

ปัจจัยที่มีอิทธิพลต่อรูปแบบภาวะผู้นำด้านการสอนของอาจารย์ผู้สอน
ในมหาวิทยาลัยเอกชนระดับปริญญาตรีในเมืองซีอาน มณฑลส่านซี
**Influence factors of teacher's instructional leadership model
at the private undergraduate universities in Xi'an, Shaanxi province**

เซา ตึง (Shao Ting)¹ สุธิดา หอวัฒนกุล (Sutida Howattanakul)² สมศักดิ์ จันผ่อง (Somsak Chanphong)³

Received: September 7, 2025

Revised: October 14, 2025

Accepted: October 20, 2025

¹ Corresponding author, Email: shaoting@gmail.com

บทคัดย่อ

วัตถุประสงค์ของการวิจัยนี้ คือ 1) เพื่อศึกษาองค์ประกอบของภาวะผู้นำทางการสอนของอาจารย์ 2) เพื่อหาปัจจัยที่มีอิทธิพลต่อภาวะผู้นำทางการสอนของอาจารย์ และ 3) เพื่อเสนอแนวทางในการพัฒนาภาวะผู้นำทางการสอนของอาจารย์ในมหาวิทยาลัยเอกชนในมณฑลส่านซี

การวิจัยนี้ใช้วิธีการวิจัยแบบผสม ประกอบด้วย การวิจัยเชิงปริมาณและการวิจัยเชิงคุณภาพ กลุ่มตัวอย่างคืออาจารย์ในมหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลส่านซี มีมหาวิทยาลัยเอกชนระดับปริญญาตรี 23 แห่งในเมืองซีอาน มณฑลส่านซี โดยมีอาจารย์รวม 17,120 คน กลุ่มตัวอย่างคือ 375 คน ซึ่งกำหนดจากตาราง Krejcie และ Morgan (1970) ผู้ให้ข้อมูลหลักคือผู้เชี่ยวชาญ 8 คน ซึ่งเป็นอาจารย์ในมหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลส่านซี ที่มีประสบการณ์การสอนมากกว่า 15 ปี เครื่องมือในการเก็บรวบรวมข้อมูลคือแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ สถิติเชิงพรรณนา การวิเคราะห์องค์ประกอบเชิงยืนยัน (CFA) และแบบจำลองสมการโครงสร้าง (SEM)

ผลการวิจัย พบว่า 1) องค์ประกอบของภาวะผู้นำทางการสอนของอาจารย์ในมหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลส่านซี มี 5 มิติ ได้แก่ ความสามารถในการมองการณ์ไกลทางการสอน (IFA) ความสามารถในการตัดสินใจทางการสอน (IDMA) ความสามารถในการควบคุมทางการสอน (ICA) เส้นทางการสอน (IC) และอิทธิพลทางการสอน (II) 2) ปัจจัยที่มีอิทธิพลต่อภาวะผู้นำทางการสอนของอาจารย์ในมหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลส่านซี มี 6 มิติ ประกอบด้วย คุณภาพของบุคลิกภาพ (QC) ความรู้ (K) ความสามารถ (C) ความสัมพันธ์ระหว่างบุคคล (IR) สถานการณ์สนับสนุน (SS) และสถานการณ์ควบคุม (CS) 3) จากการสนทนากลุ่ม ผู้เชี่ยวชาญได้เสนอแนวทาง 23 ข้อ เพื่อพัฒนาภาวะผู้นำทางการสอนของอาจารย์ในมหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลส่านซี

คำสำคัญ: ภาวะผู้นำทางการสอนของครู การวิเคราะห์ปัจจัยยืนยัน (CFA) โมเดลสมการโครงสร้าง (SEM)

Abstract

The objectives of this research were: 1) to study the component of teacher's instructional leadership, 2) to determine the influencing factors that affect teachers' instructional leadership, and 3) to propose guidelines to improve the instructional

¹ Doctor of Education Program in Educational Administration, Bangkokthonburi University

²⁻³ Bangkokthonburi University

leadership teachers at the private universities in Shaanxi province.

