

**EFFECTS OF FEMALE LEADERSHIP ON TEACHERS' PERCEIVED TRUST
IN ART EDUCATION MANAGEMENT IN COLLEGES
AND UNIVERSITIES, SHANXI PROVINCE**

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ABSTRACT

The objectives of this research were (1) To develop the measurement model of the effects female leadership on teachers' perceived trust in art education management in colleges and universities, by taking into account teachers' characteristics and organizational climate; (2) To study the factors affecting teachers' perceived trust in female leadership; (3) To decompose the effects of female leadership on teachers' perceived trust; and (4) To compare the models of teachers' perceived trust between teachers of different genders.

A quantitative survey research was used in this study. The data were collected by using a Likert-type self-rating questionnaire, developed by the researcher, with an IOC score of 0.85 and a reliability coefficient score of 0.91, from 230 art teachers working in colleges and universities in Shanxi province. The statistics used for data analyses included descriptive statistics, confirmatory factor analysis, structural equation modelling, and likelihood ratio test respectively.

The main findings were: (1) The measurement model of the effects of female leadership on teachers' perceived trust consisted of all four hypothetical variables, i.e., female leadership, organizational climate, teachers' characteristics, and teachers' perceived trust (Chi-square =97.721; df=46; ratio= 2.124; p-value=.000; CFI=0.979; RMSEA=0.070); (2) Teachers' perceived trust in art education management was affected by female leadership and organizational climate; (3) Female leadership exerted its influences on teachers' perceived trust both directly and indirectly through organizational climate; and (4) There was no difference of perceived trust in female leadership between teachers of different genders.

Keywords: Female leadership, Teachers' perceived trust, Art education management

1. Introduction

Around the world, the topic of gender leadership has been discussed and studied in academia. Today, far more women than men are enrolled in higher education worldwide (Louise, 2013). Even so, in the 21st century, issues of glass ceilings and sexism still make it difficult for women to gain leadership roles. While researchers have conducted many studies highlighting the many benefits of female leadership, there is still a lack of women in top management positions (Jones & Jones, 2017). The absence of women in senior leadership is a recurring theme in today's world. Despite the liberation of women's freedom and the movement for women's rights, women participate in higher education more and more, but the lack of educational leadership, especially senior leadership, is still ignored.

In modern China, under the influence of Western culture, women are gradually liberated and deeply involved in their work. Therefore, there is a popular saying "women become masculine, men become feminine" in today's workplace. It can be seen that women's occupation is gradually paid attention to and their hard work and ability gradually replace men's status. China's higher education system is one of the largest in the world, with 2,824 colleges and universities. Among them, 1202 are regular full-time universities; 465 private universities; 295 adult colleges and universities; there were 1,327 higher vocational schools. The system includes 32.01 million students and 1.57 million teachers (Ministry of Education, 2014). Research on female leadership in China has made progress in enterprises, but it still needs to be further developed in higher education. The research on the perceived trust of art teachers in colleges and universities in Shanxi Province towards female leaders is based on the attitude towards men in traditional Chinese culture. Although women have been liberated and entered the workplace, "son preference" is always in people's unconscious concept. Previous research shows that only

4.5% of higher education institutions in mainland China are female. In China, Confucius (551 BC-479 BC) introduced a private institution of higher education during the Eastern Zhou Dynasty. However, only some sons go to the institution to study. Paying for daughters is considered a waste of money because, according to the traditional family relationship mentioned in the previous section, daughters are treated as temporary members of the family and not valued (Kanglei & John, 2018). There are still a minority of senior leadership positions in the art departments of colleges and universities in Shanxi. Even in some remote mountainous areas, women make up the majority of teachers, but the management is assistant leadership or even none.

According to the survey statistics, among the 64 colleges and universities in Shanxi Province, there are 46 undergraduate colleges and higher vocational colleges with art majors. In terms of students' graduation, undergraduate colleges are better than junior colleges, and normal colleges are better than comprehensive colleges. In terms of the educational background of art colleges in Shanxi Province, the number of teachers with doctor's degree is in the minority, the number of postgraduate students is increasing year by year, and the number of undergraduate teachers is in the majority. Through this study to investigate the Chinese women's leadership situation of Shanxi university, through the dean of the research on women's leadership of the relevant variables and influencing factors, combined with comprehensive undergraduate academy of fine arts in Shanxi Province, dean of the leadership of the actual situation, can promote the comprehensive and selecting talents, appointed cadres of colleges and universities in Shanxi Province and improve the leadership, for women cadres into the plan, leading to promote gender equality.

