

MODEL FOR DEVELOPMENT THE FEMALE LEADERSHIP OF  
FEMALE MIDDLE ADMINISTRATORS OF  
UNIVERSITIES IN GUANGXI

WENG SHAOJUAN

A thesis submitted in partial fulfillment of the requirements for  
the Degree of Doctor of Philosophy Program in Educational Administration


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Thesis Title                      Model for Development the Female Leadership of Female Middle  
Administrators of Universities in Guangxi

Author                              Mrs.Weng Shaojuan

Thesis Committee

  
..... Chairperson  
(Associate Professor Dr. Niran Sutheeniran)

  
..... Committee  
(Assistant Professor Dr. Kulsirin Aphiratvoradej)

  
..... Committee  
(Assistant Professor Dr.Patchara Dechhome)

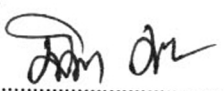
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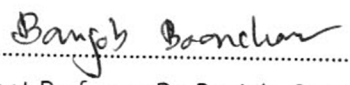
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the Requirements for the Degree of Doctor of Philosophy in Educational Administration


  
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|---------------|--|
| Title         | Model For Development The Female Leadership of Female Middle Administrators Of Universities In Guangxi |
| Author        | Weng Shaojuan  |
| Program       | Education Administration   |
| Major Advisor | Assistant Professor Dr.Patchara Dechhome   |
| Co-advisor    | Assistant Professor Dr.Kulsirin Aphiratvoradej   |
| Co-advisor    | Associate Professor Dr.Niran Sutheeniran   |
| Academic Year | 2023   |

### ABSTRACT

The objectives of this research were: 1) to study the level of female leadership of female middle administrators of universities in Guangxi, 2) to provide development models of female leadership for female middle administrators of universities in Guangxi, 3) to evaluate the suitability and feasibility of the model for development female leadership of female middle administrators of universities in Guangxi. The sample group of this research were 283 administrators from 10 public undergraduate universities in Guangxi. Each school had at least 17 female administrators. The research instruments include: 1) questionnaire survey, 2) semi-structured interviews, and 3) expert model evaluation. The data were analyzed by percentage, average, standard deviation.

The results revealed the following: 1. The current situation of female leadership of female middle administrators of universities in Guangxi is at a high level. 2. The model fore female leadership of female middle administrators of universities in Guangxi includes 5 aspects: 1) Flexible leadership charisma; 2) Inspiration otivation; 3) Intellectual stimulation; 4) Ethical management; 5) Personalized care. 3. The adaptability and feasibility evaluation results of the applicability and feasible of the model are the highest level. Providing model for the enhancement of female leadership of female middle administrators of universities in Guangxi, the research will

contribute to the development of selection policies for these administrators and promote the development of female professionals in universities.

