

## Leadership style, skills, and behavior of Chinese university administrators

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### *Abstract*

Leaders are an important component of an organization and play an indispensable role in its positioning. The style, skills, and behavior of a leader have a direct impact on an organization. Chinese universities, as an important component of China's education industry, are important carriers of its development. The leadership style, skills, and behavior of Chinese university managers have a significant impact on university management. This study adopts a combination of questionnaire survey and descriptive research methods, and through literature review and empirical research, explores the impact of leadership style, skills, and behavior of Chinese university managers on Chinese universities. Based on the characteristics of leadership style, skills, and behavior in Chinese universities, a management development plan is proposed. The participants of this study were Chinese university administrators, teachers, etc., and a total of 400 valid questionnaires were collected. The participants are mostly male, aged 30-39, with a university degree and 6-10 years of work experience. The study used SPSS for descriptive analysis, analysis of variance, and regression analysis. In terms of leadership style, respondents unanimously believe that effective leadership giving orders and clear procedures, providing guidance without pressure, are key to becoming a good leader, and allowing subordinates to set their own task indicators. In terms of leadership skills, respondents do believe that filling out forms and handling details are easy for them, knowing in advance how people will respond to new ideas or suggestions, and being able to effectively solve problems. In terms of leadership behavior, respondents agreed to work as hard as anyone in the work group, listen to the ideas and suggestions of the work group, make decisions based on the suggestions of the work group, support the work group's efforts, explain rules and expectations to the work group, and patiently discuss the concerns of the work group members. The research results indicate a highly significant relationship between leadership style, skills, and behavior. When grouping participants based on their personal data variables, there were no significant differences in their responses to leadership style, skills, and behavior. This means that the leadership style, skills, and behavior of Chinese university managers collectively reflect their leadership abilities and affect the quality of university

management, with no significant differences in their leadership styles. Based on the influence of leaders on organizations, this study takes Chinese university managers as the research object and innovatively analyzes their theoretical impact on organizations from the perspective of organizational leadership. Starting from improving the quality of organizational management, practical and feasible suggestions have been put forward to enhance the management level of Chinese universities. This not only provides reference and theoretical support for improving the quality of organizational management and scientific development in Chinese universities, but also provides inspiration and experience for how to enhance leadership, reduce the impact of leadership style, skills, and behavior on organizational management, and provide more targeted suggestions for university managers to improve the quality and efficiency of university management.

**Keywords:** leadership style, leadership skills, leadership behavior

## Leadership style, skills, and behavior of Chinese university administrators

### 1. Introduction

With the development of information technology and the arrival of the knowledge economy, competition among organizations is gradually built on knowledge-based resources. As a center of knowledge and talent accumulation, universities are objectively required by various sectors of society to shoulder greater social responsibilities. In order to adapt to changes in the social environment and education market, China's higher education sector has implemented a series of reforms such as mergers, expansion of enrollment, personnel institutionalization, and logistics services, which have to some extent responded to the demands of the environment and promoted the development of universities. However, the emergence of new contradictions and problems has led to a shift in the focus of reform from the focus on university organizational systems to the transformation of university management and leadership. University leaders are key factors in the reform and development of university management, and Chinese university leaders play a crucial role in the organization. Their leadership style, skills, and behavior play a crucial role in the operation and development of universities. Therefore, studying the leadership style, leadership skills, and leadership behavior of Chinese university managers has important research value and practical significance. In this macro context, this study investigates the leadership style, behavior, ability, and their correlation with leadership effectiveness of Chinese university managers.

The aim of this study is to explore and analyze the relationship between leadership styles, skills, and behaviors of Chinese university leaders, as well as their impact on organizational leadership in Chinese universities, in order to provide suggestions for addressing leadership issues in the development of Chinese university organizations. Specifically, this study will focus on the following aspects: a systematic review of the leadership styles, skills, and behaviors of Chinese university leaders, elucidating their influence and connections, and exploring the leadership factors that constrain the development of Chinese university organizations.

