



Leadership Roles of Administrators as Perceived by Faculty Members in Dance College, Haikou University of Economics

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Abstract

The objectives of this study were 1) to study the leadership roles of administrators as perceived by faculty members in Dance College at Haikou University of Economics. and 2) to compare the leadership roles of administrators as perceived by faculty members in Dance College at Haikou University of Economics, classified by gender, age, education level and work experience. The sample consisted of 52 faculty members selected by stratified random sampling by majors, and data were collected using a five-point Likert scale questionnaire, achieving an IOC of .67-1.00 and a Cronbach's Alpha of .91. The data were statistically analyzed by using percentage, mean, standard deviation, t-test, and One-way ANOVA and LSD.

The research findings: 1) leadership roles of administrators as perceived by faculty members in Dance College, Haikou University of Economics overall and each aspect showed the highest level, ranked from service providing, decision making, executing, managing, organizing, and promoting 2) the comparison of leadership role found no differences when classified by gender and work experience, both in overall and in specific aspects. However, when classified by age, there was no difference overall. However, in the Managing, a statistically significant difference at the .05 level was found between the groups Less than 30 years and 30-35 years. Similarly, when classified by educational level, no overall differences were found. However, statistically significant differences at the .05 level were revealed in Decision Making and Managing, with the Master's degree group scoring higher than the Bachelor's degree group in both areas.

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Keyword: Leadership roles, Administrators, faculty members, Dance College

Introduction

The literature on educational administration and leadership is rich with descriptions of how leaders should develop their capacity to understand and manage change (Lieberman, 2005). Leaders in higher education face a range of relatively consistent responsibilities across diverse institutional structures. The specifics of these responsibilities vary according to the type and purpose of the organization (Webber, 2016). As complex models of autonomous social organization, universities in China often experience uncertainty and ambiguity in both their processes and leadership practices (Liu, 2020).

China has a long history of education; it has an educational leadership and administrative management system with distinctive Chinese characteristics. At the beginning of the 21st century, some serious problems in educational leadership and administration remain to be solved. (Liu & An, 2020). Pu and Huang (2012) said that the biggest problem under the leadership and management system of Chinese universities is the lack of clarity on the role of university leaders and the responsibilities of management departments. This is also consistent with the view put forward by Du (2010), who said that there are some problems in the management of second-level colleges and universities, such as the imperfect management system and the unclear responsibilities of the internal management department to address these problems, concerted efforts are needed to clarify responsibilities, improve the management system, and enhance the overall quality of leadership and administrative personnel. By doing so, Chinese universities will be better equipped to adapt to the changing educational landscape and meet the needs of various stakeholders. Of course, administrators play a key role in resolving these issues, and they must take on strong leadership responsibilities.

Han (2016) stated that university leaders play a crucial role in influencing the management of universities, and the improvement of their management skills and abilities is the decisive factor in ensuring effective overall university management. This

view aligns with Chen (2012), who observed that with the deepening of reforms in China's higher education system, the role of administrative management in the comprehensive competitiveness of colleges and universities has become increasingly prominent. This highlights the growing importance of the role and quality training of university administrators. Leaders need to have specific powers and responsibilities to achieve organizational goals and meet the interests of organizational members.

Haikou University of Economics is the first independent private undergraduate college in Hainan Province, approved by the Ministry of Education in 2008. The university consists of 17 faculties; according to the literature, similar issues have been identified in the management of the School of Dance at Haikou University of Economics. These issues are as follows: 1) The Dance college has been established for a short period, and the vision does not align with the established goals, resulting in administrators having insufficient judgment regarding organizational efficiency. 2) The conflict between the abundance of practical activities and curriculum scheduling increases the difficulty of administrative tasks in teaching, and managers are unable to adapt flexibly to changes in complex or chaotic situations. 3) The administrators are generally young and lack leadership, administrative experience, and effective communication skills. 4) The number of teachers is growing rapidly, and most new teachers lack work experience. Administrators who also lack in-depth professional knowledge face challenges in leading the team to learn and develop collaboratively. (Haikou University of Economics, 2023)

Based on the above evidence and circumstances, administrators must assume leadership roles in management by employing frameworks such as Chen (2012) leadership framework, which includes decision-making, organizing, managing, promoting, executing, and service provision. This leadership framework can significantly promote the development of universities by aligning with high-level goals. In the School of Dance at Haikou University of Economics, different managers bring diverse goals, work environments, and teaching quality to the institution. Faculty members have varying perspectives and expectations regarding the leadership roles of administrators. Also, the findings provide a data-driven foundation for administrators to enhance their

understanding of leadership roles, and the research insights may serve as a reference for administrators in other fields, helping them strengthen their grasp of leadership responsibilities.