**Keywords :** Female Leadership, Female Middle Administrators, Universities in Guangxi

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### บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาระดับภาวะผู้นำของผู้บริหารหญิงระดับกลางในมหาวิทยาลัยกวางสี 2) เพื่อพัฒนาแบบจำลองเพื่อการพัฒนาภาวะผู้นำของผู้บริหารหญิงระดับกลางในมหาวิทยาลัยในมณฑลกวางสี 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแบบจำลองการพัฒนาภาวะผู้นำของผู้บริหารหญิงระดับกลางในมหาวิทยาลัยในมณฑลกวางสี. กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ประกอบด้วยผู้บริหารหญิงจำนวน 283, คนจากมหาวิทยาลัยรัฐที่เปิดสอนระดับปริญญาตรีจำนวน 10 แห่งในมณฑลกวางสี โดยแต่ละแห่งมีผู้บริหารหญิงอย่างน้อย 17 คน เครื่องมือที่ใช้ในการวิจัยประกอบด้วย 1) แบบสอบถาม 2) การสัมภาษณ์แบบกึ่งโครงสร้าง และ 3) การประเมินแบบจำลองโดยผู้เชี่ยวชาญ ข้อมูลที่ได้ถูกวิเคราะห์โดยใช้ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า 1. สถานการณ์ปัจจุบันของภาวะผู้นำของผู้บริหารหญิงระดับกลางในมหาวิทยาลัยในมณฑลกวางสี อยู่ในระดับสูง 2. แบบจำลองเพื่อการพัฒนาภาวะผู้นำของผู้บริหารหญิงระดับกลางในมหาวิทยาลัยในมณฑลกวางสีประกอบด้วย 5 ด้าน ได้แก่ 1) ภาวะผู้นำที่มีความยืดหยุ่น 2) การสร้างแรงบันดาลใจ 3) การกระตุ้นสติปัญญา 4) การบริหารงานที่มีจริยธรรม 5) การดูแลที่เฉพาะเจาะจง 3. ผลการประเมินความเหมาะสมและความเป็นไปได้ของแบบจำลองพบว่ามีความเหมาะสมและเป็นไปได้ในระดับสูงสุด การจัดทำแบบจำลองเพื่อการพัฒนาภาวะผู้นำของผู้บริหารหญิงระดับกลางในมหาวิทยาลัยในมณฑลกวางสี จะมีส่วนช่วยในการพัฒนานโยบายการคัดเลือกผู้บริหารเหล่านี้และส่งเสริมการพัฒนาบุคลากรหญิงในมหาวิทยาลัย

**คำสำคัญ :** ภาวะผู้นำของผู้หญิง, ผู้บริหารหญิงระดับกลาง, มหาวิทยาลัยในมณฑลกวางสี

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Weng Shaojuan

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# Chapter 1

## Introduction

### Rationale

Based on the official website of United Nations, a report jointly released on March 7, 2023, by the United Nations Inter-Parliamentary Union (IPU) and UN Women emphasizes the increasing participation of women in political roles worldwide. However, there remains a limited representation of women in high-level government positions, including heads of state and government. A global report issued by two United Nations agencies, UN Women and the United Nations Development Programme, on July 18, 2023, states that no country in the world has achieved complete gender equality. Less than 1% of women and girls live in countries with high levels of female empowerment and minimal gender gaps. On average, women globally only achieve 60% of their full potential.

According to the 4th China female Social Status Survey organized by the All-China female Federation and the National Bureau of Statistics in 2020, 94.1% of respondents agreed that "women are not inferior to men in terms of abilities," marking a 10.6 percentage point increase from 2010. Furthermore, 94.8% of respondents recognized the role of women in economic and social development, indicating an increased societal acceptance of female capabilities and a deeper understanding of gender equality. Nevertheless, societal biases against women persist. A survey by "Recruitment" in the "2022 Report on the Current Status of Chinese Women in the Workplace" revealed that 55.9% of female professionals hold a bachelor's degree or higher, surpassing the 33.6% of males with similar education levels. However, only 34.2% of women hold management positions at or above the grassroots level, compared to 40.7% of men. Additionally, 73.3% of female professionals lack confidence in career advancement, believing that the chances of promotion in the next year are "small" or "almost impossible," while 66.2% of males share similar sentiments. This indicates that female professionals have lower confidence in promotion opportunities, highlighting the persistence of gender

inequality. The "2023 Report on the Current Status of Chinese Women in the Workplace" shows that 44.9% of women still believe "promotion opportunities offered by companies are limited," with 25.5% citing "gender discrimination" as the second most prevalent factor.