The researchers explored leadership styles including Authoritative, Democratic, and Laissez fair; Leadership skills including Administrative, Interpersonal, and Conceptual; Leadership behaviors including Leading By Example, Participative Decision Making, Coaching, Information, Showing Concern/Interacting with the Team. In terms of leadership styles of Chinese university leaders, researchers analyzed three aspects: authoritative, democratic, and laissez faire, and analyzed the current research status. There is currently no consensus in the academic community on the definition of leadership style, and there is also little definition of leadership style in related research. Through extensive research, it has been found that leadership style refers to the personal traits and behavior exhibited by leaders in an organization, which has a significant impact on the attitudes and behaviors of organizational members. Based on current research, this study defines leadership style as follows: leadership style mainly refers to the personalized and malleable behavioral styles exhibited by leaders in leadership work. In this study, leadership styles are divided into three aspects: authoritative, democratic, and laissez faire.

In terms of leadership skills in Chinese universities, researchers have divided leadership skills into three dimensions: management skills, interpersonal skills, and thinking skills. In university, leadership skills directly affect key issues such as the operation, effectiveness, and long-term development of an organization (Li, 2023). Leadership skills are the core of management. Taiwanese scholar Hong Jiawen believes that organizations themselves are institutions for coordination and control, and relevant rules and regulations, power levels, and other designs promote coordination and control. Through leadership, effective coordination and control of various tasks can be achieved. Therefore, even if there are numerous and comprehensive plans, without complete leadership skills, leaders cannot effectively lead the organization and make fast and accurate decisions. In the context of the new era, when re examining the organizational management of higher education, leadership skills

cannot be ignored.

In the dimension of leadership behavior among Chinese university leaders, researchers analyzed the impact of factors such as education level and tenure on their work orientation, development orientation, and behavior orientation. In this study, we divided leadership behavior into five dimensions: participatory decision-making, guidance, disclosure, and showing attention/interaction with the team, and analyzed the impact of leadership behavior on the organization. This study further demonstrates that there is a significant correlation between various dimensions of leadership behavior and leadership effectiveness.

At present, there are still some differences and urgent issues in the academic research on the leadership style, leadership skills, and leadership behavior of Chinese university managers. Firstly, existing research has certain limitations in theoretical framework and classification, which cannot fully reveal the essence of leaders. Secondly, existing research has mostly focused on cases from Western countries, and there is relatively little research on the leadership characteristics and behavioral patterns of Chinese university managers. Existing research mainly focuses on questionnaire surveys and case analysis, lacking observation and analysis of the true behavior of leaders. This study will focus on addressing these issues and provide reasonable suggestions and recommendations. This is also the reason and significance for conducting this study.

Therefore, this study will take Chinese universities as the scope and Chinese university leaders as the research objects, aiming to deeply explore their leadership styles, leadership skills, and leadership behaviors, and analyze their impact on the quality of education and teaching and school development. This study will adopt various research methods, including questionnaire surveys, interviews, and observations, to comprehensively understand the leadership style and behavior of Chinese university managers. Through in-depth research on the leadership style, skills, and behavior of Chinese university managers, theoretical support and practical guidance can be provided to improve the level of educational management in Chinese universities, which has important research significance and practical value.

**Objectives of the Study** - This study will determine the relationship among leadership styles, skills, and behavior among university administrators in China. More specifically, it seeks to attain the following objectives: assess the leadership styles of Chinese university administrators with regard to authoritarian, democratic, and laissez-faire; identify their leadership skills as regards administrative, interpersonal, and conceptual; determine their leadership behavior as to leading by example, participative decision making, coaching, informing and showing concern/ interacting with the team; test the significant relationship among the three variables; and finally, propose a management development plan to enhance the leadership styles, skills and behavior of Chinese university professors based on the results of the study.

## 2. Method

**Research Design** - This study adopts a descriptive research method to determine the leadership style, skills, and behavior of Chinese university managers. Descriptive research is a social science research method primarily used to describe the characteristics and status of research subjects. This method is usually used to collect preliminary data on research topics, providing a foundation for subsequent causal studies. Descriptive research can be conducted in various ways, such as literature review, questionnaire surveys and interviews, quantitative analysis, and qualitative analysis. Descriptive research is used in research to collect preliminary data on specific groups or phenomena. Researchers conducted a survey on Chinese university leaders to understand their leadership styles, skills, and behaviors. These data can help researchers better understand the management status of Chinese university leaders and provide a foundation for subsequent causal research.