Research Objectives

1. To study the leadership roles of administrators as perceived by faculty members in Dance College at Haikou University of Economics.

2. To compare the leadership roles of administrators as perceived by faculty members in Dance College at Haikou University of Economics, classified by gender, age, education level and work experience.

Research Hypothesis

The leadership roles of administrators as perceived by faculty members in Dance College at Haikou University of Economics are different when classified by gender, age, education level, and work experience.

Conceptual framework for research

The researcher employed Chen (2012) conceptual framework on leadership roles, which comprises six aspects as follows:

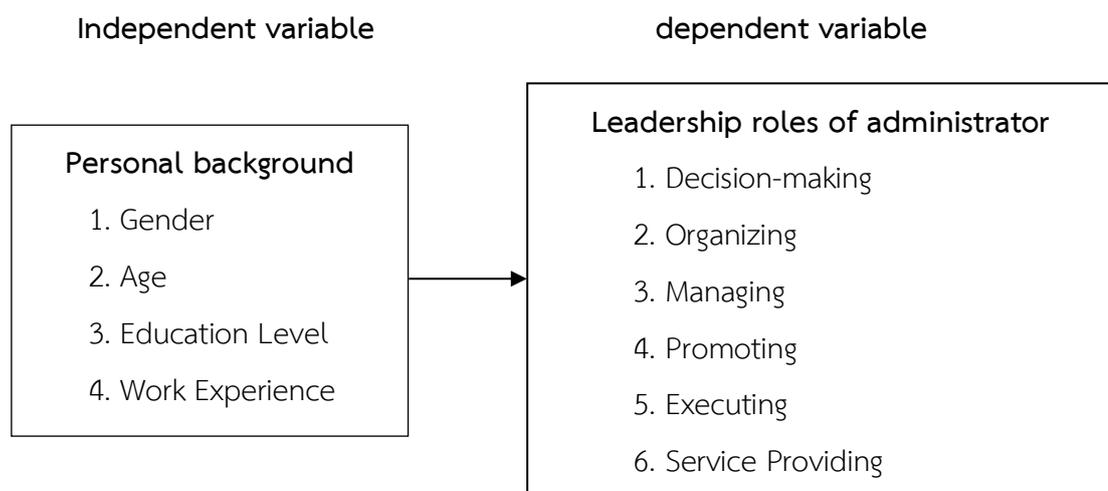


Figure 1 Conceptual Framework



Research Methodology

1. Population and sample

The population consisted of 57 faculty members of Dance college in Haikou University of Economics who were engaged in teaching and other special duties.

The research sample comprised 52 faculty members who were engaged in teaching and other special duties in Dance college in Haikou University of Economics, as suggested by Krejcie and Morgan's table for determining sample size (Krejcie & Morgan, 1970, as cited in Petchroj, 2019) and selected by stratified random sampling by majors.

2. Making tools and inspecting tool quality

2.1 Study theories, research, and concepts concerning the leadership roles of administrators.

2.2 Study methods for constructing a competency scale of the leadership roles of administrators as perceived by faculty members in Dance College at Haikou University of Economics.

2.3 Create the questionnaire about the leadership roles of administrators as perceived by faculty members in Dance College at Haikou University of Economics. It is a questionnaire according to the actual conditions based on the 5-point Likert scale.

2.4 The questionnaire about the leadership roles of administrators as perceived by faculty members in Dance College at Haikou University of Economics was modified and collected. It was interpreted based on the scoring criteria and interpretation—three experts to examine its validity (Content Validity) in order to make improvements. The IOC or (Index of Item-Objective Congruence) value of this thesis is between .67-1.0, which is higher than .50 the IOC Value based on the IOC criteria.

2.5 Improve and revise the questionnaire according to the advice of experts. Then, present it to the supervising teacher. The thesis is checked again before being put to trial.

2.6 Use the questionnaire to check the accuracy (Reliability) of the questionnaire by using the questionnaire to try (Try-Out) 30 faculty members of Dance college who have similar characteristics to the sample group but are not the sample

group, using the criterion of accuracy for the entire issue not less than .70, this edition has a value The accuracy of the entire edition is .91.