In August 2010, the "Sister Seven in China," a forum organized by Chinese students from the Seven Sisters colleges in the United States, held the "21st Century female Leadership and Self-Development" forum in Beijing. The forum focused on exploring issues related to female education and career development in Chinese and American universities, highlighting the continuing challenges of employment discrimination for women. October 2013, the third "World University female Presidents" forum in Latin America with the theme "Real Paths to Enhance Innovative female Leadership" was held in Monterrey, Mexico. The event gathered 54 female university leaders from 18 countries and 75 academic institutions to discuss the themes of "female leadership" and "gender equality." The forum emphasized that enhancing female leadership has become a global priority in the 21st century. Stereotypes and self-perceptions stemming from societal biases and cultural traditions have limited female development, requiring substantial improvement to elevate their leadership status (Zhou Li, 2014). In December 2016, the "International Conference on Modern Society female Leadership" was jointly hosted by the Center for Korean Peninsula Studies and the female Studies Center at Yanbian University in China. Scholars from around the world engaged in discussions on various aspects of female leadership in modern society, spanning social services, female organizations, education, psychology, and more. The 8th "World University female Presidents Forum" was held in April 2018 at Wuhan University, focusing on the theme of "Future Education, New Leadership, Human Destiny Community." Over 150 university presidents, experts, and scholars from UNESCO and 51 countries and regions participated in discussions, exploring the future of education and leadership in a global context.

Madame Christiane Pelchat, the Canadian Consul General to Mexico, emphasized the necessity of discussing female leadership in the contemporary era. The women who pointed out that while plans to support female activities are being

developed, legal protections were crucial to propel women into leadership positions in both government and higher education (Zhou Li, 2014). China, as one of the 15 permanent members of the United Nations Security Council, considers gender equality a fundamental policy and has implemented numerous measures to safeguard female status. The "Outline for the Development of Chinese Women (2021-2030)" issued in 2021 underscores the importance of gender equality and the comprehensive development of women. However, within 75 directly affiliated universities of China's Ministry of Education, only 12.39% of university-level leaders are women. Similarly, among the "Double First Class" initiative universities (formerly "Project 985" and "Project 211" universities), women account for 11.86% and 10.59% of university-level leadership, respectively. Although progress has been made, female leaders in higher education still face uneven distribution, with more in lower-level positions and fewer in top-level roles. Decision-making authority remains limited, with men continuing to dominate higher education leadership positions.

The phrases "Women can hold up half the sky" and "Pushing the cradle also moves the world" highlight the significant impact of women in driving positive change. Women possess a gentle yet powerful force capable of transforming the world. Addressing the crises and challenges of our time requires harnessing female creativity and leadership. If human society is likened to a ship propelled by dual engines, male and female, it is only through their balanced and coordinated efforts that this societal ship can navigate smoothly and reach distant horizons.

In light of the above considerations, the researchers propose researching the influencing factors and enhancement strategies of female leadership in higher education. This research aims to identify new pathways for the development of female leadership, helping female leaders cultivate their unique strengths and promoting coordinated development between male and female leadership. Ultimately, this research seeks to improve the quality of higher education and create a positive educational atmosphere.

## Research Questions

1. What is the level of female leadership of female middle administrators of universities in Guangxi?
2. What are the model for development the female leadership of female middle administrators of universities in Guangxi?
3. How are the suitability and feasibility of the model for development female leadership of female middle administrators of universities in Guangxi?

## Objectives

1. To study the level of female leadership of female middle administrators of universities in Guangxi.
2. To provide development models of female leadership for female middle administrators of universities in Guangxi.
3. To evaluate the suitability and feasibility of the model for development female leadership of female middle administrators of universities in Guangxi.

## Scope of the Research

### Population and the Sample Group

#### The Population

The population of this research are 1052 administrators from 10 public undergraduate universities in Guangxi.

#### The Sample Group

According to Krejcie and Morgan (1970) sampling table, the sample group of this research are 283 administrators from 10 public undergraduate universities in Guangxi. Each school had at least 17 female administrators, a total of 283 people. A combination of simple random sampling and stratified sampling was used.

The interviewees in this research were 13 administrators in public undergraduate universities in Guangxi. The qualifications of interviewees are as follows: 1) at least 5 years of work experience in administrator in public undergraduate universities; 2) have extensive experience; 3) graduated with master's degree or above.