This research adopted a mixed method research, included quantitative and qualitative research. The research subjects were teachers at private undergraduate universities in Shaanxi province. There were 23 private undergraduate universities in Xi'an, Shaanxi province with population of 17120 teachers. The samples were 375 teachers determined by the table of Krejcie and Morgan (1970). The key informants were 8 experts, who were from teachers at the private undergraduate universities in Shaanxi province, all of whom had more than 15 years of teaching experience. The data collection tool was a five-point scale questionnaire. The statistics used for data analysis included descriptive statistics, confirmatory factor analysis (CFA), and structural equation model (SEM).

The research results shown that: 1) There were five dimensions of the components of teacher's instructional leadership at the private undergraduate universities in Shaanxi Province, namely Instructional Foresight Ability (IFA), Instructional Decision-Making Ability (IDMA), Instructional Control Ability (ICA), Instructional Charisma (IC), and Instructional Influence (II). 2) There were six dimensions of influencing factors of teacher's instructional leadership at the private undergraduate universities in Shaanxi Province, included Quality of Character (QC), knowledge (K), Capability (C), Interpersonal Relationships (IR), Supporting Situations (SS) and Controlling Situation (CS). 3) Through the focus discussion, experts put forward 23 guidelines for improved the teacher's instructional leadership at the private undergraduate universities in Shaanxi province.

Keywords: Teacher's instructional leadership, Confirmatory factor analysis (CFA), Structural equation model (SEM)

Introduction

From the disruption of changing world, there were more cementations of teacher's role whether there's work can give the students to the changing world. Then researcher studied focused on teacher's Instructional leadership and its leadership how to influencing factors in private undergraduate universities in Xi'an, Shaanxi province, based on the fact that teachers' Instructional exerted a kind of positive influence on stakeholders such as students, other teachers and Universities, to deepen the exploration of teacher's Instructional leadership in private undergraduate universities, to clarify the components and influencing factors of teachers' Instructional leadership in private undergraduate universities, and to provide countermeasures to further improve teacher's Instructional leadership.

In the 1980s, scholars' research on instructional leadership gradually heated up, and research on the structural model of instructional leadership emerged. Since the main body of teachers' instructional leadership is teachers, only by constructing instructional leadership that conforms to the role of teachers from the aspects of teachers' instructional fields, teachers' responsibilities, and the nature of their work could teachers truly become implementers and beneficiaries of instructional leadership, and they could better promote the sustainable development of instructional leadership to the improvement of instructional ability of the teacher group. Non-power influence factors included quality of character, knowledge, capability, interpersonal relationships, supporting situations, and controlling situations.

From the perspective of the components of teachers' instructional leadership, Qi (2015)

established a structural model of instructional leadership for university's teachers based on the five-force model, taking the five dimensions of teacher's charm, goal setting ability, instructional influence, instructional control ability, and instructional decision-making ability as the elements of instructional leadership for university's teachers; teachers' instructional leadership was composed of "goal model power, instructional decision-making ability, instructional self-control ability, organizational communication ability, instructional trust ability, and instructional change ability, which was a combination of six core abilities that teachers must possess, and had a positive impact on student development; Chen (2021) believed that the components of teacher's instructional leadership were mainly composed of five aspects based on the five-force model as instructional foresight ability, instructional decision-making ability, instructional charisma, instructional control ability and instructional influence.

Based on the analyzed of instructional leadership behavior and instructional process, this research agreed with Miao, & Huo. (2006) Chinese Academy of Sciences' Five Forces Model of Leadership, and related researchers analyzed on the components of teacher's instructional leadership, Combined with the actual instructional situation of teachers at the private undergraduate universities, this research took the five-force model of leadership as the theoretical basis and identified the five elements of instructional foresight ability, instructional decision-making ability, instructional control ability, instructional charisma and instructional influence as the components of teacher's instructional leadership at the private undergraduate universities.

Regarding the research on the influence factors of teacher's instructional leadership, Chen (2014) believed that teacher's personal characteristics including personality traits, ability status, knowledge level and instructional

leadership were the main influence factors of teacher's instructional leadership. Wu (2019) believed that teacher's capability, interpersonal relationships, knowledge, quality of character and supporting situations had a great influence on teacher's instructional leadership.

