

Enhancing Leadership Level and Promoting Sustainable Development of University Education Management

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Abstract: Schools cannot accelerate high-quality development without advanced academic concepts. A high-quality teaching team is crucial for advanced academic concepts to take root. Teachers are not only the leaders of students' growth, but also a mirror of the quality of a school's education. The professional quality of teachers is an important standard for measuring the level of a school's education. The quality of the teaching staff is directly related to the effectiveness of teaching and educating people, and directly affects the satisfaction of the people with education. Based on this, This study delves into the practical factors and theoretical paths of enhancing leadership level to promote sustainable development of university education management, aiming to set a leadership example for schools, play a good driving role, and inject vitality into school management work.

Keywords: Leadership; University education; Administration

1. Introduction

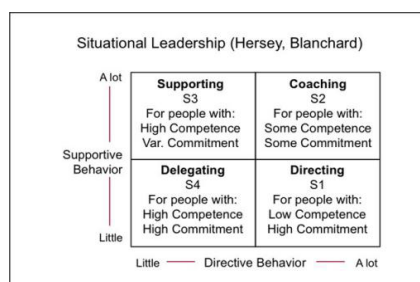
Leadership “refers to the process in which leaders, under the bestowal of legal power and the rational control of ideas, utilize leadership resources, unleash individual traits, and exert systematic influence on the organization and its members through various means such as vision planning, organizational design, institutional arrangements, cultural guidance, and personality charm, in order to effectively achieve the organization and its goals. Leadership “refers to the influence that leaders exert on university organizations and their members to achieve organizational goals through the use of personal traits, legitimate authority, and organizational resources, based on the organizational environment. Therefore, the modernization of university governance capabilities must be based on the basic attributes and special laws of the academic organization and complex organization of the university, select university leaders and managers with higher standards of moral and talent quality and ability system, and continuously strengthen the construction of high-quality university leadership teams to improve the leadership level of university leaders and managers^[1].

Since the 1980s and 1990s, the development of leadership education in the United States can be described by the term “movement”. Currently, more than 800 universities are implementing student leadership training programs^[2]. The reason for the rise of leadership education for college students is the demand from employers for the leadership quality of graduates and the innovation of the work philosophy of the student affairs department; From the perspective of promoting college students to be adept at responding to the challenges of various levels of change and have the ability to guide social change; It is based on the value orientation of cultivating truly educated citizens. Leadership education for college students, as a component of citizen quality development, contributes to the consolidation and improvement of democratic society. At the same time, youth leadership is crucial for the development of pro social behavior among young people; It is necessary to overcome the crisis of leadership According to the laws revealed by the growth process of some leadership figures, the university stage can be considered a “critical period” for cultivating leadership qualities. If college students are guided during this stage, it will inevitably have a positive impact on the growth speed and quality of leadership talents.

2. The Composition of the Theoretical System of University Leadership

The power of university education is a reflection on the idea of adapting university education to the development needs of society and the times. This idea analyzes the relationship between profession and university education using the classical “vocational knowledge model” and “Japanese model”, proposes the concept of “core competence” to analyze the general purpose of university education, and further explores the modern significance of parenting education. The classical “occupational knowledge model”

describes the flow process from all levels of education to job positions in an orderly manner, and its theoretical assumption is that the professions required by society and the knowledge and skills required by professions are clear. University education is based on this foundation to accumulate theoretical knowledge related to future careers and teach students specific career related knowledge related to job needs. The “Japanese model” is to determine the basic academic ability level of students through the entrance examination of universities. When companies hire college graduates, they value whether they have this basic academic ability. Obviously, both models cannot meet the needs of the popularization of higher education and social development, which are characterized by “social knowledge-based”, “fuzzy job knowledge”, and “weakened selection function”^[3]. Therefore, it is proposed that the goals and objectives of modern university education should be based on the core competencies of “logic, will, and communication” in education, which is understood as general education. The concept of university education is based on the formation of core abilities of college students, which is consistent with the connotation and essence of leadership. So, this idea is used as the theoretical basis for constructing a leadership model for college students, as shown in Figure 1.