The experts for evaluation of the adaptability and feasibility of model for development the female leadership of administrators were 9 high-level administrators in Guangxi. The qualifications of the experts are as follows: 1) more than 5 years of work experience as high-level administrators in public undergraduate universities; 2) have extensive experience; 3) doctoral degree or above; 4) associate professor or above.

### **The Variable**

According to the research and analysis of Social gender theory, flexible leadership, transformational leadership style and other related theories, the characteristics of female leadership are summarized as:

1. Flexible leadership charisma
2. Inspiration motivation
3. Intellectual stimulation
4. Ethical management
5. Personalized care

### **Advantages**

1. By analyzing the developmental status of female leadership of female middle administrators of universities in Guangxi, the research will propose effective pathways for improving female leadership development.

2. Providing model for the enhancement of female leadership of female middle administrators of universities in Guangxi, the research will contribute to the development of selection policies for these administrators and promote the development of female professionals in universities.

### **Definition of Terms**

**Model for development the female leadership** refers to a framework or method used to support and promote the growth and success of women in leadership roles. The model usually covers a number of key elements and stages, with the aim of helping women overcome challenges they may face in their careers,



improve their leadership capabilities, and achieve their career goals. The key elements of female leadership development include self-awareness and self-cognition, skill development, mentors and support networks, handling work-life balance, and cultural and policy support.

**Administrators** refers to a person who performs managerial functions in an organization, directs others to accomplish specific tasks, and is responsible for them. Administrators also refer to those who have corresponding powers and responsibilities, have certain management capabilities, engage in real-life management activities, and are responsible for planning, organizing and controlling resources such as people, finance, material, and information by coordinating the behavior and interpersonal relationships of organizational members. A person who is responsible for achieving the organization's stated goals. In the actual organizational environment, the middle leaders in the organization are generally called administrators. Therefore, for administrators, they are administrators when facing superiors, and leaders when facing subordinates. Some scholars believe that the source of leadership of administrators is Because of his position, this study believes that administrators have both position power and influence beyond power.

**Female middle administrators in universities** refers to female leaders who have leadership responsibilities in universities and are engaged in the five major functions of talent cultivation, scientific research, social services, cultural inheritance and innovation, international exchanges and cooperation, and have administrative functions. The research object of this article is female middle administrators in universities, which mainly refers to female leaders who are responsible for teaching, management, scientific research and other tasks in universities, including party and mass organizations, secondary colleges and government functional departments. Middle administrators in universities as the promoters and practitioners of school reform, construction and development are responsible for transforming high-level decisions into concrete executable plans and leading subordinates to implement the plans.

**Leadership** refers to the general term for various leadership abilities that support leadership behavior. It is the inner power that determines the leader's leadership behavior. It is the driving force to achieve group or organizational goals and ensure the smooth running of the leadership process. It is mainly manifested in the application of management work such as implementing plans, assigning tasks, grasping order, and controlling procedures in the leadership process. It serves to ensure the smooth progress of the leadership process or the smooth realization of leadership goals.

**Female leadership** refers to leadership with a flexible leadership style that is dominated by women. It is mainly manifested in the leadership ability of women who serve as leaders or administrators and use their unique female leadership traits and flexible leadership style to influence others and jointly achieve organizational goals during the operation of the organization. The female leadership studied in this article mainly includes five dimensions: flexible leadership charisma, inspirational motivation, intellectual stimulation, moral management, and personalized care.

**Flexible leadership charisma** refers to combining the flexible characteristics of female leaders with the flexibility in the organizational environment, and relying on non-positional influence to lead subordinates and the organization to achieve organizational goals. Its main characteristics are: good at communication and collaboration, keen intuition, rigorous and meticulous personality, compassionate and empathic, having appearance advantages, considerate, democratic and friendly, honest and trustworthy, patient, easy to be emotional and perceptual, focusing on humanistic care. At work, The women who is good at building an organizational cultural atmosphere and relationship structure that is interactive, humane, equal, caring, and flexible. The women who is highly adaptable to the work environment, avoids coercive leadership, and relies on non-powerful influence to make subordinates obey. and recognition, has a natural attraction, appeal and influence on subordinates, and can inspire confidence, trust and belief in subordinates.

