

The Development Guidelines for Modern Educational Administration at Guangxi Talent International College

Si Nian¹, Wichian Intarasompun², and Nuttamon Punchatree³

¹*Educational Management and Learning Management Innovation Program*

²*Faculty of Education,*

³*Graduate School, Bansomdejchaopraya Rajabhat University
1061, Israphap15 Road, Thonburi, Bangkok, Thailand*

Abstract: The objectives of this research were 1) to study the current situation of modern educational administration at Guangxi Talent International College and 2) to propose guidelines for the development of modern educational administration at Guangxi Talent International College. The sample group consisted of 214 teachers and administrators, selected by accidental random sampling from 486 teachers and administrators at the college. For the interview, 8 teachers and administrators were selected using purposive sampling. The research instruments were questionnaires and semi-structured interview forms. The data analysis was calculated using frequency, percentage, means and standard deviations. The results were found that 1) The overall level of modern educational administration at Guangxi Talent International College was at a high level ($\bar{x}=4.04$). Considering the 5 dimensions: Community Relations was at the highest level, followed by General Administration and Technology and Academic Management, then Budget and Resource Management, while Personnel Management was at the lowest rank, still at a high level. 2) To develop modern educational administration, it is crucial to improve the faculty performance evaluation system, increase regular renewal investment in teaching facilities and software/hardware equipment, establish a unified information publishing platform and multi-channel push mechanisms, develop tiered and categorized information technology training plans, establish regular community communication and cooperation mechanisms, and enhance the closed-loop management of student course evaluation feedback. These measures aim to enhance management transparency, optimize resource allocation, improve administrative efficiency, and promote the continuous improvement of the college's modern educational administration level.

Keywords: Modern educational administration, Guangxi Talent International College, Academic Management, Personnel Management, Budget and Resource Management, General Administration and Technology, Community Relations

1. Introduction

In the 21st century, higher education institutions are increasingly shifting towards modern administrative frameworks that foster institutional efficiency, academic excellence, and global competitiveness. Traditional administrative models, which often rely on rigid hierarchies, manual processes, and fragmented information systems, are gradually being replaced by approaches that emphasize shared governance, data-driven decision-making, digital transformation, and stakeholder collaboration (Leonard, 2021). Modern educational administration, which integrates innovative technologies, flexible governance structures, and transparent policies, has gained significant attention in educational research and practice. These approaches aim to develop responsive and agile institutions capable of adapting to the dynamic and complex challenges of contemporary higher education (Chen & Ellwood, 2022).

Guangxi Talent International College, as an institution committed to quality education and international recognition, has increasingly incorporated modern administrative practices to enhance institutional performance and student satisfaction. However, there is a need for systematic guidelines to examine and standardize the extent to which these practices influence administrative effectiveness. Administrative effectiveness refers to a combination of operational efficiency, resource optimization, stakeholder engagement, and strategic adaptability (Callahan et al., 2019). Understanding the relationship between modern administrative strategies and institutional outcomes can provide valuable insights for policy development and governance reform in Chinese higher education.

Research on modern educational administration has shown its effectiveness in improving institutional efficiency and stakeholder satisfaction. Studies suggest that shared governance models, integrated digital platforms, and data-informed decision-making enhance institutions' ability to coordinate resources, streamline operations, and respond to emerging trends (Leonard, 2021). For example, a study conducted by Chen and Ellwood (2022) found that international colleges adopting hybrid administrative models---blending traditional practices with technology-enabled approaches---demonstrated higher operational efficiency and improved

stakeholder communication compared to those relying solely on conventional methods. Similarly, the integration of digital tools and online platforms has been shown to reduce administrative bottlenecks and enhance transparency in institutional processes (Martinez & Lee, 2020).