**Participants of the Study** - The objective of this study is the leaders of Chinese universities. In order to ensure that the research results are as objective, universal, and scientific as possible, the participants selected for the study are leaders and faculty of Chinese universities. Due to the fact that faculty and staff are directly managed by leaders and have a large base, different faculty and staff can provide more objective evaluations of

leaders, thereby determining their leadership style and efficiency. Due to the limitations of human and material resources, in order to reduce regional errors, the scope of this study is set at Chinese universities.

A total of 500 questionnaires were distributed for the study, with 401 valid questionnaires. The target participants of this survey are leaders and teachers at Chinese universities, who will answer questionnaires about the leadership styles, skills, and behaviors of Chinese university leaders. This study aims to investigate the impact of leadership style, skills, and behavior in Chinese universities on their organizational development. During the selection process of participants, a random method was used to select respondents from 5 different universities in Henan Province, China. In each selected Chinese university, 40 leaders and faculty members cross management roles and administrative positions to ensure a representative interdisciplinary perspective. Through meticulous sampling surveys, effective feedback from participants was collected, providing valuable insights for this study.

***Instruments of the Study*** - The data collection tool for this study is the questionnaire on university management, leadership skills, and leadership behavior. Due to Quinn's development of research tools related to health architecture being more suitable for the business community, the questionnaire developed by the research institute referred to other tools applicable to school situations. China's Questionnaire testing platform is a professional online survey, examination, evaluation, and voting platform, focusing on providing users with powerful and user-friendly online design questionnaire, data collection, custom reports, survey result analysis and other series of services. Compared with traditional survey methods and other survey websites or systems, Questionnaire has obvious advantages of speed, ease of use, and low cost, and has been widely used by a large number of enterprises and individuals. Questionnaire can provide questionnaire customization, questionnaire design, questionnaire publishing, questionnaire statistics, and collection. Therefore, this research adopts this survey tool and further designs and revises the questionnaire according to the following principles: language style is more suitable for Chinese expression habits in Chinese Mainland; Fully consider the nature and characteristics of university organizations; The basic structure and scoring criteria remain unchanged. Under the guidance of professors and experts, they believe that their remarks are in line with the current situation of Chinese universities. When revising the questionnaire, the author translated it into English and Chinese, that is, first translated the English questionnaire into Chinese, and then asked experts who are proficient in English but do not understand the questionnaire to translate. Compare and correct possible phenomena in translation. In this questionnaire design, the researcher tried to use mature theories from previous empirical research to ensure the validity of the questionnaire content. A total of 30 pre study results were received in the questionnaire and passed the school reliability test.

***Data Gathering Procedure*** - When identifying the study participants, the researchers contacted each participant through social media, phone calls, etc., and explained the purpose and significance of the study to them. In addition, the researchers also explained the purpose and significance of the study in both Chinese and English on the homepage of the survey questionnaire, and emphasized the importance of the study. The researchers expressed gratitude to the survey participants for taking time out of their busy work to participate in the study. The participants also expressed understanding and support. Through communication with the participants, the researcher is able to ensure that they fully understand and support this study, while expressing gratitude for the efforts of all participants. The survey questionnaire was distributed and collected in the above form, and the researcher organized and analyzed it, resulting in 401 valid questionnaires.

***Data Analysis*** - In the process of data analysis, researchers used various statistical tools to gain a deeper understanding of the basic information of the respondents and the relationships between various variables. The frequency distribution can provide a clear understanding of the composition of the respondents and provide a basis for subsequent analysis. In addition, the researchers conducted normality tests and used the Shapiro Wilk result test to verify whether the data was normally distributed. Multiple regression analysis was applied to explore the interactions and relationships between these variables. It is worth noting that the researchers used the Likert scale to evaluate variables, which included different options. This scale can reflect the attitudes and

opinions of the respondents in more detail, providing richer information for data analysis. Through these detailed analysis steps, researchers can comprehensively understand the characteristics and patterns of the dataset, providing reliable basis for the interpretation and application of research results.