**Inspiration motivation** refers to that leaders incite the work passion and motivation of subordinates through stimulating and motivating them, mobilize their enthusiasm and creativity, and make subordinates work hard to complete

organizational tasks and achieve organizational goals. Its main characteristics are: paying attention to the spiritual realm of subordinates, mobilizing the inner motivation of subordinates through belief and emotional stimulation, and encouraging subordinates to set higher work goals for themselves; inspiring incentives can promote subordinates to fully develop their talents and wisdom, attract and retain outstanding talents, enhance team spirit, and create a healthy competitive environment for the organization.

**Intellectual stimulation** refers to that leaders encourage subordinates to dare to question and innovate, instill new ideas into subordinates, inspire subordinates to express new insights, and encourage subordinates to use new means and new methods to solve problems encountered at work. Its main characteristics are: allowing subordinates to re-evaluate and deal with the assumptions and structure of the problem, allowing subordinates to have different opinions, allowing subordinates to correct shortcomings among members, and assist members in mutual growth; intellectual stimulation is the leader's ideological stimulation of subordinates improve the behavior of subordinates through the influence of rather than emotions, focus on stimulating the potential and creativity of employees, and make subordinates change in the formation of consciousness, beliefs and values.

**Ethical management** refers to that leaders use their own excellent ethical character to set an example for employees and lead by example, influencing subordinates in a subtle way and motivating subordinates to work hard to achieve organizational goals. Its main characteristics are: leaders have moral qualities such as dedication, leading by example, sacrificing self-interest, being consistent in words and deeds, doing what they say, and being strict with themselves. Leaders pay attention to discussing professional ethics and values with employees in management work. The psychological influence and behavioral promotion of subordinates is carried out through two-way communication, continuous reinforcement and decision-making.

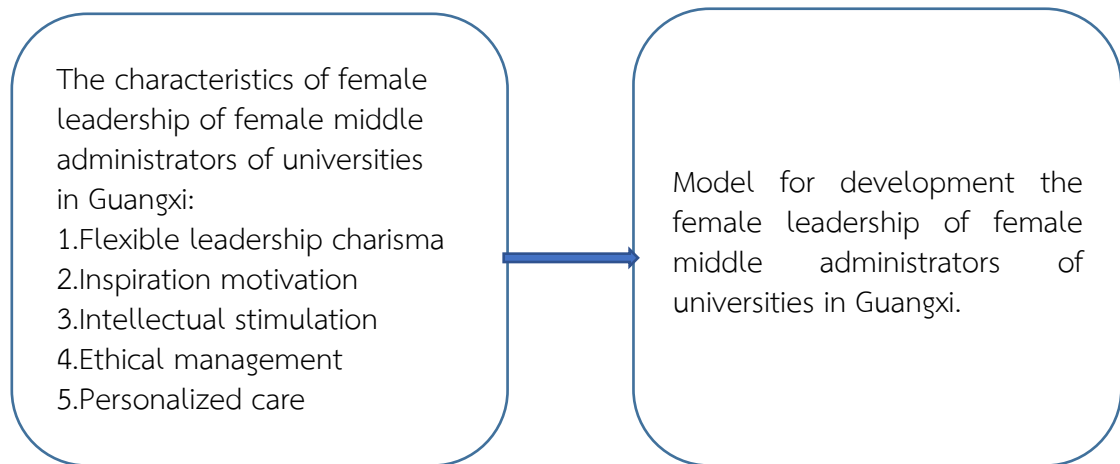
**Personalized care** refers to that leaders different train and guide each employee according to their different situations and needs, help employees solve problems, create a harmonious and united working environment for employees, and encourage employees to develop their personal strengths. Its main characteristics

are: motivating employees with care, listening patiently and carefully to the needs of subordinates, caring about the life, work and career growth of subordinates, being willing to discuss future development plans with subordinates, sincerely providing suggestions and opinions for the development of subordinates, and making decisions when making decisions., willing to consider the needs and perceptions of subordinates.