Furthermore, empirical studies highlight the importance of aligning administrative practices with global standards to ensure sustainability and competitiveness. The use of integrated information systems, real-time data analytics, and AI-driven management tools enables personalized administrative services, facilitating deeper engagement among faculty, staff, and students (Thompson, 2023). In addition, collaborative governance frameworks fostered by modern administrative strategies promote transparency and trust, which are crucial for institutional reputation and long-term growth (Robinson, 2019). Despite these positive findings, there remains a gap in research and practice focusing specifically on how modern administrative strategies can be systematically developed and implemented in the context of Chinese universities, particularly in institutions such as Guangxi Talent International College.

Despite the increasing implementation of modern administrative practices in Chinese higher education, there is limited systematic guidance on their comprehensive application and impact on institutional effectiveness. Many existing studies focus on individual aspects of administration, such as digital transformation or governance reform, rather than examining their collective effect on institutional performance and stakeholder satisfaction (Wu & Zhang, 2024). As universities strive to enhance global competitiveness and holistic development, understanding the relationship between administrative methodologies and institutional outcomes becomes a crucial area of inquiry.

Guangxi Talent International College serves as an ideal case study due to its commitment to educational reform, international accreditation, and innovation. However, the effectiveness of modern administrative strategies in fostering institutional excellence remains an open question. The development of comprehensive guidelines---addressing digital integration, governance frameworks, stakeholder collaboration, and quality assurance---can provide practical implications for administrators, policymakers, and educational leaders in China's higher education system.

Given the evolving landscape of higher education, modern educational administration plays a crucial role in fostering institutional effectiveness and global competitiveness. While existing research suggests positive outcomes, further systematic guidelines are needed to examine and standardize their specific application in institutions like Guangxi Talent International College. These development guidelines will contribute to a deeper understanding of effective administrative practices and inform future institutional policies aimed at preparing the college for the demands of the modern educational landscape.

2. Research Objective

1. To study the current situation of modern educational administration at Guangxi Talent International College.
2. To propose the guidelines for modern educational administration at Guangxi Talent International College.

3. Research Methodology

This study adopts a mix of quantitative and qualitative methods. The questionnaire is designed to assess the level of modern educational administration at Guangxi Talent International College across five dimensions: Academic Management, Personnel Management, Budget and Resource Management, General Administration and Technology, and Community Relations. Following the questionnaire, the study employs a semi-structured interview to gain deeper insights into the guidelines for the development of modern educational administration. The interviews are conducted with a selected group of participants, comprising eight teachers and administrators from Guangxi Talent International College, chosen for their extensive experience and expertise in their respective fields and educational administration.

3.1 Population and Sample Group

This study involves a population of 486 teachers and administrators from Guangxi Talent International College. A sample of 214 teachers and administrators was selected through accidental random sampling, utilizing Krejcie and Morgan's method (1970) for determining sample sizes. Additionally, qualitative insights were gathered through interviews with eight teachers and administrators from Guangxi Talent International College, selected using purposive sampling for their extensive experience and expertise in their respective fields and educational administration, aiming to provide comprehensive guidelines for the development and optimization of modern educational administration.

3.2 Research instruments and Construction

The questionnaire was distributed to 214 teachers and administrators at Guangxi Talent International College. The survey was conducted online via an online survey platform and disseminated through WeChat and email, reaching a total of 486 teachers and administrators, with 214 valid responses received. Accidental random sampling ensured the representativeness of the sample. Additionally, reliability tests were performed during the questionnaire design phase with a sample of 30 pilot test to ensure data robustness, resulting in a Cronbach's α of 0.96. All questions display consistency with the measurement target as evidenced by an average score of 0.67 to 1.00 on the acceptable consistency index (IOC).

The interview design for this study features semi-structured yet open-ended questions, allowing respondents to elaborate on their experiences, views, and recommendations. The interviews were scheduled to follow the questionnaire survey, with interviewees informed about the survey results beforehand to provide context to their responses. A diverse group of eight interviewees, including administrators and specialized teachers, was selected based on strict criteria: possessing a minimum of 5 years of teaching or administrative experience at the college; holding a professional title at the Intermediate level or higher; having attained a Master's degree or higher in their field of study; and efforts were made to ensure gender balance among the participants. For convenience and efficiency, the interviews were conducted either face-to-face or via Tencent Meeting, with the sessions recorded and transcribed directly.