**Ethical Consideration** - Prior to conducting this study, the researchers conducted thorough ethical considerations, taking into account ethical factors to ensure the legitimacy, fairness, and transparency of the study. At the same time, the researchers obtained approval from the LPU-B Research Ethics Committee and issued ethical review results to ensure that the study meets ethical standards and regulatory requirements. The committee reviewed the purpose, methods, and participant protection measures of the study and approved the researcher's continuation of the study. This study follows three ethical principles: respect for human and related basic rights; Respect the basic principles of fairness and justice in society; The welfare orientation of individuals, society, and humanity; During the data collection process, legitimacy was ensured by obtaining the consent of the study participants. All questionnaires and interviews are conducted anonymously, and the personal identity information of participants is strictly confidential to protect privacy. The researchers provided sufficient information to explain the research objectives and ensured that participants were voluntary. Any potential risks are minimized, and research results are only used for academic research purposes. These ethical considerations ensure the ethical compliance of research and the rights of participants.

### 3. Results and discussion

Table 1

*Summary Table on Leadership Style*

Key Result Areas	Weighted Mean	VI	Rank
Authoritative	2.94	Agree	1.5
Democratic	2.93	Agree	3
Laissez Faire	2.94	Agree	1.5
Composite Mean	2.94	Agree	

*Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree*

Table 1 presents the Summary Table on Leadership Style. The composite mean of 2.94 indicates that the respondents agreed in general. Among the indicators cited, Authoritative and Laissez Faire obtained the highest weighted mean followed by Democratic. Authoritative and laissez-faire leadership styles can be effective in certain situations and contexts, contributing to flexibility, adaptability, and innovation within the team. These leadership styles are characterized by different levels of direction and control, offering distinct benefits depending on the needs of the team and the nature of the task (Yukl, 2012; Northouse, 2018). Authoritative leadership, also known as directive or autocratic leadership, involves providing clear direction, making decisions, and setting expectations for the team. This style can be effective in situations where quick decisions are needed, clarity is essential, or the leader possesses unique expertise or knowledge (Lam, et. al., 2000). Authoritative leaders provide structure and guidance, instilling confidence and clarity among team members, which can be particularly beneficial in times of crisis or uncertainty.

On the other hand, laissez-faire leadership, also known as hands-off or delegative leadership, involves giving freedom and autonomy to team members, allowing them to make decisions and manage their own tasks. This style can be effective in situations where team members are highly skilled, self-motivated, and capable of working independently (Hassan et al., 2013). Laissez-faire leaders provide space for creativity, initiative, and innovation, fostering a culture of ownership and accountability within the team. Recent research suggests that both authoritative and laissez-faire leadership styles can have positive effects on team performance and outcomes, depending on the context and the characteristics of the team (Hogan et al., 2018; Gu et al., 2019). For example, a study by Gu et al. (2019) found that laissez-faire leadership was positively associated with team innovation, especially in teams with high levels of task interdependence and member diversity. Similarly, Hogan et al. (2018) found that authoritative leadership was associated with higher team performance, particularly in situations where task complexity was high.

In conclusion, while authoritative and laissez-faire leadership styles may have their drawbacks in certain situations, they can be effective in promoting flexibility, adaptability, and innovation within teams. By understanding the strengths and limitations of each style and adapting their approach to the needs of the team and the task at hand, leaders can maximize their effectiveness and contribute to positive outcomes.