2.7 Improve, edit and publish it as an actual questionnaire for further use in collecting data with the sample group.

3. Data collection

3.1 Request a document from the Education Program on Educational Administration, Rajapruk University, to Gathering Stars Economics College in Haikou University of Economics to ask for support and cooperation in the data collection.

3.2 The researcher sent the document to Gathering Stars Economics College at Haikou University of Economics to request and ask for support in data collection.

3.3 Check the completeness of 52 faculty members' questionnaires and analyze the statistical data using a computer program.

4. Data analysis and statistics

4.1 Analyze the personal status data of respondents. By distributing Frequency (Frequency) and Percentage (Percentage).

4.2 Analyze the leadership roles of administrators as perceived by faculty members in Dance College at Haikou University of Economics by finding the mean (\bar{X}) and standard deviation (S.D.).

4.3 Analysis of data comparing faculty members' perceived by leadership roles of administrators in Dance College at Haikou University of Economics classified by personal status Analyzed by t-test. Used to analyze data with 2 groups of primary variables: gender, work experience, and education level. Moreover, test the hypothesis. One-way ANOVA was used to compare the leadership roles of administrators as perceived by faculty members in Dance College at Haikou University of Economics and classified by age to conduct hypothesis testing and compare the pairwise means using LSD (least significant difference).

Results

Table 1 Mean, standard deviation, meaning, and rank of the leadership roles of administrators as perceived by faculty members in overall.

(n=52)

Aspect	the leadership roles of administrators	\bar{X}	S.D.	Meaning	Rank
1.	Decision making	4.83	.26	Highest	2
2.	Organizing	4.75	.32	Highest	5
3.	Managing	4.77	.29	Highest	4
4.	Promoting	4.73	.34	Highest	6
5.	Executing	4.77	.26	Highest	3
6.	Service providing	4.89	.12	Highest	1
Total		4.79	.20	Highest	

From Table 1, it was revealed that the leadership roles of administrators as perceived by faculty members were overall at the highest level, (\bar{X} =4.79, S.D.= 0.20). All aspects were at the highest level. The highest aspect was Service providing (\bar{X} =4.89, S.D.=.12), followed by Decision making, Executing, Managing, Organizing, and the lowest was Promoting.

Table 2 The comparison of the mean and standard deviation of the leadership roles of administrators as perceived by faculty members in Dance College, Haikou University of Economics, classified by gender.

(n=52)

Aspects	Leadership roles of administrators	Gender				t	p-value
		Male		Female			
		Mean	S.D.	Mean	S.D.		
1.	Decision making	4.84	.22	4.82	.28	.18	.86
2.	Organizing	4.73	.39	4.75	.31	-.18	.86
3.	Managing	4.76	.31	4.77	.29	-.11	.91

Table 2 (Cont.)

Aspects	Leadership roles of administrators	Gender				t	p-value
		Male		Female			
		Mean	S.D.	Mean	S.D.		
4.	Promoting	4.67	.45	4.75	.32	-.65	.52
5.	Executing	4.70	.28	4.79	.25	-.94	.35
6.	Service providing	4.89	.14	4.89	.12	.03	.98
	total	4.76	.26	4.80	.19	-.42	.68

From Table 2, it was revealed that the leadership roles of administrators as perceived by faculty members classified by gender, showed no difference in overall and each aspect.

Table 3 Mean and standard deviation of the leadership roles of administrators as perceived by faculty members in Dance College, Haikou University of Economics classified by age.

(n=52)

Aspects	Leadership roles of administrators	Age					
		Less than 30 years old		31-35 years old		More than 35 years old	
		Mean	S.D.	Mean	S.D.	Mean	S.D.
1.	Decision making	4.79	.27	4.92	.15	4.81	.31
2.	Organizing	4.68	.30	4.92	.22	4.71	.37
3.	Managing	4.67	.33	4.93	.18	4.80	.24
4.	Promoting	4.68	.38	4.83	.31	4.74	.30
5.	Executing	4.75	.25	4.82	.24	4.77	.29
6.	Service providing	4.88	.12	4.86	.16	4.92	.11
	total	4.74	.20	4.88	.17	4.79	.20

From Table 3, it was revealed that the mean for the group of ages 31-35 years old was the highest (\bar{X} =4.88, S.D.=.17), followed by more than 35 years old, and less than 30 years old.