2. Research questions

The following questions were set to guide this study:

1. Given the selected variables of teachers' characteristics and organizational climate, what was the appropriate measurement model of female leadership affecting teachers' perceived trust in art education management in Shanxi province?
2. Did the factors selected for study affect teachers' perceived trust in female leaders?
3. How did female leadership affect teachers' perceived trust?
4. Was there any difference in teachers' perceived trust between teachers of different genders?

3. Research objectives

The objectives of this research were

1. to develop the measurement model of Teacher perceived trust, Female leadership, Teachers' characteristics, and organizational climate,
2. to study the factors affecting the performance of art teachers' perceived trust in female leaders,
3. to partitioning the effects of female leadership on teacher perceived trust,
4. to compare the relationship of factors effecting on teacher's perceived trust between teacher's gender.

The researchers expect that teachers classified by (1) gender, (2) age, (3) education level, (4) position, (5) experience and (6) type of university have different degrees of perceived trust towards female leaders.

4. Research Hypotheses

The following hypotheses were set to be tested by the data collected:

H1: Female leadership effecting on the trust of art faculty to female leaders in managing arts education.

H2: The characteristics of teachers effecting on the trust of teachers in the art department to female leaders in the management of art education.

H3: Organizational climate effecting on art teacher trust in female leaders in managing arts education.

H4: Female leadership effecting on the characteristics of teachers.

H5: Female leadership effecting on the organizational climate.

H6: Organizational climate effecting on teacher characteristics.

H7: Female leaders effecting on teachers' perceived trust via teacher characteristics.

H8: Female leaders effecting on teachers' perceived trust via organizational climate.

H9: Female leaders effecting on teachers' perceived trust via teacher characteristics and organizational climate.

5. Research Methodology

A quantitative survey research was used in this study. The data were collected by using a Likert-type self-rating questionnaire, developed by the researcher, with an IOC score of 0.85 and a reliability coefficient score of 0.91, from 230 art teachers working in colleges and

universities in Shanxi province. The statistics used for data analyses included descriptive statistics, confirmatory factor analysis, structural equation modelling, and likelihood ratio test respectively.

6. Research Results

1) Sample characteristics

Table 1: the frequencies (n), and percent of groups of qualitative variables.

Variables	levels	n	%
gender	male	63	27.4
	female	167	72.6
age	less than 30 years old	22	9.6
	30 to 50 years old	149	64.8
	50 years of age or older	59	25.7
cert	Missing	18	7.8
	PHD	93	40.4
	Master	97	42.2
	Bachelor	22	9.6
occ	Missing	6	2.6
	Professor	72	31.3
	Associate professor	90	39.1
	Lecturer	51	22.2
	Teaching Assistant	11	4.8
major	Missing	47	20.4
	Art	76	33.0
	Design	60	26.1
	Calligraphy	47	20.4
exp	Missing	6	2.6
	Less than 5 years	47	20.4
	More than 5 years	37	16.1
	More than 10 years	140	60.9
area	Missing	59	25.7
	Taiyuan	102	44.3

Variables	levels	n	%
	Datong	9	3.9
	Xinzhou	9	3.9
	Yuncheng	51	22.2
total		230	100.0

The results from table 1 showed that the total number of respondents were 230 persons. In the gender classification of the survey sample, the proportion of male and female is slightly different, accounting for 27.45% and 72.6% respectively. In terms of age, 9.6% were younger than 30 years old, 64.8% were 30-50 years old, and 25.7% were older than 50 years old. Among the degrees in the sample, 31.3 percent were professors, 39.1 percent assistant professors, 22.2 percent lecturers, and 4.8 percent assistant lecturers. Those with less than 5 years accounted for 20.4%, those with more than 5 years accounted for 16.1%, and those with more than 10 years accounted for 60.9%. Among the teachers who filled in Shanxi, 44.3 percent came from Taiyuan, 22.2 percent from Yuncheng, and 3.9 percent from Datong and Xinzhou.