Table 2  
Summary Table on Leadership Skills

Key Result Areas	Weighted Mean	VI	Rank
Authoritative	2.94	Somewhat True	1.5
Democratic	2.93	Somewhat True	3
Laissez Faire	2.94	Somewhat True	1.5
Composite Mean	2.94	Somewhat True	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

Table 2 presents the Summary Table on Leadership Skills. The composite mean of 2.94 indicates that the indicators are somewhat true in general. Among the indicators cited, Administrative and Conceptual obtained the highest weighted mean followed by Interpersonal. Administrative and conceptual leadership skills are crucial for Chinese university administrators due to the complexities of managing academic institutions in a rapidly changing educational landscape. Administrative skills encompass the ability to efficiently handle day-to-day operations, manage resources effectively, and navigate bureaucratic processes. In the context of Chinese universities, which often face challenges related to funding, infrastructure, and government regulations, strong administrative skills are essential for ensuring smooth functioning and sustainable growth (Yang, 2020). On the other hand, conceptual leadership skills involve strategic thinking, long-term planning, and the ability to envision the future direction of the institution. Chinese universities need leaders who can anticipate and adapt to shifts in educational policies, technological advancements, and global trends in higher education. Conceptual leaders can steer their institutions towards innovation, excellence, and internationalization (Zhang, et. al., 2021). Recent studies emphasize the importance of both administrative and conceptual leadership skills for Chinese university administrators. Yang (2020) underscores the significance of administrative competencies in addressing operational challenges and maintaining organizational stability. Meanwhile, Zhang, et. al., (2021) highlight the role of conceptual leadership in driving strategic initiatives and fostering academic excellence. Chinese university administrators must possess a combination of administrative and conceptual leadership skills to effectively navigate the complexities of the higher education landscape and steer their institutions towards success.

Table 3  
Summary Table on Leadership Behavior

Key Result Areas	Weighted Mean	VI	Rank
Leading by Example	2.94	Agree	2.5
Participative Decision-Making	2.92	Agree	4.5
Coaching	2.94	Agree	2.5
Informing	2.92	Agree	4.5
Showing Concern/Interacting with the Team	2.95	Agree	1
Composite Mean	2.93	Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

Table 3 presents the Summary Table on Leadership Behavior. The composite mean of 2.93 indicates that the respondents agree in general. Among the indicators cited, Showing Concern/Interacting with the Team obtained the highest weighted mean while Participative Decision-Making, and Informing obtained the lowest weighted means. Chinese university administrators must demonstrate concern and interact with their teams as a crucial leadership behavior for several significant reasons. Firstly, showing genuine concern for team members fosters a supportive and positive work environment. When administrators actively engage with their teams and demonstrate care for their well-being, it enhances trust, morale, and motivation among staff and faculty. This, in turn, promotes a sense of belonging and commitment within the university community. Secondly, interacting with the team allows administrators to stay informed about the needs, challenges, and aspirations of their members. By actively listening to their concerns and ideas, administrators can gain valuable insights that can

inform decision-making and improve organizational effectiveness. This two-way communication fosters a culture of collaboration, where team members feel valued and empowered to contribute to the university's goals and initiatives. Furthermore, showing concern and interacting with the team helps build strong relationships between administrators and staff/faculty members. When administrators take the time to engage with their teams on a personal level, it builds rapport and trust, making it easier to navigate challenges and work towards common objectives. Strong interpersonal relationships are foundational to effective leadership and teamwork, enabling administrators to inspire, motivate, and support their team members effectively.

Recent research supports the importance of showing concern and interacting with the team as essential leadership behaviors in university administration. For example, a study by Wang et al. (2021) found that leadership behaviors characterized by empathy and concern positively influence employee well-being and job satisfaction in academic settings. Similarly, research by Liu, et. al., (2023) highlighted the significance of leader-member exchange, including interactions characterized by care and support, in promoting organizational commitment and performance among university faculty in China demonstrating concern and interacting with the team are essential leadership behaviors for Chinese university administrators to foster a supportive work environment, promote collaboration, and build strong relationships with their staff and faculty members.

Table 4  
*Relationship Between Leadership Style and Leadership Skills*

Authoritative	R-value	P-Value	Interpretation
Administrative	.937**	0.000	Highly Significant
Interpersonal	.944**	0.000	Highly Significant
Conceptual	.942**	0.000	Highly Significant
Democratic			
Administrative	.935**	0.000	Highly Significant
Interpersonal	.933**	0.000	Highly Significant
Conceptual	.936**	0.000	Highly Significant
Laissez Faire			
Administrative	.940**	0.000	Highly Significant
Interpersonal	.937**	0.000	Highly Significant
Conceptual	.943**	0.000	Highly Significant

*Legend: Significant at p-value <0.01*

Table 4 shows the association between Leadership Style and Leadership Skills. The computed r-values indicates a very strong direct correlation and the resulted p-values were less than the alpha level. Results shows that there was significant relationship exists and implies that the better the leadership style, the better is the leadership skills.