Table 4 The comparison of the mean and standard deviation of the leadership roles of administrators as perceived by faculty members in Dance College, Haikou University of Economics, classified by education level.

(n=52)

Aspects	Leadership roles of administrators	Education level				t	p-value
		Bachelor's degree		Master's degree			
		Mean	S.D.	Mean	S.D.		
1.	Decision making	4.77	.32	4.90	.14	-2.02*	.05
2.	Organizing	4.69	.35	4.83	.26	-1.73	.09
3.	Managing	4.70	.32	4.86	.20	-2.18*	.03
4.	Promoting	4.72	.35	4.75	.33	-.29	.78
5.	Executing	4.77	.25	4.78	.28	-.17	.86
6.	Service providing	4.88	.12	4.89	.12	-.31	.76
total		4.76	.22	4.84	.15	-1.56	.13

*Statistically significant at level .05

From Table 4, it was revealed that the mean of the leadership roles of administrators as perceived by faculty members, classified by educational level, showed no difference in overall. However, in the aspects of Decision Making and Managing, there was a statistically significant difference at the .05 level, with the group of Master's Degree showing a higher value than the Bachelor's Degree.

Table 5 The comparison of the mean and standard deviation of the leadership roles of administrators as perceived by faculty members in Dance College, Haikou University of Economics, classified by, classified by work experience.

(n=52)

Aspects	Leadership roles of administrators	Work experience				t	p-value
		Less than 10 years		More than 10 years			
		Mean	S.D.	Mean	S.D.		
1.	Decision making	4.80	.26	4.86	.27	.73	.47
2.	Organizing	4.72	.30	4.78	.35	-.58	.56
3.	Managing	4.74	.32	4.81	.25	-.79	.43
4.	Promoting	4.76	.35	4.70	.33	.72	.48
5.	Executing	4.77	.24	4.77	.28	.04	.96
6.	Service providing	4.88	.13	4.90	.12	-.56	.58
total		4.78	.20	4.80	.20	-.35	.73

From Table 5, it was revealed that the mean of the leadership roles of administrators as perceived by faculty members classified by work experience, showed no difference in overall and in each aspect.

Discussion

According to the data analysis and the summary of the research findings, leadership roles of administrators as perceived by faculty members at Dance College of Haikou University of Economics was highest level overall. All aspects were highest level. The following are the discussions based on the results of coaching leadership:

1. The roles of administrators as perceived by faculty members in Dance College, Haikou University of Economics was at the highest level in overall. All aspects were at the highest level. This is because the administrators' roles play a vital role in an organization, they can steer organizations in the right direction, motivate employees,

make informed decisions, and build a positive work environment. This finding aligns with the research by Chen (2012) which emphasizes that the role of administrative management in the comprehensive competitiveness of colleges and universities has become increasingly prominent, which makes the role positioning and quality training of university administrators more and more important. as a leader, he needs to have certain powers and responsibilities to achieve organizational goals and meet the interests of organizational members. For colleges and universities to fundamentally promote university administration and achieve long-term healthy development, administrative personnel need to fulfill the following leadership roles: Decision-making, Organizing, Managing, Promoting, Executing, Service Providing.

2. In term of Decision making was at the highest level in overall. Because effective decision-making is critical in higher education administration as it influences strategic direction and policy implementation. It ensures that decisions are aligned with the university's goals and objectives, leading to efficient use of resources, and improved academic quality, as Chen (2012) emphasizes the importance of systematic decision-making processes in guiding institutions toward their goals. The inclusion of faculty in these processes can enhance trust and cooperation (Gao, & Li, 2020).

3. In term of Organizing was at the highest level in overall. It is because, the administrators involve structuring the university's processes and workflows to maximize efficiency. They manage effective organizing ensures that roles are clearly defined, and resources are allocated appropriately, which is crucial for the smooth operation of the institution. According to Zhang, & Liu (2019), proper organization is fundamental in maintaining operational efficiency and achieving academic and administrative goals.

4. In term of Managing was at the highest level in overall, because effective management is essential for the day-to-day operations of the university. It includes managing resources, processes, and people to ensure that the institution functions smoothly and efficiently. As Huang and Wang (2022) examines how managerial policies in higher education influence faculty well-being, highlighting the significance of job demands and resources in shaping job satisfaction and organizational commitment.