3.3 Data Collection

The data was collected through a questionnaire survey designed based on research questions, literature review, conceptual framework, and relevant concepts pertaining to modern educational administration. The survey was distributed to teachers and administrators at Guangxi Talent International College. The questionnaire was edited online and distributed through various channels including WeChat and email. A total of 486 questionnaires were distributed, with 214 valid responses collected. Accidental random sampling was used to ensure a representative sample. During questionnaire design, reliability and validity tests were conducted to ensure robustness.

The interview data was collected from eight teachers and administrators at Guangxi Talent International College, selected using purposive sampling for their extensive experience and expertise in their respective fields and educational administration. The data from these interviews were meticulously transcribed and analyzed by content analysis, serving as a crucial component of the study's overall data collection process.

3.4 Data Analysis

The data analysis for this study was conducted in three distinct parts to ensure a comprehensive evaluation of both quantitative and qualitative data.

Part I, the demographic details of the respondents such as gender, position, age, years of work experience, and educational background were statistically analyzed and presented as frequencies and percentages using statistical software to outline the general characteristics of the sample group.

Part II involved a more detailed analysis of responses to Likert scale statements covering five key dimensions: Academic Management, Personnel Management, Budget and Resource Management, General Administration and Technology, and Community Relations. The 5-point Likert scale was utilized, with the ranges defined as: 4.50 – 5.00 indicating "the highest level," 3.50 – 4.49 as "high level," 2.50 – 3.49 as "moderate level," 1.50 – 2.49 as "low level," and 1.00 – 1.49 as "the lowest level," following the original interpretation by Likert (1932). The analysis was performed using statistical software, and results were expressed in terms of means, standard deviations, and interpretations.

Part III complemented quantitative analysis with a content analysis of the qualitative data obtained from the semi-structured interviews. This involved an examination of the interview transcripts to identify, code, and categorize themes, providing in-depth insights into the guidelines for the development of modern educational administration.

3.5 Research Variable

Research variables are derived from previous literature review: 1) Academic Management; 2) Personnel Management; 3) Budget and Resource Management; 4) General Administration and Technology; 5) Community Relations. The dependent variable is the effectiveness of modern educational administration, which is defined as the level of satisfaction and perceived effectiveness among teachers and administrators at Guangxi Talent International College regarding modern educational administration practices.

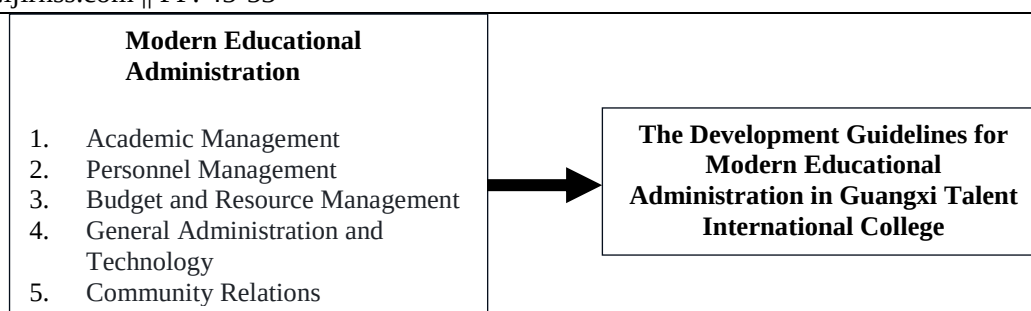


Figure 1 Research Framework

4. Research Findings

Part 1: The Data Analysis on the Current Levels of Modern Educational Administration at Guangxi Talent International College

The data on the current levels of modern educational administration were analyzed using statistical methods by using frequency, percentage, mean, and standard deviation. Then the data was interpreted into levels and ordered into a ranking. To illustrate the current level of modern educational administration at Guangxi Talent International College, in 5 aspects: 1) Academic Management, 2) Personnel Management, 3) Budget and Resource Management, 4) General Administration and Technology, and 5) Community Relations. Data analysis was shown in Table 1.