The object of this research is teachers, the research would be used teacher's capability, interpersonal relationships, knowledge, personality, supporting situation and controlling situation as the influencing factors of teacher's instructional leadership to be verified the influence factors of teacher's instructional leadership at the private undergraduate universities. Research hypothesis are follow: -

H1 : Quality of Character has a significant positive effect on teachers' Instructional leadership in private undergraduate universities in Xi'an, Shaanxi province.

H2: Knowledge has a significant positive effect on teachers' Instructional leadership in private undergraduate universities in Xi'an, Shaanxi province.

H3: Capability has a significant positive effect on teachers' Instructional leadership in private undergraduate universities in Xi'an, Shaanxi province.

H4: Interpersonal relationship has a significant positive effect on teachers' Instructional leadership in private undergraduate universities in Xi'an, Shaanxi province.

H5 : Supporting situations has a significant positive effect on teachers' Instructional leadership in private undergraduate universities in Xi'an, Shaanxi province.

H6 : Controlling situations has a significant positive effect on teachers' Instructional leadership in private undergraduate universities in Xi'an, Shaanxi province.

Objectives

1. To study the component of teacher's instructional leadership.
2. To determine the influencing factors that affect teachers' instructional leadership.
3. To propose guidelines to improve the instructional leadership teachers at the Private Universities in Shaanxi province.

Benefit of Research

This research could be improved the Instructional leadership of teachers at the private undergraduate universities in Xi'an, Shaanxi province, advanced the team construction of teacher leaders at the private undergraduate universities in Xi'an, Shaanxi province, promoted the professional development of teachers at the private undergraduate universities in Xi'an, Shaanxi province, and enhance the social status of private undergraduate universities.

Research Methodology

This research used a mixed quantitative and qualitative research method and structural equation modeling (SEM) to be examined the influencing factors of teacher's instructional leadership among the teachers for the new era. The innovation of this research was that it enriched the research on the influencing factors of teacher's instructional leadership at the private undergraduate universities in Xi'an, Shaanxi province.

Research Process

Step 1: Studying the components of teacher's instructional leadership.

Step 2: Determining the variables of influencing factors of teachers' Instructional leadership.

Step 3: Verify the influence factors of teacher's instructional leadership at private undergraduate universities in Xi'an, Shaanxi province.

Step 4: Developing the teacher's Instructional leadership guidelines on the Private Undergraduate Universities in Xi'an, Shaanxi province.

Population and Sample

This research intended to be conducted quantitative research on the influencing factors of teacher's instructional leadership of 23 private undergraduate universities in Xi'an, Shaanxi province. The object of the research was the teachers of 23 private undergraduate universities in Xi'an, Shaanxi province, according to the (National Education Development Statistics Bulletin 2023), there were 789 private universities with population of 368,925 teachers, with an average of 486 teachers per private university, and there were 17,120 teachers in 23 private undergraduate universities in Xi'an, Shaanxi province.

The samples were 375 teachers determined by the table of Krejcie & Morgan (1970).

Instruments

1. Questionnaire
2. Focus group (8 experts)

Data analysis

1. Confirmatory factor analysis (CFA) was conducted on the questionnaire data to be determined the components and influencing factors of teachers' instructional leadership.

2. Structural equation model analysis (SEM) was conducted on the questionnaire data to be verified the research hypotheses were proposed.

3. The group discussion was moderated by the researcher and the theme was "Developing the teacher's instructional leadership guidelines at the private undergraduate universities in Xi'an, Shaanxi province". The experts spoke freely and actively participated in the discussion.

Conclusion and discussion

Research used 5-point Likert scale with the follow quality evaluation criteria

1 .Result of data analysis on questionnaire: reliability analysis

If Cronbach's α coefficient is greater than 0.8, it indicates that the reliability of the data is good. If Cronbach's α coefficient is greater than 0.9, it proves that the reliability of the survey data is very good.

This research used mathematical statistics software to conduct an overall reliability analysis of the survey sample, as shown in Table 1. The overall scale Cronbach's α coefficient is 0.966, which

exceeds the standard value, indicating that the overall data has a high reliability.

Table 1 Result of data analysis on questionnaire: Reliability statistics

Cronbach's Alpha	Cronbach's Alpha based on standardized items	Items
0.966	0.967	49

2 .Results of confirmatory factor analysis (CFA) of the components and influencing factors of teacher's instructional leadership. Research using a 5-level evaluation scale with the following quality evaluation criteria.

