Situational Leadership of Administrators as Perceived by Faculty Members at the Property Management Office of Haikou University of Economics

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Abstract

The objectives of this research were to: 1) examine the situational leadership of administrators as perceived by faculty members, and 2) compare faculty members' perceptions of administrators' situational leadership at the Property Management Office of Haikou University of Economics by gender, work experience, and department. The sample consisted of 108 faculty members selected through stratified random sampling. The research instrument was a questionnaire with item validity (IOC) values ranging from 0.67 to 1.00 and a reliability coefficient of 0.94. Data were analyzed using percentage, mean, standard deviation, t-test, one-way ANOVA, and LSD post-hoc test.

The findings revealed that administrators' situational leadership, both overall and in each dimension, was perceived at a high level. The leadership styles were ranked from highest to lowest mean as follows: Supporting, Coaching, Delegating, and Directing. The results also indicated no significant differences in perceptions by gender, work experience, or department. However, in the dimension of Coaching, faculty members with more than 10 years and 6-10 years of experience reported significantly higher perceptions than those with 1-5 years of experience at the .05 and .01 levels. These findings suggest that faculty experience influences perceptions of coaching

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leadership within the office.

Keywords: Situational Leadership, Faculty Perception, Haikou University of Economics

Introduction

As an important part of the field of higher education management, university property management involves the financial stability of universities, property preservation and appreciation, and ensuring the orderly development of scientific research and teaching. With the expansion of the scale of universities and the continuous increase in funding investment, the scale and quantity of university property have also increased, and the importance of university property management has become increasingly prominent. In reality, there are many problems in university property management. In the daily management of schools, the main factors causing this phenomenon are the lack of professionals in property management, imperfect property management systems, and low levels of property management informatization (Ding & Ma, 2023).

The 2023 evaluation report of the Property Management Office of Haikou University of Economics pointed out: "The working methods of the front-line management personnel are not yet alive, and the strain capacity needs to be further strengthened. Sometimes, 'understanding', the ability to adapt to changes is not strong, especially the handling of emergencies is not flexible enough".

According to Hersey and Blanchard (2008) mentioned in Management of Organizational Behavior: Leading Human Resources that: a leader must have the personal flexibility and range of skills necessary to vary his own behavior. If the needs and motives of his followers are different, they must be treated differently. The emphasis in Situational Leadership is on the behavior of a leader in relation to followers; there is no one best way to influence people. The four leadership styles

(directing, coaching, supporting, and delegating) can be used as the basis for assessing effective leader behavior. No one style is effective in all situations; each style is appropriate and effective depending on the situation.

The objective of this study is to study the situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics. This study focuses on the four models of situational leadership to help improve the management ability and management level of the administrators of the Property Management Office through research on the views of the Faculty Members with different genders, work experience, and departments on the management level of the administrators under the four styles.
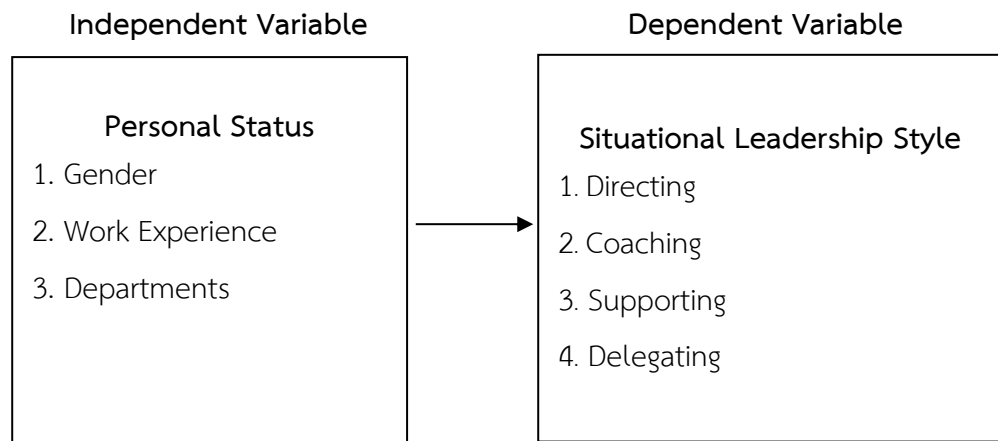
Research Objectives

1. To examine the situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics.

2. To compare faculty members' perceptions of administrators' situational leadership across gender, work experience, and department groups.