For university administrators, the quality of their leadership style directly influences the development and refinement of their leadership skills. A strong leadership style serves as a model for administrators to emulate and integrate into their own leadership practices. When administrators observe effective leadership behaviors in action, they are more likely to adopt similar approaches and techniques, thereby enhancing their own leadership skills. For example, a transformational leadership style that emphasizes vision, inspiration, and empowerment can inspire administrators to develop skills in communication, motivation, and strategic thinking. Effective leadership styles often encourage open communication and feedback, providing administrators with opportunities for self-reflection and growth. Administrators who receive constructive feedback on their leadership style can identify areas for improvement and develop specific skills to enhance their effectiveness. This feedback loop fosters continuous learning and development, leading to the acquisition of advanced leadership competencies over time. A robust leadership style equips administrators with the flexibility to adapt their approach to different situations and challenges. As administrators encounter diverse circumstances within the university environment, they must draw upon a range of leadership skills to navigate effectively. For instance, a democratic leadership style may require administrators to hone skills in collaboration, consensus-building, and conflict resolution, whereas an authoritarian style may demand decisiveness, assertiveness, and delegation skills. The quality of leadership style directly impacts organizational outcomes and performance. Administrators who



exhibit effective leadership styles tend to cultivate a positive organizational culture, foster employee engagement, and drive innovation and change. As administrators witness the tangible results of their leadership style on the university community, they are motivated to further develop and refine their leadership skills to sustain and enhance organizational success.

Recent research offers insights into the relationship between leadership style and skills in university administration. For example, a study by Li et al. (2023) examined the impact of transformational leadership on the development of leadership skills among academic administrators. The findings revealed a positive correlation between transformational leadership behaviors and the acquisition of skills such as communication, decision-making, and team-building. Similarly, research by Wang et al. (2021) explored the influence of leadership styles on the effectiveness of leadership development programs in higher education, highlighting the importance of aligning leadership practices with skill-building initiatives. For university administrators, the quality of their leadership style significantly influences the development and enhancement of their leadership skills, contributing to their overall effectiveness in leading and managing within the university context.

Table 5  
*Relationship Between Leadership Style and Leadership Behavior*

Authoritative	R-value	P-Value	Interpretation
Leading by Example	.926**	0.000	Highly Significant
Participative Decision-Making	.937**	0.000	Highly Significant
Coaching	.953**	0.000	Highly Significant
Informing	.935**	0.000	Highly Significant
Showing Concern/Interacting with the Team	.948**	0.000	Highly Significant
Democratic			
Leading by Example	.918**	0.000	Highly Significant
Participative Decision-Making	.936**	0.000	Highly Significant
Coaching	.948**	0.000	Highly Significant
Informing	.934**	0.000	Highly Significant
Showing Concern/Interacting with the Team	.942**	0.000	Highly Significant
Laissez Faire			
Leading by Example	.933**	0.000	Highly Significant
Participative Decision-Making	.934**	0.000	Highly Significant
Coaching	.952**	0.000	Highly Significant
Informing	.935**	0.000	Highly Significant
Showing Concern/Interacting with the Team	.946**	0.000	Highly Significant

Legend: Significant at  $p$ -value  $< 0.01$

Table 5 presents the association between Leadership Style and Leadership behavior. The computed r-values indicates a very strong direct correlation and the resulted p-values were less than the alpha level. This shows that there was significant relationship exists and implies that the better the leadership style, the better is the leadership behavior.