Construction of a Leadership Model for College Students

University education is an important way to lead social development and a way to cultivate new types of citizens. This new type of citizen, regardless of whether they have the opportunity to obtain leadership positions or not, the essence of leadership determines the degree of achievement of each person’s career and life development. The realization of individual, group, and even organizational influence requires leadership education in university education. The requirements for this new type of civic leadership quality structure can be grasped from three dimensions: static cognitive quality (knowledge), behavior (ability), and ethical value; A dynamic three-dimensional structure can also be constructed from the dimensions of quality, learning and growth process, and growth outcomes. However, whether viewed from a static or dynamic perspective, it is ultimately determined by the core abilities of college students, based on the basic set of abilities. This aligns with the essence of leadership, which is the ability or ability system, and also conforms to the idea of university education and feasible abilities^[4]. Therefore, the leadership model for college students to be constructed here is a competency system composed of core competencies and basic competency sets, where the basic competency set forms the core competency. This is also a quasi closed ability system formed based on the concept of university education. The reason why it is called a quasi closed system is twofold: firstly, the core competency system conforms to completeness and independence in terms of composition. Therefore, the leadership model of college students composed of core competencies is a closed competency system; Secondly, it is difficult for the basic capability set to meet its completeness. Because different leadership situations require different basic abilities, which is difficult to exhaust. Of course, there is also an intersection between basic capabilities, which makes it difficult to satisfy the independence of the basic capability set. So, the basic capability set is open. Therefore, the leadership model of college students can only be seen as a quasi closed (or semi open) ability system here, and its completeness and independence are relative.

3. The Ways to Realize University Leadership

Based on the leadership model of college students, explore its implementation path, and its theoretical foundation is the concept of developmental experience under constructivist thinking. In modern university talent cultivation models, there are generally two parts: theoretical teaching and practical teaching. Among them, theoretical teaching is a transformation and continuation of the traditional talent cultivation model in universities; Practical teaching is the trend of contemporary university development, the improvement and development of talent cultivation models, and the demand for “real” social development and the government’s “should be” promotion, which is increasingly valued. The reason for this is the social demand for knowledge socialization, fuzzification, and ability based approach. In the past two years, the rise and implementation of leadership in engineering education, whether in the theoretical teaching process or in the practical teaching mode, still aims to achieve the practical ability of college students. Therefore, the way to achieve leadership among college students is based on deepening the reform of general education, with practical teaching reform and innovation as the core, and strengthening community interaction projects as the carrier of practical teaching, forming a

talent cultivation model that combines traditional and modern methods.

3.1 General Education to Promote the Development of Leadership among College Students

In any professional field, the knowledge, attitude, and skills required for effective leadership can be integrated with general education, and leadership education can be an important component of undergraduate general education courses. At present, university leadership education is actively exploring these fields, with the aim of shaping students into individuals with high comprehensive qualities, which is also reflected in the certification standards of the American Engineering and Technical Certification Board. The Gordon Engineering Leadership Program at MIT is a typical example of this. It is not an independent engineering education program, but rather a complete set of engineering activities designed outside the teaching plans of various majors at MIT. Guided by leadership, based on discipline, and with engineering practice as the background, it trains students to operate hands-on, laying the foundation for understanding and solving major engineering problems in real life. In fact, the Gordon Plan provides undergraduate students with a more experienced way to complete their studies. In addition, MIT already has professional training programs in various departments of engineering, and undergraduate students at MIT can actually have three possible growth paths. Therefore, the return of general education aimed at promoting the realization of leadership among college students will be one of the important ways to achieve leadership among future college students.

3.2 A practical teaching project team mentoring system with the goal of developing leadership among college students

In the process of leadership education for college students in China, there are various forms of projects that can be carried out, including cooperation projects between universities and the government, enterprises, and communities, university clubs, pre employment training and comprehensive employment guidance projects, as well as entrepreneurship education. These projects cannot be implemented without team cooperation and guidance from mentors. Therefore, the project team mentorship system is an important model for achieving leadership among college students in the future. This model aims to cultivate abilities, is based on projects, permeates through team activities, and practices the concept of developmental experience. The project team implementation needs to have a comprehensive plan, integrate existing resources, and achieve interdisciplinary cooperation; Close contact with external environments such as government, enterprises, and communities to understand their operations; Having a professional analysis institution for specialized management to ensure the smooth progress of the plan. During the process of project team development, mentors implement leadership education through methods such as 360 degree feedback, personal growth projects, executive coaching, guidance, task assignment, building relationships, and action learning.

4. Conclusion

The theoretical system of university leadership emphasizes structure and process, which is constructed from the elements of the ability system of university leadership; Processivity is a developmental experience concept based on constructivist thinking, emphasizing the opportunity for college students' leadership to create experiences through practical projects, and enriching the growth experience of college students' leadership. The comprehensive models of sustainable education leadership are morality (fairness), time (continuity), and space (commonality). Therefore, the theoretical system of time and space composed of the leadership model and implementation approaches for college students is closely integrated and supported.

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