Table 1: The mean ($\bar{x}$) and standard deviation (S.D.) the current level of Modern Educational Administration Dimensions

(n = 214)				
Modern Educational Administration	$\bar{x}$	S.D.	Level	Ranking
1. Academic Management	4.04	0.84	High	3
2. Personnel Management	4.00	0.85	High	5
3. Budget and Resource Management	4.03	0.79	High	4
4. General Administration and Technology	4.04	0.81	High	2
5. Community Relations	4.06	0.81	High	1
Total	4.04	0.82	High	-

As can be seen in Table 1, the overall mean of modern educational administration at Guangxi Talent International College is at a high level ($\bar{x}=4.04$, S.D.=0.82). Among the five dimensions, the highest-ranking is "Community Relations" ($\bar{x}=4.06$, S.D.=0.81), indicating a high level of effectiveness. This was followed by "General Administration and Technology" ($\bar{x}=4.04$, S.D.=0.81) and "Academic Management" ($\bar{x}=4.04$, S.D.=0.84), while "Personnel Management" ($\bar{x}=4.00$, S.D.=0.85) ranked fifth; though still at a high level, it is the lowest among all dimensions

Part 2: An Interview Analysis on Development Guidelines for Modern Educational Administration at Guangxi Talent International College

The following section presents interview analysis conducted with a diverse group of expert teachers and administrators from Guangxi Talent International College. These interviews aimed to explore the various aspects of modern educational administration, specifically focusing on 1) Academic Management; 2) Personnel Management; 3) Budget and Resource Management; 4) General Administration and Technology; and 5) Community Relations. Showing the question on the interview, the data were interpreted and supported by giving some examples of the interviewees.

1. The Development Guideline for "Academic Management"

Experts suggested that the college should establish a teaching early warning and intervention mechanism based on student learning data to help teachers promptly identify struggling students; at the same time, optimize teaching management system functions to further improve the efficiency of handling daily administrative tasks such as grade submission and course management; and enhance the closed-loop management of student course evaluation feedback to ensure that evaluation results are truly used for teaching improvement. Experts emphasized that effective academic management creates a focused, coherent, and responsive educational

environment in which both teachers and students can thrive, making it the foundational pillar of modern educational administration.

2. The Development Guideline for "Personnel Management"

Experts suggested that the college should improve the faculty performance evaluation system by enhancing the objectivity and transparency of evaluation criteria to ensure that evaluation results accurately reflect actual work performance; at the same time, enhancing the competitiveness of compensation and benefits; and establishing more effective communication channels to enable faculty to fully participate in providing feedback on personnel decisions. Experts emphasized that fair and transparent performance evaluation systems and effective communication mechanisms are key factors in enhancing faculty satisfaction and organizational cohesion.

3. The Development Guideline for "Budget and Resource Management"

Experts suggested that the college should increase the regular renewal investment in teaching facilities and software/hardware equipment to prevent outdated equipment from affecting teaching quality; optimize the application and approval process for teaching equipment and laboratory supplies to improve approval efficiency; and fully solicit teachers' actual needs and suggestions in the resource allocation process to establish a bottom-up decision-making participation mechanism. Experts emphasized that equitable resource distribution and strategic resource allocation are associated with improved institutional outcomes and stakeholder satisfaction.

4. The Development Guideline for "General Administration and Technology"

Experts suggested that the college should strengthen the digital communication efficiency of various notices, policy documents, and work arrangements to ensure that information reaches all faculty in a timely manner; at the same time, improving the office automation system to enhance user-friendliness; and increasing the frequency of information technology training to help faculty become proficient in using various management systems. Experts emphasized that integrated digital platforms and technology infrastructure significantly enhance institutional efficiency and stakeholder satisfaction.