2) Descriptive statistics of variables

Table 2: Descriptive statistics of quantitative variables:

	Skewness			Kurtosis		Shapiro-Wilk		
	Mean	SD	Skewness	SE	Kurtosis	SE	W	p
Responsibility	3.60	0.924	-1.210	0.160	5.27	0.320	0.919	< .001
Modesty/ Warmth	3.88	0.948	-1.397	0.160	5.59	0.320	0.885	< .001
Appreciate and share	3.81	0.941	-1.163	0.160	5.15	0.320	0.894	< .001
Team cohesiveness	3.82	0.973	-1.222	0.160	4.79	0.320	0.893	< .001
Perceived integrity	3.84	0.967	-1.365	0.160	5.10	0.320	0.892	< .001
Work experience	3.07	1.190	-0.935	0.160	2.23	0.320	0.943	< .001
Self-efficiency	3.96	0.974	-2.247	0.160	10.77	0.320	0.820	< .001
Management atmosphere	3.54	1.002	-2.120	0.160	10.57	0.320	0.832	< .001
Learning organization	3.71	1.094	-1.751	0.160	6.61	0.320	0.848	< .001
Work performance	3.00	1.170	-1.213	0.160	4.23	0.320	0.911	< .001
Improve teaching	3.52	1.149	-1.921	0.160	7.45	0.320	0.844	< .001
Learning achievement	3.70	1.164	-1.935	0.160	6.94	0.320	0.831	< .001

As shown in the above table, it can be found that the mean value of each variable is between 3.004-3.884. Generally speaking, the perception of each variable of the subjects is at

an intermediate level. In terms of the percentage of the deviation coefficient, it is mainly between 24.408 and 38.954. Relatively concentrated. The results show that the concentration of data is good. The skewness and kurtosis values of all variables were within the acceptable range of plus or minus 2, indicating the normality of the data. As can be seen from Table 2, the P-values of all variables are less than .01, which is very significant and statistically significant.

3) Model fit evaluation

Standardized estimates

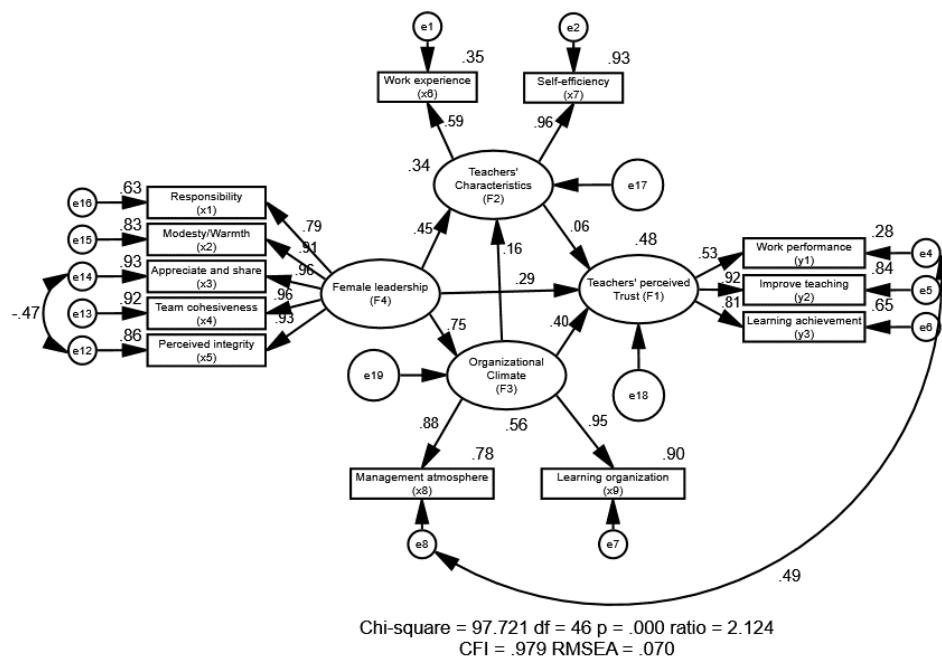


Figure 1: Structural Equation Models and model evaluation

The researcher tested the fitting of the structural model and found that the fitting degree of the structural model was as follows: (Chi-square=97.721, DF=46 ratio=2.124, CFI=0.979, RMSEA=0.070), indicating that the fitting degree of the structural model in this study is acceptable.