Table 2 Fit index of the components and influencing factors of teacher's instructional leadership

Variables	χ^2/df	RMSEA	RMR	CFI	IFI	TLI	NFI	RFI
Components of teacher's instructional leadership	2.500	0.063	0.03	0.973	0.973	0.969	0.956	0.949
Influencing factors of teachers' instructional leadership.	2.277	0.058	0.03	0.977	0.977	0.973	0.960	0.953
Total	2.491	0.063	0.04	0.963	0.963	0.958	0.940	0.932

According to Table 2, the chi-square freedom ratio of the model of Components and Influencing factors of Teacher's Instructional Leadership all less than 3, indicating that the model had a good fit. The RMSEA value which were within the acceptable range of less than 0.08, indicating that the model was within the acceptable range. The RMR which were less than 0.05, indicating that the acceptance level was high. From the results of each model, CFI, IFI, TLI, NFI RFI, all the above indicators were greater than 0.9 and closed to 1. This shown that the structural validity was ideal and the model in this research had a good fit.

3 . Result of data analysis on questionnaire: hypothesis testing based on structural equation modelling (SEM)

This research used mathematical statistics software to conduct structural equation model analysis on the data in this research and further explored the relationship between variables based on confirmatory factor analysis. The fit indexes of the structural equation model analysis in this research were all within the reference value range.

Table 3 Research model hypothesis testing

hypothesis	Path	Estimate	S.E.	C.R.	P
H1	QC. ---> TCL	0.157	0.030	5.183	***
H2	K. ---> TCL	0.079	0.034	2.353	.019***
H3	C. ---> TCL	0.258	0.037	7.068	***
H4	IR. ---> TCL	0.215	0.035	6.161	***
H5	SS. ---> TCL	0.142	0.031	4.618	***
H6	CS. ---> TCL	0.150	0.035	4.275	***

*** $p \leq .05$

According to the test results in Table 3, the standardized path coefficients of the six research hypotheses in this research were all greater than .05, and the P value was less than .05, indicating that Quality of Character (QC), knowledge (K), Capability (C), Interpersonal Relationships (IR), Supporting Situations (SS) and Controlling Situation (CS) have a significant positive correlation with Teachers' Instructional Leadership (TCL). Therefore, according to the structural equation model test, the hypotheses H1, H2, H3, H4, H5, and H6 of this research were all supported.

The standardized model diagram of the structural equation of this research was shown in Figure 1, and the output data structure was the standardized path coefficient of the structural equation model of this research.

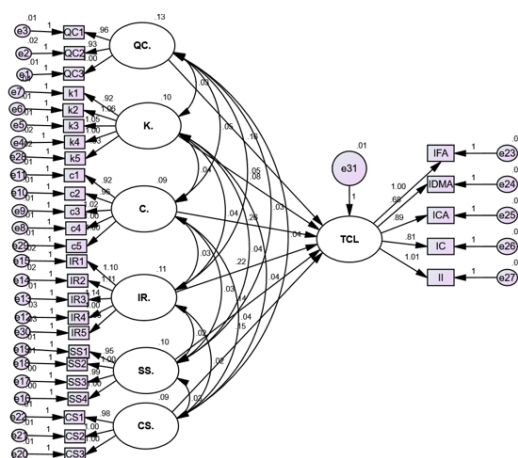


Figure 1 Standardized Structural Equation Model diagram

4. Developing the teacher's Instructional leadership guidelines on the private undergraduate universities in Xi'an, Shaanxi province.