5. The Development Guideline for "Community Relations"

Experts suggested that the college should deepen the cooperative relationship between the college and the community by establishing a regular communication mechanism to promote the integrated development of school education and social resources; at the same time, broadening community feedback channels to regularly collect and value the opinions and suggestions of the community regarding the college's educational work, thereby enhancing the college's influence and recognition within the community. Experts emphasized that sustained community engagement initiatives improve student outcomes, enhance institutional reputation, and create opportunities for collaborative growth and shared success.

5. Conclusion and Discussion

The discussion on modern educational administration at Guangxi Talent International College is presented as follows:

1. The overall level of modern educational administration at Guangxi Talent International College across 5 dimensions was at a high level. The analysis of the five dimensions revealed the following order: the highest rank was "Community Relations", which was at a high level, followed by "General Administration and Technology" and "Academic Management", then "Budget and Resource Management", and the lowest rank was "Personnel Management", still at a high level. This situation reflects that although the college has achieved a high overall level of modern educational administration, the relatively lowest score in Personnel Management suggests that the college's investment and effectiveness in this area still have room for improvement compared to other dimensions. The lower scores in the fairness and objectivity of the faculty performance evaluation system indicate that teachers' recognition of the existing assessment mechanism needs to be enhanced. Meanwhile, the relatively low score in facility renewal and maintenance within Budget and Resource Management suggests that the college may have deficiencies in teaching hardware investment. The lowest score in information communication efficiency within General Administration and Technology indicates that internal communication mechanisms require further optimization. Overall, the variations across dimensions reflect an imbalance in the allocation of resources and development priorities in modern educational administration at the college, highlighting the need to strengthen weak areas while maintaining strengths in other dimensions. This finding is consistent with Systems Theory, which posits that an educational institution is an interconnected, dynamic system where changes in one component inevitably affect others. In the context of modern educational administration, faculty and staff must be able to access

- and understand management information related to their work through clear channels in order to effectively participate in institutional governance and teaching improvement. This finding is also consistent with related research, which indicates that the internal management effectiveness of educational institutions directly affects faculty job satisfaction and professional development motivation.
2. Based on the quantitative survey outcomes and qualitative interview views from college teachers and administrators, this study forms targeted and operable development guidelines covering each dimension of modern educational administration. The discussions are shown below:
- 2.1 For Academic Management, participants pointed out that the college should establish a teaching early warning and intervention mechanism based on student learning data to help teachers promptly identify struggling students; at the same time, optimize teaching management system functions to further improve the efficiency of handling daily administrative tasks such as grade submission and course management; and enhance the closed-loop management of student course evaluation feedback to ensure that evaluation results are truly used for teaching improvement. This situation reflects that the college's current academic management still has deficiencies in data-driven teaching intervention, as teachers lack systematic support tools for identifying and helping struggling students. Although the teaching management system can complete basic administrative tasks, there is still room for optimization in user experience and efficiency. Student course evaluation feedback has not formed an effective closed loop, and the connection between evaluation results and actual teaching improvement is not sufficiently close. Establishing a teaching early warning mechanism can help teachers shift from passive response to active intervention, thereby improving teaching quality and academic achievement. Optimizing management system functions and feedback mechanisms can help reduce teachers' administrative burden, allowing them to devote more energy to teaching itself. This finding is consistent with Organizational Culture Theory (Zhou & Chen, 2020), which suggests that every institution possesses a unique set of shared values, beliefs, and norms that shape the behavior and attitudes of its members, and that effective administrators must actively cultivate a positive and mission-driven culture that supports collaboration and a focus on student success. This result is also consistent with the research of Johnson and Stevens (2021), who demonstrated that effective academic management creates a focused, coherent, and responsive educational environment in which both teachers and students can thrive, making it the foundational pillar of modern educational administration.
- 2.2 For Personnel Management, participants suggested improving the faculty performance evaluation system by enhancing the objectivity and transparency of evaluation criteria to ensure that evaluation results accurately reflect actual work performance; at the same time, enhancing the competitiveness of compensation and benefits; and establishing more effective communication channels to enable faculty to fully participate in providing feedback on personnel decisions. This situation reflects that the college's current personnel management system has deficiencies in the fairness and objectivity of performance evaluation, as faculty members do not highly recognize the clarity of evaluation criteria and the accuracy of evaluation results. The lack of competitiveness in compensation and benefits may affect teachers' work enthusiasm and talent retention. Inadequate communication channels limit faculty members' opportunities to participate in personnel decision-making, reducing the democracy and transparency of the system. Improving the performance evaluation system requires clarifying evaluation indicators, introducing multiple evaluation subjects, and establishing appeal and feedback mechanisms. Enhancing the competitiveness of compensation and benefits requires regular adjustments based on industry standards and regional levels. Establishing effective communication channels requires building a regular platform for opinion collection and feedback mechanisms. This finding is consistent with Transformational Leadership Theory (Li et al., 2020; Huang & Sun, 2021), which emphasizes that effective administrators act as change agents who inspire and motivate staff to transcend their own self-interests for the greater good of the institution, providing intellectual stimulation, individualized consideration, and modeling ethical behavior through idealized influence. This result is also consistent with the research of Ingersoll and May (2021), who found that comprehensive mentoring and induction programs reduced teacher turnover, and Grissom and Condon (2021), who emphasized the importance of performance appraisal and feedback systems in fostering a skilled and stable teaching workforce.
- 2.3 For Budget and Resource Management, participants recommended increasing the regular renewal investment in teaching facilities and software/hardware equipment to prevent outdated equipment from affecting teaching quality; optimizing the application and approval process for teaching equipment and laboratory supplies to improve approval efficiency; and fully soliciting teachers' actual needs and suggestions in the resource allocation process to establish a bottom-up decision-making participation mechanism. This situation reflects that the college has problems in Budget and Resource Management, including untimely facility renewal, cumbersome approval processes, and lack of teacher participation in