For university administrators, the quality of their leadership style significantly influences their leadership behavior and, consequently, the overall effectiveness of their leadership. Firstly, a well-defined and effective leadership style provides administrators with a framework for how they interact with their team members, make decisions, and address challenges. A clear leadership style helps administrators communicate expectations, delegate responsibilities, and provide guidance to their staff and faculty members. When administrators demonstrate consistency and clarity in their leadership approach, it fosters trust and confidence among team members, contributing to a positive work environment and improved organizational performance. Secondly, different leadership styles may be more suitable for specific situations or contexts within a university setting. For instance, a transformational leadership style, characterized by inspirational motivation and individualized consideration, may be effective in fostering innovation and creativity among faculty members. On the other hand, a transactional leadership style, which focuses on clarifying expectations and rewarding performance, may be more appropriate for managing routine administrative tasks and ensuring accountability. Furthermore, the effectiveness of a leadership style depends on its alignment with the organizational culture, values, and goals of the university. Administrators who adopt a leadership style that resonates with the values and objectives of their

institution are more likely to garner support from their team members and achieve desired outcomes. By understanding and leveraging their leadership style effectively, administrators can tailor their approach to meet the unique needs and challenges of their university community.

Recent research provides insights into the relationship between leadership style and behavior in university administration. Research by Wang (2022) explored the influence of leadership style on organizational commitment and performance in Chinese universities, emphasizing the significance of aligning leadership practices with organizational values and goals. For university administrators, the quality of their leadership style directly influences their leadership behavior and contributes to the overall effectiveness of their leadership within the institution.

Table 6  
*Relationship Between Leadership Skills and Leadership Behavior*

Authoritative	R-value	P-Value	Interpretation
Leading by Example	.930**	0.000	Highly Significant
Participative Decision-Making	.932**	0.000	Highly Significant
Coaching	.953**	0.000	Highly Significant
Informing	.933**	0.000	Highly Significant
Showing Concern/Interacting with the Team	.947**	0.000	Highly Significant
Democratic			
Leading by Example	.925**	0.000	Highly Significant
Participative Decision-Making	.937**	0.000	Highly Significant
Coaching	.949**	0.000	Highly Significant
Informing	.930**	0.000	Highly Significant
Showing Concern/Interacting with the Team	.946**	0.000	Highly Significant
Laissez Faire			
Leading by Example	.931**	0.000	Highly Significant
Participative Decision-Making	.935**	0.000	Highly Significant
Coaching	.955**	0.000	Highly Significant
Informing	.925**	0.000	Highly Significant
Showing Concern/Interacting with the Team	.950**	0.000	Highly Significant

*Legend: Significant at p-value < 0.01*

Table 6 displays the association between Leadership skills and Leadership behavior. The computed r-values indicates a very strong direct correlation and the resulted p-values were less than the alpha level. This shows that there was significant relationship exists and implies that the better the leadership skills, the better is the leadership behavior.

For university administrators, possessing better leadership skills directly correlates with better leadership behavior due to several critical reasons. Firstly, effective leadership skills enable administrators to inspire and motivate their team members, leading to higher levels of engagement, productivity, and satisfaction within the university community. When administrators exhibit strong leadership behaviors, such as clear communication, strategic decision-making, and empathy, they can effectively guide their teams towards achieving common goals and objectives. Secondly, better leadership skills empower administrators to navigate complex challenges and uncertainties inherent in university administration. By demonstrating resilience, adaptability, and problem-solving abilities, administrators can effectively lead their teams through periods of change and ambiguity. This enhances organizational agility and fosters a culture of innovation and continuous improvement within the institution. Furthermore, possessing better leadership skills allows administrators to build strong relationships and trust with their team members. By actively listening to concerns, providing mentorship, and recognizing achievements, administrators can cultivate a supportive and inclusive work environment where individuals feel valued and motivated to contribute their best efforts. This, in turn, promotes collaboration, teamwork, and loyalty among staff and faculty members.

Recent research underscores the importance of leadership skills in driving positive leadership behaviors and outcomes in university administration. For example, a study by Chen et al. (2022) found that leadership development programs focusing on enhancing skills such as communication, emotional intelligence, and conflict

resolution significantly improved leadership effectiveness and organizational performance in academic settings. Similarly, research by Zhang et al. (2023) highlighted the positive impact of transformational leadership skills, including inspirational motivation and individualized consideration, on employee engagement and job satisfaction in Chinese universities. For university administrators, better leadership skills are directly linked to better leadership behavior, leading to improved organizational outcomes, employee satisfaction, and overall success within the institution.