4) Factor loading

Table 3: Factor loading of four latent variables in unstandardized and standardized

Latent/Observed variables	Factor loading		z-test	p-value
	Estimate	Standardized		
Teachers' perceived trust (F1)				
Work performance (y1)	1.000	0.527		0.000
Improv teaching (y2)	1.722	0.915	8.303	0.000
Learning achievement (y3)	1.540	0.808	8.165	0.000
Female's leadership (F4)				
Responsibility (x1)	1.000	0.794		0.000
Modesty/warmth (x2)	1.178	0.911	16.817	0.000
Appreciate and share (x3)	1.236	0.963	18.241	0.000
Team cohensiveness (x4)	1.276	0.961	18.300	0.000
Perceived integrity (x5)	1.224	0.928	17.204	0.000
Teacher's characteristics (F2)				
Work experience (x6)	1.000	0.595		0.000
Self-efficency (x7)	1.326	0.964	6.370	0.000
Organizational climate (F3)				
Management asmosphere (x8)	1.000	0.883		0.000
Learning organization (x9)	1.160	0.950	19.376	0.000

It was used to conduct verification analysis on the model, and the analysis results showed that the standardized factor load values of 12 dimensions of the four variables in this study were all greater than 0.5, and reached a significant level, indicating a high degree of correlation between the four potential variables and constituent indexes.

5) Model evaluation

Table 4: the criteria using to identify the model fit

Measure	Estimate	Threshold	Interpretation
CMIN	97.721	--	--
DF	46	--	--
CMIN/DF	2.124	Between 1 and 3	Excellent
CFI	0.979	>0.95	Excellent
SRMR	0.045	<0.08	Excellent
RMSEA	0.07	<0.06	Acceptable
PClose	0.045	>0.05	Acceptable

It was used to analyze the structural equation model to evaluate the validity of the model. The analysis results are Excellent, where CMIN/DF=2.124, CFI=0.979, SRMR=0.045,

RMSEA=0.07, P-Close=0.045, indicating that the structural equation model of this study is reasonable and can be analyzed.

Table 5: the results of model fit evaluation for each in[dictor.

Measure	Terrible	Acceptable	Excellent
CMIN/DF	> 5	> 3	> 1
CFI	<0.90	<0.95	>0.95
SRMR	>0.10	>0.08	<0.08
RMSEA	>0.08	>0.06	<0.06
PClose	<0.01	<0.05	>0.05

6) Hypotheses testing

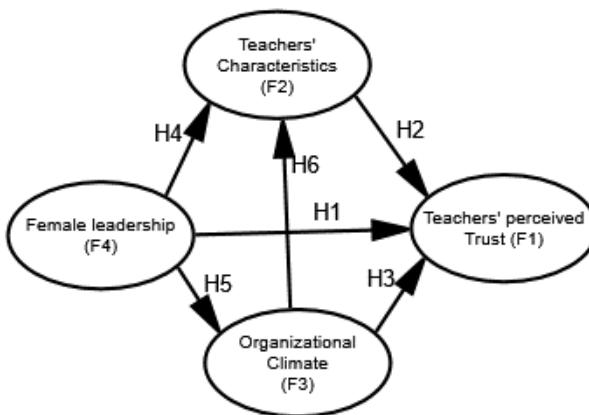


Figure 2: the hypotheses of the effects between the exogenous on the exogenous variables.

H1: Female leadership (F4)	→ Teachers' perceived Trust (F1)
H2: Teachers' characteristics (F2)	→ Teachers' perceived Trust (F1)
H3: Organizational Climate (F3)	→ Teachers' perceived Trust (F1)
H4: Female leadership (F4)	→ Teachers' Characteristics (F2)
H5: Female leadership (F4)	→ Organizational Climate (F3)
H6: Organizational Climate (F3)	→ Teachers' Characteristics (F2)

Six hypothesis sets were tested in this study. As shown in Table 7, except for hypotheses 2 and 6, female leaders have a positive impact on the perceived trust of art department teachers toward female leaders, and the remaining hypotheses are tested as highly significant. Interestingly, H2 is the control variable from F2 teacher characteristics to F1 teacher perceived trust. If it has an indirect effect, it is not significant if it has a direct effect. Because Chinese

culture is different from Western culture, it cannot be completely explained by Western theories. The details of the paired comparison are shown in Table 6.

Table 6: the hypotheses testing

Effects	Estimate	standardized	z-test	P-value	hypothesis
F4 → F1	0.246	0.295	3.014	0.003	H1
F2 → F1	0.05	0.058	0.819	0.413	H2
F3 → F1	0.276	0.405	3.966	***	H3
F4 → F2	0.436	0.452	3.873	***	H4
F4 → F3	0.918	0.752	11.218	***	H5
F3 → F2	0.128	0.162	1.662	0.097	H6

It was used to analyze the six direct hypotheses in this study. From the analysis results, the standardized path coefficients of h1-H6 were 0.295, 0.058, 0.405, 0.452, 0.752 and 0162, respectively, and the significance results (P values) of H3-H5 were all 3 *. If the significance result (P value) of H1 is 0.003, H2 is 0.413, and H6 is 0.097, it indicates that F-Leadership has a significant effect on Teachers' Perceived Trust. Org-climate and T-characteristics also play an important role. In general, the six direct hypotheses of this study are all valid. See Table 5 for details.