5. In term of Promoting was at the highest level overall, this might because the administrators involve advocating for the university and faculty, both internally and externally. This includes boosting morale, recognizing achievements, and enhancing the institution's reputation. Promoting helps in building a positive organizational climate and encouraging faculty engagement. This is because the personal example of managers is crucial. Through their actions and practices, they demonstrate effective practices that inspire and guide others to follow. This finding aligns with Mo (2010) emphasizes out that leaders play four roles in management: initiator, designer, promoter, and presenter. To effectively lead the construction of corporate values, leaders need to be prepared in multiple aspects.

6. In term of Executing was at the highest level overall. This might because administrators are involved in the practical implementation of decisions and policies. Effective execution ensures that strategic plans are translated into actionable tasks and completed efficiently. It is a key component of transformational leadership, where leaders inspire and motivate their team to achieve set goals. When considering each item, the highest-rated aspect is that administrators effectively delegate tasks to faculty members and maintain systematic authority in administrative operations. Delegating tasks to faculty and staff is a key responsibility for administrators, helping improve team effectiveness and resource utilization. This finding aligns with research by Liu (2010), which highlights that colleges and universities play a pivotal role in teaching management. In the process of implementing teaching management, it is necessary to strengthen the execution of teaching management in the secondary departments of colleges and universities, update the concept of teaching management, formulate correct management strategies, create efficient implementation subjects, and improve the quality of the teaching management team. Optimizing the execution process and improving the execution ability of managers are crucial for achieving these goals.

7. In term of Service providing was at the highest level overall. Because it includes offering the necessary resources and support to faculty members. This is critical for enabling faculty to focus on their teaching and research responsibilities without administrative burdens. As Yang and Li (2018) found that adequate resource provision

and administrative support significantly enhance faculty satisfaction and productivity. In the context of Chinese universities, this aspect is crucial for the effective functioning of academic roles.

8. The comparison of leadership roles of administrators as perceived by faculty members in the Dance College, Haikou University of Economics, classified by gender, age, education level, and work experience as following:

8.1 The comparison of the leadership roles of administrators as perceived by faculty members in Dance College, Haikou University of Economics, classified by gender, showed no difference in overall and each aspect. This may be due to the administrators' leadership style being inclusive and equitable, without favoring one gender over the other. It also reflects a leadership culture where policies, decision-making, and communication are designed to ensure fairness and equal treatment for all. It indicated that both male and female faculty members perceive the administrators' leadership approach as fair, balanced, and inclusive, aligning with the broader goals of promoting gender equality in educational leadership. This finding also can explain by the conceptual standpoint, Transformational Leadership Theory, the administrators may inspire and motivate all faculty members regardless of gender, are more likely to create an inclusive work environment. They foster trust, promote collaboration, and ensure that leadership decisions are perceived as equitable by all staff. The fact that no differences were found in the perceptions based on gender might reflect the administrators' success in employing such leadership practices that transcend gender differences, fostering a shared vision and sense of equity among faculty members. According to Zhang et al. (2020) found that gender-neutral leadership practices are becoming more prevalent in Chinese higher education institutions, particularly as efforts to promote gender equality and inclusivity increase. These practices aim to create equal opportunities and ensure that leadership is perceived consistently across different demographic groups.

8.2 The comparison the leadership roles of administrators as perceived by faculty members in Dance College, Haikou University of Economics, classified by age showed no difference in overall. However, in the Managing, there was a statistically

significant difference at the .05 level between the groups less than 30 years old and 30-35 years old with the 30-35 years old group showing a higher value than the less than 30 years old group. This is because less than 30 years old teachers have just entered the field of education, lack rich teaching and management experience, do not have a deep understanding of the responsibilities and challenges of leadership roles, and have cognitive limitations, while 30-35 years old teachers have accumulated more practical experience and have a more comprehensive understanding of the responsibilities and leadership skills of managers. And they are becoming aware of the importance of management and leadership. This finding aligns with Burns (1978) transformational leadership theory, which posits that such leaders elevate motivation and morality, fostering personal and professional growth. Experienced faculty may thus better understand managerial roles. Similarly, Gagné et al. (2019) suggest that perceptions of leadership behaviors can influence motivation, especially collectively. Therefore, more experienced faculty might value effective management, recognizing its impact on their motivation and job satisfaction. In contrast, younger faculty's limited exposure to academic administration complexities may explain the lack of significant differences in their leadership role perceptions. As they gain experience, their understanding of leadership's multifaceted nature is likely to deepen, aligning with transformational leadership theory's developmental trajectory.