**Universities in Guangxi** refer to higher education institutions in Guangxi, including junior colleges. Guangxi currently has 87 universities, 38 undergraduate colleges (including 26 public undergraduate colleges and 12 private undergraduate colleges), and 49 junior colleges. Distributed in various prefecture-level cities, among them, Nanning and Guilin are the most concentrated areas of colleges and universities. Nanning has 39 colleges and universities, and Guilin has 12 colleges and universities. The universities in Guangxi in this article mainly refer to public undergraduate institutions.

## Research Framework

This research studied the model for development the female leadership of female middle administrators of universities in Guangxi, through three research methods: questionnaire survey, semi-structured interview and expert evaluation, and proposed five variables that affect the model for development the female leadership of female middle administrators of universities in Guangxi: flexible leadership charisma, inspirational motivation, intellectual stimulation, ethical management and personalized care.



**Figure 1.1** Research Framework

## Chapter 2

### Literature Review

This paper takes improving the female leadership of female middle administrators in universities in Guangxi as the research object, and analyzes the relevant literature, concepts, theories and research on female leadership of university administrators. The specific situation was as follows.

1. Concept of Educational Administration
2. Concept of leadership
3. Concept of female leadership
4. Context of public undergraduate universities in Guangxi
5. Related research

The details were as follows.

#### Concept of Educational Administration

##### Concept of Educational Administration

Administration was the process of effectively planning, organizing, leading, and controlling the resources owned by an organization in a specific environment to achieve predetermined organizational goals.

The concept of administration emerged when human civilization and its social development reached a certain stage. Initially, administration was about overseeing affairs. In China, it was said that during the Yellow Emperor era of primitive society, officials were appointed to manage various affairs. Therefore, in ancient Chinese literature, the word "administration" appeared in the 27th year of Hongwu in the Ming Dynasty (1394), which meant to manage, lead, supervise, govern, administer, and manage. Research on administration thinking in Western countries began in the 18th century. The main researchers were Adam Smith (1723-1790), known as the "father of classical economics," Robert Owen (1771-1858), known as the "father of personnel administration," and Charles Babbage (1792-1871), known as the "pioneer of scientific administration".

Robert Owen (1842, p.23) proposed that the management method was based on personal experience, and the success or failure of management mainly depends on the manager's personal experience, personality characteristics and work style. Robert Owen (1771-1858) was one of the most accomplished British industrialists in the early 19th century and an outstanding management pioneer. People call him the "father of modern personnel management." Robert Owen emphasized humanistic management. He advocated the establishment of an education system and the implementation of education legislation. Owen believes that "educating the next generation was the most important issue", "is the highest interest of every country", and "is an overriding and urgent task for governments around the world." His educational philosophy is: "What kind of person people were trained to be in infancy and childhood was what kind of person they were as adults. This was true now and will be true in the future."

Frederick Winslow Taylor (1911, p.12) proposed that management was knowing exactly what you want others to do and getting them to do it in the best way. In Taylor's view, management was about directing others to work in the best possible way. Frederick Winslow Taylor (1856-1915), American, "Father of Scientific Management". Taylor proposed "scientific management theory" in his main work "Principles of Scientific Management". The core of scientific management theory is: management must be scientific and standardized; spiritual revolution must be advocated, and the interests of both labor and management must be consistent. For more than 90 years, scientific management thinking still plays a huge role.