resource allocation decisions. Outdated teaching facilities directly affect classroom teaching quality and student learning experience. Cumbersome application and approval processes reduce the efficiency with which teachers obtain needed resources, affecting the smooth progress of teaching and research work. Insufficient teacher participation in resource allocation may lead to a disconnect between resource allocation and actual teaching needs. Increasing renewal investment requires the college to formulate annual facility maintenance and renewal plans to ensure reasonable budget allocation. Optimizing the approval process can be achieved by simplifying procedures, promoting electronic approval, and setting processing time limits. Establishing a bottom-up participation mechanism requires regularly collecting teachers' needs and suggestions and fully considering these opinions in resource allocation decisions. This finding is consistent with Data-Driven Decision-Making Theory (Anderson & Park, 2021; Roberts, 2022), which posits that effective administration requires the systematic collection, analysis, and application of various types of educational data to inform policy and practice, and that evidence-based approaches enhance transparency and accountability. This result is also consistent with the research of Brimley et al. (2021) and Reed and Torres (2022), who demonstrated that equitable resource distribution and strategic resource allocation are associated with improved institutional outcomes and stakeholder satisfaction.

- 2.4** For General Administration and Technology, participants suggested strengthening the digital communication efficiency of various notices, policy documents, and work arrangements to ensure that information reaches all faculty in a timely manner; at the same time, improving the office automation system to enhance user-friendliness; and increasing the frequency of information technology training to help faculty become proficient in using various management systems. This situation reflects that the college has problems in General Administration and Technology, including untimely information dissemination, poor user experience of office systems, and uneven information technology capabilities among faculty. Notices and policy documents that fail to reach all faculty in a timely and effective manner may lead to work delays and misunderstandings. Incomplete functions or complex operations of the office automation system reduce work efficiency. Insufficient information technology training prevents some faculty from fully utilizing existing management system functions. Strengthening digital communication efficiency requires establishing a unified information publishing platform and multi-channel push mechanisms. Improving the office automation system requires continuous optimization of functions and interface design based on user feedback. Increasing training frequency requires developing tiered training plans to meet the needs of faculty at different technical levels. This finding is consistent with Systems Theory (Zhang & Liu, 2021; Wang, 2022), which emphasizes that schools must be viewed as open systems that continuously interact with their external environment, and that decisions regarding technology and administration must be made with an understanding of their ripple effects across the entire institution. This result is also consistent with the research of Selwyn (2021) and Wang and Davis (2024), who found that integrated digital platforms and technology infrastructure significantly enhance institutional efficiency and stakeholder satisfaction, and that technology leadership is essential for fostering a culture of digital literacy and data-driven decision-making among staff.
- 2.5** For Community Relations, participants recommended deepening the cooperative relationship between the college and the community by establishing a regular communication mechanism to promote the integrated development of school education and social resources; at the same time, broadening community feedback channels to regularly collect and value the opinions and suggestions of the community regarding the college's educational work, thereby enhancing the college's influence and recognition within the community. This situation reflects that the college's current community relations development still has room for improvement in terms of cooperation in depth, communication mechanisms, and feedback channels. The cooperation between the school and the community may remain at a superficial level, lacking systematization and continuity. The opinions and suggestions of the community regarding the school's work have not been fully collected