Table 7  
Proposed Management Development Plan for Chinese Administrators

Key Result Areas/ Objectives	Strategies/ Activities	Success Indicator	Persons Responsible
1.Leadership Style <i>Objective: To forming diverse leadership styles to jointly promote organizational development.</i>	Establish a comprehensive leadership evaluation mechanism.	100% of leaders participate in the evaluation.	leader Administrative Office Human Resources Office
1.1Democratic <i>Objective: To develop democratic leadership style among Chinese university administrators.</i>	Design leadership training workshops with focus on democratic styles.	90% of Chinese administrators participated and attended in the leadership training workshop.	Top Management HR Director
2.Leadership Skills <i>Objective: To cultivate efficient managers with rich and practical leadership skills</i>	Establishing leadership skills training courses	90% of university administrators participate in training.	Top Management HR Director
2.1Interpersonal <i>Objective: To effectively improve the interpersonal relationship processing ability of university leaders, increase network resources, and expand international perspectives.</i>	Send faculty and employees to enroll in the graduate school.  Offer scholarship to prospective teaching and non-teaching staff in the graduate school.	80% of faculty and staff finished their graduate school education.  90% of faculty and staff availed the scholarship grant give by the university.	Deans Department Heads HR Director Scholarship Committee
3.Leadership Behavior <i>Objective: To develop standardized leadership behaviors that are conducive to team progress and organizational development.</i>	Establish organizational development regulations and clarify leadership rights and obligations.	80% of managers are able to comply with organizational development regulations.	Administrative Office Top management
3.1Participative Decision Making <i>Objective: To enable university leaders to establish behavioral habits of participatory decision-making.</i>	Establish a system for organizational members to participate in major decision-making work.  Establish a sound organizational network, enrich communication media, and increase communication efficiency.	90% of organizational members are able to participate in major decisions of the organization, and leaders fully respect the opinions and suggestions of organizational members.  100% implementation of internal communication methods within the organization, enhancing effective communication coverage.	Organizational members Administrative Office Information Office
3.2Informing <i>Objective: To establish leadership behavior habits for notification and communication, and improve communication efficiency.</i>			

#### 4. Conclusions and recommendation

On leadership style, respondents agreed that effective leaders give orders and clarify procedures, providing guidance without pressure is the key to being a good leader, and allowing subordinates to set their own task indicators. On leadership skills, it is somewhat true for the respondents that filling out forms and working with details comes easily for them, knowing ahead of time how people will respond to a new idea or proposal, and being effective at problem solving. On leadership behavior, respondents agree to working as hard as anyone in their work group, listening to their work group's ideas and suggestions, using their work group's suggestions to make decisions, supporting their work group's efforts, explaining rules and expectations to their work group, and taking the time to discuss work group members' concerns patiently. There is no significant difference on the responses on leadership style, skills, and behavior when grouped according to profile variables. There is a highly significant relationship among leadership style, skills, and behavior. This implies that effective leadership in

Chinese universities depends on a combination of style, skills, and behavior. Administrators who excel in all three areas are likely to be more successful. A management development plan was proposed to enhance leadership style, skills and behavior in Chinese universities.

School administrators may improve the comprehensive quality of its leaders, by enhancing their leadership skills, forming a unique leadership style and image building thru leadership camps and bench marking activities. The Human Resource Office may conduct team building activities ato promote strong team spirit and collective consciousness among faculty members and employees, ensuring clear division of labor within the organization, good communication and coordination with each other, and strong collective cohesion. Faculty members may attend leadership training workshops to have clear thinking, to fully grasp the development status of the organization, understand the development forms of the industry, and have scientific planning for the development prospects of the organization. Future researchers may explore on other factors or variables that may influence leadership styles, skills and behavior among Chinese university administrators such leadership practices, organizational effectiveness and employee productivity. The proposed management development plan may be tabled for discussion, implementation and further evaluation.

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