}$ = 4.55), with the subcomponent “leadership Components encourage teachers to organize student-focused learning processes” receiving the highest mean ($\overline{X}$ = 4.64). This strongly supports the shift from teacher-centered to learner-centered education, consistent with constructivist learning theories (Bruner, 1996) and educational reforms in China that emphasize competency-based education. The data suggest that leadership plays a key role in fostering pedagogical innovation and accountability in teaching.

4. Curriculum Management

Curriculum management demonstrated a balance between strategic alignment and participatory development. The subcomponent with the highest factor loading was “enhance the quality of curriculum implementation through research and development” (loading = 0.660). This indicates that administrators recognize the importance of ongoing curriculum evaluation, reflecting Biggs' (1999) concept of constructive alignment, where curriculum, teaching, and assessment are cohesively structured. Mean scores were consistently high ($\overline{X}$ = 4.51), confirming strong perceived leadership in this area.

5. Personnel Motivation

Leadership practices in motivating personnel were moderately emphasized (overall $\overline{X}$ = 4.47). The subcomponent "leaders use motivation to meet the needs of personnel" (loading = 0.690) highlights the importance of personalized and intrinsic motivation, in line with Maslow's Hierarchy of Needs and Herzberg’s Two-Factor Theory. However, the relatively lower weight of “analyzing the needs of personnel” (loading = 0.569) suggests a possible gap in data-driven motivation strategies, which could be improved through more systematic needs assessments.

6. Learning Atmosphere

This component is essential in creating a holistic educational experience. The subcomponent with the highest weight (loading = 0.725) emphasizes the physical and psychosocial learning environment inside and outside the classroom. This supports Bronfenbrenner's (1979) ecological systems theory, which stresses the impact of environmental contexts on student development. With a high overall mean ($\overline{X}$ = 4.52), it can be inferred that leadership actively contributes to creating inclusive and effective learning environments.

7. Learning Culture

Though this component had slightly lower factor loadings compared to others (top loading loading = 0.610), the mean scores ($\overline{X}$ = 4.50) reflect strong support for lifelong learning. Leadership here appears to align with Senge's (1990) notion of the "learning organization," where institutions foster continuous learning at all levels. Administrators model learning behaviors and promote professional development activities that embed a culture of inquiry and innovation.

Recommendations

Based on the findings and conclusions of this study on the Academic Leadership Components of Educational Institution Administrators in Chongqing College of International Business and Economics, China, the researcher proposes the following recommendations:

1. Recommendations for Practical Application

1.1 Strategic Vision Alignment

Leadership personnel should clearly define the institution's vision and actively involve stakeholders in its development. The vision should be integrated into the strategic goals, missions, and operational plans of the institution to foster unity and direction.

1.2 Innovation and Technology Utilization

Academic leaders should emphasize the invention and application of administrative innovations, encouraging personnel to recognize the importance of educational technology and its role in enhancing instructional quality and operational efficiency.

1.3 Student-Centered Learning Enhancement

Administrators should facilitate environments that promote student-focused learning, support teachers in instructional planning, and implement regular monitoring and evaluation mechanisms to assess student progress and improve outcomes.

1.4 Curriculum Development and Research Support

Curriculum management should be strengthened through continuous research and development. Institutions should allocate budgets for educational research and provide incentives or recognition for outstanding researchers in curriculum innovation.

1.5 Personnel Motivation and Trust Building

Leaders should assess the motivational needs of staff and implement tailored strategies that promote engagement. Furthermore, fostering a climate of mutual trust and confidence is essential for sustaining team morale and institutional commitment.

1.6 Conducive Learning Environments and Community Engagement

Academic administrators should design holistic teaching and learning environments, both inside and outside the classroom, to enrich student experiences. Collaboration with parents, local communities, and stakeholders is also vital to mobilize resources for sustainable development.

1.7 Role Modeling and Lifelong Learning

Leaders should serve as role models for lifelong learning by continuously enhancing their own capacities and promoting systematic knowledge

management within the institution. Organizing professional development activities is key to fostering a culture of continuous improvement.

1.8 Institutional Leadership Development

Chongqing College of International Business and Economics should utilize the identified academic leadership components as a foundational framework for planning leadership training and succession development, ensuring a consistent pipeline of qualified academic leaders.

1.9 Policy-Level Capacity Building

The Office of the Secondary Education Service Area in Surat Thani and Chumphon should support initiatives that provide training and development opportunities on academic leadership for educational personnel, thereby contributing to long-term institutional quality improvement in Chongqing.

2. Recommendations for Future Research

2.1 Cross-Agency Comparative Studies

Future studies should explore academic leadership components across other administrative bodies, such as the Office of the Basic Education Commission and the Private Education Commission, to compare and generalize findings across educational contexts.

2.2 Leadership Development Programs

Research should focus on designing, implementing, and evaluating training programs for academic leadership development, both within Chongqing College of International Business and Economics and in similar educational institutions.

2.3 Alternative Research Designs

Further studies should consider employing different methodological approaches such as causal modeling, longitudinal studies, or in-depth case studies to gain richer insights into the dynamics and effectiveness of academic leadership.

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