and valued, limiting the school's opportunities to obtain development resources and support from the community. Depending on cooperative relationships requires establishing regular communication meetings, joint project cooperation, and resource sharing mechanisms. Broadening feedback channels requires establishing multiple methods of opinion collection, such as community forums, online surveys, and parent-school communication platforms. Through these measures, the school can better integrate into community development and gain broader social support. This finding is consistent with Organizational Culture Theory (Lin, 2022; Guo & Ma, 2024), which emphasizes that effective administrators consciously shape organizational culture through strategic communication and engagement with all stakeholders, and that a strong, adaptive culture is essential for institutional resilience. This result is also consistent with the research of Epstein (2021), Sanders (2022), and Henderson and Mapp (2022), who demonstrated that

sustained community engagement initiatives improve student outcomes, enhance institutional reputation, and create opportunities for collaborative growth and shared success. Furthermore, this finding aligns with the research of Carlik (2019), who identified that external relationship management of educational institutions involves multiple strategic dimensions including institutional reputation, social integration, and community participation, among which the depth and breadth of community relations play a critical role in shaping the school's social image and obtaining external resources.

6. Recommendations

6.1 Recommend for Implications

- 1) The research results indicate that Personnel Management is the lowest-scoring dimension among the five dimensions. Therefore, the college should improve the faculty performance evaluation system by enhancing the objectivity and transparency of evaluation criteria to ensure that evaluation results accurately reflect actual work performance and establish effective appeal and feedback mechanisms to enhance faculty members' recognition of the assessment system.
- 2) The research results indicate that facility renewal and maintenance within Budget and Resource Management received relatively low scores. Therefore, the college should formulate annual maintenance and renewal plans for teaching facilities and software/hardware equipment, increase financial investment to prevent outdated equipment from affecting teaching quality, and at the same time optimize the application and approval process for teaching equipment and laboratory supplies to improve approval efficiency.
- 3) The research results indicate that information communication efficiency within General Administration and Technology received the lowest score. Therefore, the college should establish a unified information publishing platform and multi-channel push mechanisms to ensure that various notices, policy documents, and work arrangements reach all faculty in a timely manner, while improving the office automation system to enhance user-friendliness.
- 4) The research results indicate that the coverage and quality of information technology training need to be improved. Therefore, the college should develop tiered and categorized information technology training plans, conduct differentiated training for faculty at different technical levels, help all faculties become proficient in using various management systems, and fully realize the practical effectiveness of digital management tools.
- 5) The research results indicate that the depth of cooperation and communication mechanisms in Community Relations need to be strengthened. Therefore, the college should establish regular community communication and cooperation mechanisms, hold regular community communication meetings, promote joint project cooperation and resource sharing, and at the same time broaden community feedback channels through various methods such as community forums, online surveys, and parent-school communication platforms to regularly collect and value the opinions and suggestions of the community regarding the college's educational work, thereby enhancing the college's influence and recognition within the community.
- 6) The research results indicate that student course evaluation feedback has not formed an effective closed-loop management system. Therefore, the college should improve the feedback and application mechanism of course evaluation results to ensure that evaluation results are truly used for the improvement of teaching methods and course design, establishing a complete closed-loop process from evaluation collection, result analysis to teaching improvement.