Table 7: the overall models comparison test between the unconstrained and the constrained models.

Models	χ^2	DF
Unconstrained	165.758	92
Constrained	171.056	98
Difference ($\Delta\chi^2$)	5.298	6
P-Value	0.506	

Table 7 shows that the chi-square difference ($\Delta\chi^2$) between the limited model and the benchmark model in this study was not significant ($\Delta\chi^2$ (69) =5.928, P> 0.05), indicating that the limitation model is acceptable and the measurement model is constant in different populations.

Table 8: the hypothesis testing

Path Name	Male Beta	Female Beta	Difference in Betas	P-Value for Difference	Hypothesis
Female leadership → Teacher's perceived trust.	0.109	0.337**	-0.228	0.096	H1
Teacher's characteristics → Teacher's perceived trust.	0.202	-0.004	0.206	0.488	H2
Organizational climate → Teacher's perceived trust.	0.719	0.374***	0.345	0.964	H3
Female leadership → Teacher's characteristics.	0.142	0.527***	-0.385	0.452	H4
Female leadership → Organizational climate.	0.905***	0.712***	0.193	1	H5
Organizational climate → Teacher's characteristics.	0.256	0.186†	0.071	0.787	H6

The differences between male and female teachers in structural models are analyzed, and the results are shown in Table 4.8. As can be seen from the table, there is no significant difference in H3, H5, and H6 between the two groups, with significant P greater than 0.05, and there is a significant difference in H5, which means that f-leadership has a greater impact on Organization climate among male and female teachers.

7. Conclusion of Results

The main findings were: (1) The measurement model of the effects of female leadership on teachers' perceived trust consisted of all four hypothetical variables, i.e., female leadership, organizational climate, teachers' characteristics, and teachers' perceived trust (Chi-square=97.721; df=46; ratio= 2.124; p-value=.000; CFI=0.979; RMSEA=0.070); (2) Teachers' perceived trust in art education management was affected by female leadership and organizational climate; (3) Female leadership exerted its influences on teachers' perceived trust both directly and indirectly through organizational climate: and (4) There was no difference of perceived trust in female leadership between teachers of different genders.

8. Proposed, Discussion and Recommendations

The four main aspects of participation in arts management in colleges and universities in Shanxi Province, China are as follows :(1) on the basis of this study, future research will further conduct a questionnaire survey on the perception and trust of female leaders to expand the sample size and improve the data quality; (2) While investigating the degree of trust of teachers in the department of Art to female leaders, continue to explore the modesty and other abilities contained in female leaders; (3) Continue to explore the sensitivity and intuition of female leaders, and investigate the degree of trust of art teachers towards female leaders; (4) While investigating the teachers' trust in female leaders in the art department, continue to explore the tenderness and transformational leadership ability contained in female leaders. It is hoped that through the discussion of this study, the friends who are interested in female leadership in China's higher education can continue to explore together, open the window of gender, put the topic of female leadership in an important position in education management, and attract people's attention and interest.

1) Discussion about major findings of objective 1

Based on objective 1, this research proposes to establish a measurement model of teachers' perceived trust, female leadership, teacher characteristics and organizational climate. As four main variables, this paper investigates the relationship between teachers' perceived trust and female leadership, the relationship between female leadership and teacher characteristics, and the relationship between teacher characteristics and organizational climate, and puts forward six hypotheses for the four variables. Through the investigation of art teachers in Shanxi Jinzhong College, Datong University, Taiyuan Normal College, Yuncheng College, Yuncheng Normal College and other colleges and universities, through model testing and data analysis, the results are established and significant. The results are consistent with those of Servet Atik, Hasan Demirtaş and Mahmut Aksoy. From the perspective of teachers, teachers' perceived principal support directly affects the principal's trust in teachers. Secondly, teachers' perception of principal's support directly affects teachers' perception of organizational justice, and indirectly affects teachers' trust to teachers. Finally, teachers' perception of principal trust directly affects teachers' perception of organizational justice. As for female leadership, consistent with scholar Barbara Kellerman's research in her book "Leadership Realities and The Challenge to Women", women tend to be transformational leadership styles than men, and can also show more transactional leadership emergent reward behaviors. Women score particularly higher than men on the personal care subscale because female leaders are more likely to support and