The above guidelines were selected from the opinions with a frequency of more than 50 % of 8 expert discussions, a total of 23 opinions on improving the Instructional leadership of teachers in private undergraduate universities. They were: (1) Cultivate teachers' professional ethics and conduct, (2) Adhere to the ideals and beliefs of education, (3) Cultivate a fair and tolerant character, (4) Cultivate a tenacious and self-disciplined quality, (5) Promote the spirit of dedication and cooperation, (6) Deepen professional subject knowledge, (7) Expand interdisciplinary knowledge reserves, (8) Improve information technology knowledge and skills, (9) Strengthen Instructional design and implementation ability, (10) Improve classroom management and organizational capabilities, (11) Cultivate communication, collaboration and team building capabilities, (12) Improved the ability to apply and innovated educational technology, (13) Build a good teacher-student relationship, (14) Promoted collaborative relationships with colleagues, (15) Establish professional support relationships, (16) Universities should further optimize culture and atmosphere, (17) Universities should improve the Instructional resource guarantee system, (18) Universities should continue to improve the incentive and evaluation system, (19) Universities should provide professional development

support, (20) Optimize the classroom order control mechanism, (21) Accurately control the Instructional rhythm and progress, (22) Dynamically adjust Instructional interaction strategies, (23) Strengthen the control of the Instructional environment.

Discussion

According to the research objectives, the discussion contented should discussed as follows:

1. Main findings of Objective 1

The components of the teaching leadership of teachers in private undergraduate colleges in Shaanxi Province are composed of five components: Instructional Foresight Ability (IFA), Instructional Decision-Making Ability (IDMA), Instructional Control Ability (ICA), Instructional Charisma (IC), and Instructional Influence (II). Chen (2014), Chen (2021) and other scholars believed that the five-dimensional model was generally composed of teacher charm, goal setting ability, instructional influence, instructional decision-making ability, and instructional control ability. Teacher's instructional leadership was the activities carried out by instructional around school teaching; comprehensive quality referred to the fact that ordinary teachers help students achieved learning goals through their own professional qualities, deepen knowledge reserved, and effective control of the teaching process in the teaching process, thereby achieving professional growth and sustainable development. It was reflected in the attractiveness of teachers, instructional cohesion, and instructional influence of the teacher.

However, this research mainly focused on the research of the teacher's instructional leadership at the private undergraduate university. This research was based on the five-force model of the Chinese Academy of Sciences. The components of teacher's instructional leadership in this model included instructional foresight ability (IFA), instructional

decision-making ability (IDMA), instructional control ability (ICA), and instructional charisma (IC). This research took teachers at the private undergraduate university in Shaanxi Province as the research object and used mathematical statistical analysis methods to verify that the five-force model proposed by the teachers at private undergraduate university in Xi'an, Shaanxi Province. The Chinese Academy of Sciences had strong applicability in the research of teacher's instructional leadership at the private undergraduate university in Shaanxi Province. The verification results were consistent with the research results of scholars such as Chen (2021), Wu (2019), and He (2021). They believed that the components of teacher's instructional leadership included five dimensions: Instructional Foresight Ability (IFA), Instructional Decision-Making Ability (IDMA), Instructional Control Ability (ICA), Instructional Charisma (IC), and Instructional Influence (II) of the components of teacher's instructional leadership.

2. Main findings of Objective 2

The influencing factors of teacher's instructional leadership at the private undergraduate university in Shaanxi Province included six dimensions: Quality of Character (QC), knowledge (K), Capability (C), Interpersonal Relationships (IR), Supporting Situations (SS) and Controlling Situation (CS). The results of this research were different from the research dimensions of Chen (2014) on the influencing factors of teacher's instructional leadership. She found that the influencing factors of instructional leadership of teachers were generated through power factors and non-power factors. Other researchers had analyzed the influencing factors of teacher's instructional leadership from the perspective of power, included power factors and non-power factors. Power factors included traditional factors, position factors, qualification factors, non-power factors included quality of character, knowledge, capability, Situations and others.

This research conducted the influencing factors of teacher's instructional leadership. Combined with the characteristics of teachers in private undergraduate university in Shaanxi Province and draw on the research results of scholars such as Wu (2019) and Chen (2014) on the influencing factors of teacher's instructional leadership, the applicability of these conclusions in the research of the influencing factors of teacher's instructional leadership at the private undergraduate university in Shaanxi Province was verified. The results shown that the influencing factors of teacher's instructional leadership at the private undergraduate university in Shaanxi Province were consistent with the research conclusions of scholars such as Wu (2019) and Chen (2014). The reason might be that the working environment and work content of teachers at the private undergraduate university in Shaanxi Province were relatively consistent, and the factors affecting their instructional leadership were also relatively consistent; the research subjects of this research were all teachers, which was the non-power influencing factors of teachers' instructional leadership; the nature of private undergraduate university in Shaanxi Province had a profound impact on teachers. Compared with domestic public universities, teachers at the private undergraduate university faced greater competitive pressure, and their learning awareness, their own abilities, and their feelings about schools and students were more competitive. This research used the structural equation model (SEM) to be verified that the influencing factors of teacher's instructional leadership at the private undergraduate university in Shaanxi Province included six dimensions: Quality of Character (QC), Knowledge (K), Capability (C), Interpersonal Relationships (IR), Supporting Situations (SS) and Controlling Situation (CS). The influencing factors of Instructional leadership of teachers in this research were completely consistent