8.3 The comparison of the leadership roles of administrators as perceived by faculty members in Dance College, Haikou University of Economics, classified by education level showed no difference in overall. However, in the aspects of Decision Making and Managing, there was a statistically significant difference at the .05 level, with the Master's degree group scoring higher than the Bachelor's degree group in both. From the perspective of education level, the respondents have two educational levels: bachelor's degree and master's degree. It may be that master's degree group have a higher level of learning and comprehension than undergraduates, and have access to advanced theories, case studies, and more rigorous practical training. As a result, master's degree group perceive significantly more decision-making and management in leadership roles than undergraduates. According to Yang and Li (2023)

The study demonstrates that postgraduates have a more advanced understanding of management roles due to their in-depth studies and practical experiences.

8.4 The comparison of the leadership roles of administrators as perceived by faculty members in Dance College, Haikou University of Economics, classified by work experience showed no statistically significant difference in overall and all aspect. It could be due to several factors. One possible explanation is that leadership practices in the institution may be standardized and consistent across all experience levels. This indicates that administrators may have established a leadership style that is perceived similarly by both newer and more experienced faculty members. Such consistency in leadership could foster a uniform organizational culture, where faculty members, regardless of work experience, view their leaders through a similar lens. Additionally, it is possible that experienced and less experienced faculty members are equally exposed to institutional policies, professional development programs, and leadership interactions, which could contribute to a shared understanding of administrative roles. This uniformity might reduce the variance in perception that might otherwise arise from differences in work experience. This aligned recent research supports the idea that leadership practices perceived by employees do not always vary significantly by tenure or experience as Schepers et al. (2021) found that leadership consistency in academia plays a crucial role in reducing perception gaps across different faculty experience levels. Similarly, Gagné et al. (2020) examined how perceptions of transformational and transactional leadership relate to different types of work motivation, considering the role of organizational context. They highlighted that transparent and participatory leadership behaviors tend to influence employee motivation and perceptions consistently across varying levels of work experience. This research suggests that such leadership practices foster a cohesive institutional culture by aligning organizational goals and employee expectations, reducing disparities in perception regardless of individual differences. At Haikou University of Economics, the lack of significant differences in leadership role perceptions based on work experience may be attributed to these consistent leadership practices and the cultivation of a strong organizational culture that emphasizes inclusivity and shared purpose.

Recommendation

Based on the results of the study, especially in each specific aspect, the researcher would like to expand on the following ideas:

1. Decision making: The item regarding administrators ensuring that all decisions support the university's core mission and vision received the lowest mean score. Administrators should keep an open mind and focus on clearly defining problems. They should encourage diverse perspectives and dissenting opinions to explore a wide range of alternatives.

2. Organizing: The item regarding administrators providing guidance to help faculty members achieve their goals received the lowest mean score. Administrators should clearly communicate goals and expectations, encourage professional development, build trust, and support, and regularly evaluate performance. Additionally, motivating and rewarding employees, and encouraging them to achieve their goals can help increase motivation and engagement

3. Managing: The item regarding administrators encouraging autonomy among faculty members received the lowest mean score. Administrators should actively cultivate a culture that promotes autonomy in the management process, clearly communicating the school's support for independent decision-making and innovation.

4. Promoting: The item regarding the implementation of new models for training faculty members and the creation of comprehensive training programs by administrators received the lowest mean score. Faculty and staff should be encouraged to participate in subject research, teaching innovation, and scientific research projects. A comprehensive faculty training plan should consider the needs of the faculty and staff, and available training resources.

5. Executing: The item regarding the refinement of execution processes by administrators, which ensures better outcomes, had the lowest mean. The administrators should focus on analyzing and identifying workflows, designing, and formulating detailed workflow specifications, providing comprehensive training and implementation strategies, and incorporating feedback mechanisms for continuous improvement.

6. Service providing: The item of administrators provides modern resources to support high-quality teaching and learning is the lowest mean to be. Administrators should enhance resource support.

Suggestions for further research

1. Impact of different execution strategies and resource allocation on the quality of education and faculty satisfaction.

2. Delve into the best practices for organizing administrative structures and their impact on faculty performance and student outcomes.

3. Impact of professional development programs on faculty skills and college innovation.

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