Research Hypothesis

H_1: There are significant differences in faculty members' perceptions of administrators' situational leadership across gender, work experience, and department groups.

Conceptual Framework

The study adopts Hersey and Blanchard's (2008) situational leadership theory. The four leadership styles (directing, coaching, supporting, delegating) serve as independent variables, while faculty members' perceptions of leadership constitute the dependent variable.

Independent Variable

Personal Status

1. Gender

2. Work Experience

3. Departments

Dependent Variable

Situational Leadership Style

1. Directing

2. Coaching

3. Supporting

4. Delegating

Figure 1 Conceptual Framework

Research Methodology

The total population is 150 faculty members at the Property Management Office of Haikou University of Economics. The respondents to the study were 108 faculty members. The research selected respondents from the Property Management Office at Haikou University of Economics. In selecting the 150 faculty members, the researcher used stratified random sampling according to departments and the Krejcie and Morgan table to determine the sample size for a given population. The statistics used an analysis of the data to obtain descriptive statistics: frequency, percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD (Petchroj et al., 2019).

Below is the data for the size of the population and the respective number of samples:

Table 1 Population and Sample

Departments of the Property Management Office	Population (N)	Sample (S)
1. Public Venue Management Center	45	32
2. Public Teaching Experimental Center	65	47

Table 1 (Con.)

Departments of the Property Management Office	Population (N)	Sample (S)
3. Film and Television Media Experimental Center	40	29
Total	150	108

Results

Table 2 The results of the mean, standard deviation, level, and ranking on the situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics

	Situational Leadership	$\bar{X}$	SD	Level	Rank
1	Directing	2.60	.35	Average	4
2	Coaching	4.19	.40	High	2
3	Supporting	4.24	.38	High	1
4	Delegating	4.00	.41	High	3
	Total	3.76	.19	High	

From Table 2, it found that the situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics was considered at the high level ($\bar{X}$=3.76, SD=.19) in overall, when considering in each aspects, all aspects were at a high level except for directing, ranking from the highest to the lowest mean: supporting ($\bar{X}$=4.24 SD=.38), followed by coaching, and delegating, except for directing is at an average level.

Table 3 Comparison of the situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics, classified by gender

(n=108)

Aspect	Situational Leadership	Gender				t	p-value
		Male		Female			
		$\bar{X}$	SD	$\bar{X}$	SD		
1	Directing	2.56	.36	2.64	.33	-1.26	.21
2	Coaching	4.18	.37	4.19	.42	-.01	.99
3	Supporting	4.28	.39	4.21	.37	.99	.32
4	Delegating	3.98	.42	4.03	.41	-.64	.52
	Total	**3.75**	**.19**	**3.77**	**.19**	**-.44**	**.66**

From Table 3, it was found that situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics by gender has no significant difference.

Table 4 The analysis of variance (ANOVA) for situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics by work experience

(n=108)

Aspect	Situational Leadership	Work Experience						F	P
		1-5 years		6-10 years		More than 10 years			
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD		
1	Directing	2.61	.38	2.57	.38	2.62	.29	.20	.82
2	Coaching	4.03	.33	4.23	.37	4.28	.44	4.20*	.02
3	Supporting	4.20	.37	4.26	.37	4.27	.40	.30	.75
4	Delegating	4.00	.36	3.98	.44	4.03	.43	.18	.83
	Total	3.71	.17	3.76	.18	3.80	.19	2.22	.11

* Statistically significant at level .05

From Table 4, it found that situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics classified by work experience, in overall the highest mean was with work experience of more than 10 years ($\bar{\text{X}}$=3.80, SD=.19), followed by 6-10 years and 1-5 years, respectively, classified by work experience have no significant difference except for coaching were statistically significant at .05 level.