with the actual situation of private undergraduate universities in Shaanxi province.

3. Main findings of Objective 3

This research conducted a focused discuss with 8 key experts on the theme of "guidelines for improving the teacher's instructional leadership at the Private undergraduate universities in Shaanxi Province ". The 8 key discussions mainly combined their own experience, and the research results of this research put forward guiding opinions on improving the teacher's instructional leadership in private undergraduate university in Shaanxi province. After classified and sorted the focused discussion data, a total of 23 guidelines were selected.

The suggestions made by the 8key discussions on Quality of Character (QC), knowledge (K) and Capability (C) were consistent with those of scholars such as Wu (2019), Chen (2014), and Chen (2021). They believed that teacher teaching leadership refers to the professional growth and sustainable development of ordinary teachers based on their subject power. In the teaching process, teachers used their own quality of character and deep professional knowledge to effectively manage the teaching process and learning resources, guided and promoted students' effective learning, and help students achieved their learning goals together. At the same time, the suggestions put forward by the 8 experts were also consistent with the teacher professional development theory of the 1960s. This theory emphasized the professionalism of the instructional profession, the autonomy and regularity of teaching work. Teacher professional development and teacher's instructional leadership complement and promoted each other in improving instructional quality. Teacher professional development improved teachers' comprehensive qualities such as character, knowledge and professional ability, which was conducive to teachers to be better organize and lead the instructional process; teachers with high levels of

instructional leadership were better at used their professional knowledge and skills in the classroom.

The 8 key experts gave suggestions on teacher's interpersonal relationships (IR), supporting situations (SS) and controlling situations (CS), which were consistent with the suggestions of scholars such as Wu (2018, 2019), Zhao (2017), Yu and Lin (2021). They honored with teacher's instructional leadership was a systematic cycle of discovered problems, reflected on problems, making decisions, and teacher-led research. Teachers shared experiences with each other in instructional practice activities and improved their own instructional designs, thereby helping students improved their learning outcomes. The improvement of teachers' instructional leadership was the result of the combined effect of multiple factors. The key to improving teacher's instructional leadership lies in cultivating teachers with relevant qualities.

Combined the actually situation of private undergraduate university in Shaanxi Province, this research believed that the suggestions on the six dimensions of teachers' Quality of Character (QC), knowledge (K), Capability (C), Interpersonal Relationships (IR), Supporting Situations (SS) and Controlling Situation (CS) proposed by 8 key experts had significant impact on the teacher's instructional leadership at the private undergraduate university in Shaanxi Province.

Recommendation

1. For policies formulation by:

1. Optimize the internal resource allocation mechanism of private schools

Private universities should establish a school-level "Instructional innovation fund" based on the support of provincial special funds, allocated funds according to the proportion of the number of teachers, and focused on supporting projects such as hybrid course development and school-enterprise

joint textbook writing. Link the expenditure with the improvement of teachers' digital capabilities, establish an "Instructional achievement transformation income distribution system", and stimulate teachers' innovation motivation for the income generated by patents, course resources through Instructional reforms.

1.2 Strengthen the support policy for teachers' professional development

Establish a "teacher growth points system" to convert corporate practices, interdisciplinary training, and Instructional reform projects into points. Those who meet the points could get priority for professional title promotion and visiting opportunities at domestic and abroad.

1.3 Build a digital Instructional ability training system

Establish a school-level "intelligent Instructional innovation center" to provide teachers with special training such as full word tool application and virtual simulation experiment development. Hold an "AI Instructional application workshop" and invite Microsoft certified experts to teach. Teachers were required to master skills such as ChatGPT-assisted Instructional design and Midjourney-generated Instructional materials, and digital Instructional capabilities were included in the annual assessment. At the same time, build an "Instructional big data analysis platform" to monitor teachers' classroom interaction data in real time and may provide data support for teachers' personalized improvements.