6.2 Future Research

- 1) Follow-up research can track the implementation effect of the modern educational administration development guidelines proposed in this study, and observe the actual changes in Academic Management, Personnel Management, Budget and Resource Management, General Administration and Technology, and Community Relations after the implementation of various management measures.
- 2) Follow-up research can collect opinions and suggestions from students regarding teaching management and campus services and compare the different perceptions and expectations of modern educational administration levels between teachers and students, providing a more comprehensive reference for management improvement.
- 3) Further research can explore the correlation between information technology application and faculty management effectiveness and analyze the impact of the frequency and proficiency of using office automation systems and digital management platforms on faculty work efficiency and satisfaction.
- 4) Comparative research can be carried out with other domestic international vocational colleges with similar positioning, to learn from their mature experience and advanced practices in modern educational

administration, identify gaps and improvement directions, and achieve localized optimization and enhancement.

- 5) Researchers can further explore the interrelationships among various dimensions of modern educational administration, analyze whether improvements in Personnel Management have a positive impact on Academic Management and teaching quality, and whether the optimization of General Administration and Technology can enhance the implementation efficiency of Budget and Resource Management, thereby providing systematic theoretical basis and strategic reference for the overall optimization of the college's management system.

References

- [1]. Alenezi, M. (2021). Deep dive into digital transformation in higher education institutions. *Education Sciences*, 11(12), Article 770. <https://doi.org/10.3390/educsci11120770>
- [2]. Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2019). *Trends in global higher education: Tracking an academic revolution* (2nd ed.). Brill.
- [3]. Bates, A. W. (2019). *Teaching in a digital age: Guidelines for designing teaching and learning* (2nd ed.). Tony Bates Associates.
- [4]. Borah, N. (2024). SAMARTH e-Gov portal: Digitalizing UG admissions in Assam. *IOSR Journal of Humanities and Social Science*. https://www.iosrjournals.org/manuscript_paper/619022.docx
- [5]. Brooks, D. C., & McCormack, M. (2020). Driving digital transformation in higher education. *EDUCAUSE*.
- [6]. Bygstad, B. (2017). Generative innovation: A comparison of lightweight and heavyweight IT. *Journal of Information Technology*, 32(2), 180–193.
- [7]. Chen, X. (2023). Study on construction scheme of smart library of independent colleges in the informationization context. *Atlantis Highlights in Intelligent Systems*, 7, 123–134.
- [8]. Do, T. H. A. (2024). The effect of perceived economic returns and digitalization on higher education enrolment decisions in Vietnam. *International Journal of Education and Business Research*, 4(4).
- [9]. Gao, L., & Zheng, J. (2006). Research on university security academic management based on PKI. *Journal of Xiamen University (Natural Science)*, 45(3), 345–350.
- [10]. Hanley, M. (2025). The impact of digital transformation on higher education institutions in Ireland: A managership perspective [Doctoral thesis, Maynooth University]. MURAL.
- [11]. Hannan, S. A. (2023). Development of digital transformation in higher education institutions. *Journal of Computer Science and Communication Management*, 6(1), 45–58.
- [12]. Hoosen, N. (2023). A critical review of academic practice and integrated edtech use at a South African university: The 'real' level [Doctoral thesis, University of the Witwatersrand].
- [13]. Kaur, A., & Hasija, S. (2015). A conceptual model of admission system and performance evaluation for a university. *International Journal of Computer Applications*, 125(4), 15–22.
- [14]. Kizerbo, J., & Jolly, R. (1991). Education and development. In *World Development Report 1991*. World Bank.
- [15]. Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610.