Table 5 The analysis of variance (ANOVA) for situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics by departments

(n=108)

		Departments							
Aspect	Situational Leadership	Public Venue Manage-ment Center		Public Teaching Experi-mental Center		Film and Television Media Experi-mental Center		F	P
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD		
1	Directing	2.58	.33	2.65	.34	2.55	.37	.76	.47
2	Coaching	4.27	.41	4.20	.41	4.06	.33	2.21	.12
3	Supporting	4.38	.37	4.20	.38	4.18	.36	2.80	.07
4	Delegating	3.96	.37	4.01	.42	4.05	.45	.37	.69
	Total	3.80	.15	3.76	.19	3.71	.20	1.65	.20

From Table 5, it found that the situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics classified by departments, in overall the highest mean was the departments of Public venue management center ($\bar{X}$=3.80, SD=.15), followed by Public Teaching Experimental Center and Film and Television Media Experimental Center, classified by departments have no significant difference.

Discussion

According to the data analysis and the summary of the research findings, the situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics is at a high level. The following are the discussions based on the results of the situational leadership:

Situational leadership at a high level. It might be faculty members in the Property Management Office of Haikou University of Economics believe that administrators can adjust their leadership style to cope with different work scenarios based on faculty members' work abilities, skills and experience, and faculty members believe that administrators' leadership style has a certain degree of adaptability according to Northouse (2016) stated that "As the name suggests, situational leadership is primarily concerned with leadership in a specific context. Its theoretical basis is that leadership behavior is required to adapt to different situations". From this point of view, to become an effective leader, one needs to be able to appropriately change their leadership mode to adapt to different situations. It is especially emphasized that the leadership in a specific situation is mainly composed of two elements: one is the guiding dimension, the second is the support dimension. Both must be used in harmony with the given context. First, determine the type of leadership required in a given situation. Leaders must assess their subordinates' ability and commitment to the tasks assigned to them. Secondly, according to the characteristics that employees' skills and subjective initiative change over time, the situational leadership theory holds that leaders should adjust and balance their guidance dimension and support dimension according to the changes in subordinates' needs. In short, the essence of the situational approach is that leaders behave in ways that are appropriate to the competence and responsibility of their subordinates. To be an effective leader, you must understand the needs of your subordinates and then adjust your working style to meet those needs, in accordance with the research of Francisco and Nuqui (2020) in their study about "Emergence of a Situational Leadership during COVID-19 Pandemic

Called New Normal Leadership" in their study about: (1) New Normal Leadership is the ability to be adaptive while staying strong with one's commitment; (2) It is about being an effective instructional decision-maker; and (3) A leader who is a good planner, vigilant, and initiator. Towards the end of this study, conclusions were drawn and recommendations were offered like the further testing of this extracted theory in quantitative approach, as highly recommended for confirmatory and more in-depth examinations, as Leesom and Sudararat (2023) studied on the situational leadership of school administrators under the Nonthaburi Primary Educational Service Area Office 2 that The results of the research were as follows the situational leadership of school administrators under the Nonthaburi Primary Educational Service Area Office 2, in overall and particular aspects, were at a high level.

Directing at an average level. It might be that faculty members in the Property Management Office of Haikou University of Economics believe that administrators provide guidance to faculty members and formulate policies for supervision, which helps them fulfil their job responsibilities. At the same time, faculty members hope to get more flexible management methods, which will play a positive role in completing their work. According to Kapur (2020), "Directing are regarded as an indispensable factors necessary in the achievement of goals and objectives. It is the job duty of the leaders to direct their subordinates to focus on the implementation of job duties appropriately and generate the desired outcomes. In order to put into operation these functions in an effective manner, the leaders, as well as others, need to possess sufficient knowledge and skills. They need to put emphasis towards enriching their knowledge, skills, and abilities, so they are able to help others. In educational institutions at all levels and in various types of organizations, all the individuals in leadership positions such as, instructors, supervisors, managers, principals, heads, directors and so forth, need to implement the functions of directing to their subordinates. When these functions are put into practice in an efficacious and meaningful manner, only then they will be able to render an important contribution