1.4 Deepen the school-enterprise collaborative education mechanism

Promote the construction of a "dual-qualified and dual-capable" Instructional team, establish a "teacher enterprise practice base" with local leading enterprises, introduce corporate executives as "industry mentors", participate in the formulation of talent training programs and course Instructional, and form a "school mentor + industry mentor "dual-track Instructional model.

2. For practical application:

2.1 Build a digital Instructional ability training system

Establish a school-level "Intelligent Instructional Innovation Center" to provide teachers with special training such as AIGC tool application and virtual simulation experiment development. Hold an "AI Instructional Application Workshop" and invite software program experts to teach. Teachers were required to master skills such as ChatGPT-assisted instructional design and Midjourney-generated Instructional materials and include digital Instructional capabilities in annual assessments. At the same time, build an "Instructional big data analysis platform" to monitor teachers' classroom interaction data in real time and provide data support for teachers' personalized improvements.

2.2 Deepen the school-enterprise collaborative education mechanism

Promote the construction of a "dual-teacher and dual-ability" teacher team, establish a "teacher enterprise practice base" with local leading enterprises, introduce corporate executives as "industry mentors", participate in the formulation of talent training plans and course Instructional, and form a "school mentor + industry mentor" dual-track Instructional model.

For Further Research:

1. Conduct research on the professional identity of teachers in private universities

The next research should implement the really of their works self-assessment to the leadership's role by systematically analyze the impact mechanism of professional identity on Instructional leadership. Focus on how teachers balance professional values and Instructional practices under the conflict between "enterprise management" and "education public welfare". For example, 3-5 private universities in Shaanxi province could be selected to

compared and analyze the differences in teacher professional identity under different management models and their impact on Instructional innovation.

2. Evaluate the effectiveness of internal policy implementation in private universities

Follow up and evaluate policies such as "Instructional Innovation Fund" and "Dual-qualified and Dual-capable Teacher Training" in the school and establish a "policy effect evaluation index system", included teacher participation, Instructional results output, student satisfaction. For example, by comparing the number of teachers' Instructional competition awards before and after the implementation of the policy, the number of school-enterprise cooperation projects and other data, analyze the actual effectiveness of the policy, and optimize the policy design based on the evaluation results.

References

- Chen, H.-Y. (2021). *Research on elementary teachers' instructional leadership development* (Master's dissertation). Fujian Normal University.
- Chen, K. (2021). *Sociology of education*. Sanmin Book Company Co., Ltd.
- Chen, S. (2014). *Research on teachers' instructional leadership* (Master's dissertation). Nanjing Normal University.
- He, M. (2021). *Construction and application of instructional leadership model for college teachers under hybrid instructional mode* (Master's thesis). Jilin University.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610.
- Miao, J., & Huo, G. (2006). Research on the five-force model of leadership. *Leadership Science*, (9), 20–23.

- Ministry of Education. (2024). Press conference on the basic development of the national education sector in 2023: Vocational education economic service capacity is in the spotlight. *Educational Sciences Forum*, (15), 3–4.
- Qi, X. (2015). Research on the structure and improvement of teachers' teaching leadership. *Chinese Journal of Education*, (S1), 378–379.
- Wu, X. (2018). On the generation stages of instructional leadership of primary and secondary university teachers. *Teacher Education Forum*, 31(12), 28–31.
- Wu, X. (2019). How much do 'influencing factors' affect the generation of instructional leadership of primary and secondary university teachers? An answer based on empirical research. *Contemporary Education Forum*, (2), 75–87.
- Yu, B., & Lin, Q. (2021). Research on the path to improve the teaching and educational ability of college teachers in the new era: Based on the teaching diagnosis of "back-to-back" courses. *Journal of Ningde Normal University (Natural Science Edition)*, (4), 430–434.
- Zhao, Y. (2017). The meaning, dilemma, and generation path of teacher instructional leadership. *Modern Primary and Secondary Education*, 33(3), 83–85.