care for subordinates. Male leaders are more obvious in terms of active and passive management and relaxed leadership behavior characteristics. Although gender differences lead to different leadership styles between men and women, female leaders tend to make key decisions and skillfully use transformational leadership at critical moments of leadership, which is a conclusion drawn through investigation and research. In terms of the perceived trust of teachers in the department of art, it is basically consistent with the research conclusion of scholar Dheshni (Dheshni, 2006). In terms of the trust of leaders, it is mainly related to leaders' character, cooperation ability, integrity and loyalty, etc. In this study, the trust of female leaders is mostly investigated. In terms of teacher characteristics, demographic information collected from each individual provided descriptive data, including gender, work experience, self-efficacy. Yin jing and Ma Shichao (Yin & Ma, 2009: 11) analyzed the influence of organizational atmosphere and academic achievement on learning state and obtained data analysis results.

2) Discussion about major findings of objective 2

Based on the second research objective, this research proposes the factors influencing art teachers' cognition and trust of female leaders. The perceived trust of art teachers in Shanxi Province on female leaders includes three factors: work performance, teaching improvement and learning achievement. The standardized factors are 0.527, 0.915 and 0.808, respectively, and the P value is 0.000 less than 0.05, which indicates that the perceived trust of art teachers on female leaders has a positive impact. When an environment of trust is established within an organization, employees believe that they will be rewarded for the good work they do, and the university promises to provide them with adequate rewards. This ensures continuity of positive behavior, which can improve employee job satisfaction. This is consistent with the research of Bogler & Nir (Bogler & Nir, 2012). The results show that there is a positive correlation between perceived organizational support level of teachers and trust of female leaders. In the chapter 3, a questionnaire was developed to investigate the three dimensions of work performance, information teaching improvement and learning achievement. Through the data analysis in the fourth chapter, it was found that there was a positive correlation between teachers' trust in female leadership in the art department of Shanxi Province.

3) Discussion about major findings of objective 3

Based on the third research objective, this research proposes to study the effects of female leadership on teachers' perceived trust. Women's leadership ability from five dimensions of this study is a responsible, humble, appreciation and gratitude, team cohesion, to perceive the integrity of the standardized factors were 0.794, 0.911, 0.963, 0.961, 0.928, suggesting that

women's leadership in Shanxi art teachers' perception of the trust has a positive impact. It is consistent with the research results of scholar Mohamed Musa (Mohamed, 2018).

In addition to the influence of their own characteristics, the influence of female leaders on teachers' perceived trust also includes indirect effects through organizational climate and teachers' characteristics. The P-value of female leaders, teacher characteristics and organizational climate is less than 0.05. The standardized coefficient of work experience on female leaders' perceived trust in teachers is 0.595. The standardized coefficient of self-efficacy on female leaders' perceived trust in teachers was 0.964. The standardized coefficient of management environment on female leaders' perceived trust in teachers is 0.883, and the standardized coefficient of learning organization on female leaders' perceived trust in teachers is 0.950, indicating that hypotheses H1, H4 and H5 are established and have a positive impact on female leaders.

4) Discussion about major findings of objective 4

The researchers used AMOS software to test the hypothesized structural equation model to test the hypothesized impact of female leaders on perceived trust of art department teachers in Shanxi Province is effective. The analysis results show that the 6 direct hypotheses and 3 indirect hypotheses in this study are valid.

Based on the fourth research objective, this paper proposes to compare the relationship between teachers' gender and teachers' perceived trust. In this study, 27.4% of male teachers and 72.6% of female teachers participated in the survey. According to the comparative analysis results of different groups in this study, there is no difference in hypothesis H1-H6 between male and female teachers.

The results show that the majority of art teachers in Shanxi Province are female, and from the data analysis, female teachers support the ability of female leadership. It also expresses the willingness and desire of future female teachers to participate in the leadership team.

The researchers hope to see the management policy of art education in colleges and universities in Shanxi Province to improve the quantity and quality of female leaders, and to improve the leadership ability of women based on the perception and trust of art teachers for female leaders. In this paper, as the ability of female leadership is carried out in several dimensions, such as responsibility, sensitivity, team cohesion, and perceived integrity, the role of female leadership is more attractive with female transformational leadership. In addition, it is worth noting that women at every age have to balance the topic of family and work. Having

a good handle on the conflict between family and work makes female leaders better able to handle school affairs than male leaders.

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