in facilitating the achievement of organizational goals and enriching the overall structure of the organization. Therefore, these functions are acknowledged to a major extent. The main areas that are taken into account in this research paper are the significance of directing, the significance of guiding, the principles of directing, the principles of guiding and measures to bring about improvements in Directing", in accordance with the research of Zigarmi and Roberts (2017) in their study about, "A test of three basic assumptions of situational leadership® II Model and Their Implications for HRD Practitioners", Purpose: This study aims to test the following three assertions underlying the Situational Leadership® II (SLII) model: all four leadership styles are received by followers; all four leadership styles are needed by followers; and if there is a fit between the leadership style a follower receives and needs, that follower will demonstrate favorable scores on outcome variables. Practical implications: As human resource development practitioners seek to educate and train their leaders on how to be more effective with their direct reports, this research provides evidence that all four styles are needed and received, although there were lower instances of reporting the S1 style to be needed or received. Also, the findings demonstrated that when followers view a fit exists between the leadership behaviors they need and the leadership behaviors they receive, greater positive job affect, lower negative job affect, increased cognitive and affective trust in the leader, and higher levels of favorable employee work intentions were evident.

Coaching at a high level. It might be that faculty members in the Property Management Office of Haikou University of Economics are satisfied with the coaching provided by administrators at work, especially the coaching and help in technical aspects, which enables faculty members to achieve more in their work. According to Hersey and Blanchard (2008), coaching is particularly effective when the employee lacks the necessary skills and knowledge and when commitment and motivation are low. It is based on two-way communication: The manager praises and supports employees so that they can develop self-confidence, initiative and commitment to do

the job, while also challenging employees to ask questions, make suggestions and learn from the process. Accordance with the research of Wee, Bang, and Park (2020) in their study about "A study on effect relationships of coaching leadership job satisfaction, organizational commitment, turnover intention" investigate the effectiveness of coaching leadership in the education area. The study is to construct the sub-dimensions (direction, accountability, and relationship) of coaching leadership, job satisfaction, organization commitment, and turnover intention. As a result, coaching leadership that constructs sub-dimensions of development, evaluation and relationship are positively linked with satisfaction and organization commitment. These results suggested that coaching is a new and effective leadership style that influences members of a school's attitude or organization performance. Therefore, this paper provided practical implications for CEOs and managers of organizations, including schools.

Supporting at a high level. It might be the faculty members in the Property Management Office of Haikou University of Economics highly agree with the supportive leadership style of administrators. Faculty members feel the care and support of administrators in their work, and their needs are met at work. Faculty members can improve their work efficiency in a friendly working environment, according to Kim (2021) state that a key characteristic of effective leaders is supportive leadership. Supportive leadership can be defined as a leader's "behavior directed toward the satisfaction of subordinates" needs and preferences, such as displaying concern for subordinates' welfare and creating a friendly and psychologically supportive work environment, accordance with the research of Chih (2018) in their study about "Interactive effects of supportive leadership and top management team's charismatic vision in predicting worker retention in the Philippines". Using a multiwave survey conducted in the Philippines, this paper investigated the interactive effects of construction workers' perceptions of supportive leadership, retention intentions, and actual retention. The results revealed that

workers are more satisfied with their jobs when they perceive their supervisors as supportive. Job satisfaction, in turn, increased their retention intentions and actual retention behavior. Thus, to maintain a stable workforce, construction organizations are advised to invest resources (e.g., establishing education and mentoring programs) in developing supervisors' supportive leadership skills. This research adds to the literature focusing on the antecedents of construction workers' behavioral and performance outcomes by empirically examining the effect of supervisors' supportive leadership.

Delegating at a high level. It might be that faculty members in the Property Management Office of Haikou University of Economics feel respected and valued by administrators' delegating, which also means that faculty members bear more responsibilities. When administrators delegating faculty members, faculty members will enhance their work confidence and gain personal growth in independent work. According to Landry (2020). Delegation can be defined as a process by which a leader transfers responsibility for successfully executing a task to another person or persons. According to the research of Baker and Murphy (2022) in their study about "Delegation: A Core Leadership Skill", in addition to enhancing the overall performance of a team, group, or organization, delegation can play a crucial role in staff development. By delegating the execution of a task to another person, that individual is presented with a growth opportunity to enhance their skills and competence in a specific arena. In doing so, that person may enhance their sense of self-confidence, which then carries over into other situations. Along these lines, when a leader delegates an important task to another, the leader is sending the message that the team member is valued and respected. By delegating an important task, the leader can also foster greater alignment and commitment to the overall goals of the organization.

According to the comparative analysis of the situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics, classified by gender and departments, are no

significant difference. According to the research of Xu (2023) in their study about "Controversy and consensus: a review of Western research on gender leadership", the theory of no difference between leadership style and gender is being accepted by more and more researchers. Much research has proved that there is no significant difference in the impact of leadership style on women compared with men. The apparent difference is just an illusion, because any difference in the impact of management style is actually caused by the different positions that men and women usually hold. According with the research of Zhou (2021) in their study about "The impact of situational leadership on followership behavior". The results of the independent sample T-test and one-way ANOVA showed that in terms of departmental nature, respondents from different departments showed a high level of cognition of situational leadership behavior, and the differences were not significant. But work experience has significant differences in coaching leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics. In work experience, the interviewees were divided into 1-5 years, 5-10 years, and more than 10 years. It may be that most of the faculty members who have worked for 1-5 years are relatively young. When they join the Property Management Office of Haikou University of Economics, they are required to have certain technical capabilities. Therefore, faculty members who have worked for 1-5 years are less willing to accept an administrators coaching skills than faculty members who have worked for 6-10 years or more than 10 years. According with the research of Jing (2023) about "Research on the effect of situational leadership on faculty members Job satisfaction" After pairwise post hoc comparisons, the significance of each dimension of situational leadership's impact on faculty members and the total dimension of situational leadership are all lower than 0.05, so the components of situational leadership have significant differences in work experience. 0-5 years faculty members with working experience are less than faculty members with other work experience. In general, situational leadership shows a trend that faculty

members with longer work experience are more affected by situational leadership. That is, faculty members' influence on situational leadership in the university increases with work experience growth.

Recommendation

According to the research results, the following suggestions are put forward for the improvement of situational leadership of administrators as perceived by faculty members at the Property Management Office of Haikou University of Economics.

Directing: The item of the administrators' focus on directing faculty members to properly follow their obligations is the lowest mean. The administrators should reduce their involvement in strict micro-management, encourage faculty members to explore proactively, and faculty members design their own work plans, and administrators only review the work results and judge the degree to which faculty members need direction for their next work based on the quality of the work results. Enable faculty members not to rely on the direction of administrators and to actively think about how to properly fulfill their work obligations.

Coaching: The item of the administrators giving guidance, any help, and other issues for faculty members is the lowest mean. The administrators should provide coaching to faculty members according to their different situations. For faculty members who already have certain skills, administrators can provide them with more off-campus learning and training to improve their personal work ability.

Supporting: The item of the administrators listening to faculty members' questions about their work and working together to find solutions to them is the lowest mean. The administrators should communicate with faculty members regularly, hold weekly and monthly meetings with faculty members to discuss issues and propose feasible solutions and plans during the meetings, and provide resources to help faculty members improve work performance.

Delegating: The administrators' provision of opportunities for faculty members to work independently is the lowest mean. The administrators should balance autonomy and guidance. The feasibility of independent work is judged based on the daily performance, work results and performance level of faculty members, and faculty members with a lower feasibility are given work with lower degree of autonomy, to avoid stress caused by faculty members' inability to assume the responsibility of working independently.

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