Henri Fayol (1916, p.35) proposed that management was an activity common to all human organizations and consists of five elements: planning, organization, command, coordination and control. Henri Fayol (1841-1925), French classical management theorist, together with Max Weber and Frederick Winslow Taylor (1856-1915) Also known as the three pioneers of Western classical management theory, and respected as the founder of the management process school, Fayol proposed the "general management" theory. He believes that management theory refers to a universally recognized theory related to management. It was a complete system of relevant principles, standards, methods, procedures, etc. that has been demonstrated

through common experience and has been demonstrated. It applies to public and private enterprises, as well as military and political agencies and social groups." Fayol's views on management were highly praised and affirmed by later generations, forming the management process school. Koontz was the inheritor and promoter of this school of thought after World War II, making it popular all over the world.

Max Weber (1920, p.45) proposed that the core of the so-called ideal administrative organization system theory was that organizational activities should be managed through positions or positions rather than through personal or hereditary status. Max Weber (1864-1920) was a famous German sociologist and philosopher who lived in the same historical period as Taylor and Fayol and made outstanding contributions to the establishment of Western classical management theory. He was the "father of organization theory". He proposed the theory of "bureaucratic organization management". His views on administrative organization in organizational management have had a profound impact on sociologists and political scientists. His theory was a supplement to the theories of Taylor and Fayol, and has a great influence on later management scientists, especially organization theorists. Therefore, he was called the "Father of Organization Theory" in the history of the development of management thought.

Harold Koontz (1955, p.7) proposed the "management function theory", dividing management functions into five functions: planning, organization, personnel, leadership and control, and regarded coordination as the essence of management and the result of the effective comprehensive use of the five functions. Harold Koontz (1908-1984), an American management scientist and one of the main representatives of the management process school. Koontz emphasized the concepts, theories, principles and methods of management, and believed that management work was an art. Koontz and O'Donnell co-authored a famous management book "Management" (originally titled "Principles of Management" when first published in 1955), which proposed the "management function" based on Fayol's "Management Process Theory", and established the management process school.

Herbert Simon (1960, p.528) proposed decision theory. Characteristics of decision-making theory: Decision-making was the center of management, and decision-



making runs through the entire process of management; in terms of decision-making criteria, the satisfaction criterion was used to replace the optimization criterion; the impact of collective decision-making and organization on decision-making was emphasized; artificial intelligence was developed to gradually realize decision-making automation. Herbert A. Simon (1916-2001) created two major academic fields: organizational behavior and management science, and was a major representative of the decision-making school. The school of decision theory focuses on rational decision-making, that is, on how to choose a "satisfactory" course of action from a variety of possible alternatives. Simon proposed in his book "The New Science of Management Decision-Making" (1960) that the key task today was not to generate, store or distribute information, but to filter the information and process it into effective components.

Peter F. Drucker (1973, p.78) proposed that management was the process of achieving organizational goals efficiently and effectively by coordinating the work of others. Management was a kind of work, which has its own skills, tools and methods; management was an organ, which was an organ that gives life to the organization, was active and dynamic; management was a science, a systematic and applicable everywhere knowledge; at the same time, management was also a kind of culture. Peter F. Drucker (1909-2005), known as the "Father of Modern Management", was the first person to propose the concept of "management". In 1946, he proposed the concept of "organization" for the first time in his book "The Concept of the Company" and laid the foundation for organizational science; in 1954, he published "Management Practice" and proposed an epoch-making concept - management by objectives. ; In 1966, he published "The Effective Manager", proposing that not only those who manage others can be called managers, but in today's knowledge society, knowledge workers were managers; in 1973, he published "Management: Tasks, Responsibility, Practice" was a systematic management manual for business operators. The book was known as the "Bible" of "Management".

Regarding management, it involves a wide range of fields, and educational management belongs to one category of management. The academic circles of education management believe that the first person in modern history to use administrative and legal theories to study education management was Lorcncz Von

Stein, a famous German administrative and jurist in the 19th century. He published "Management" in 1884. "The book specifically discusses educational administration. Stein proposed that the state should intervene in the education of public affairs through legislation to ensure that citizens have equal rights to education.

Some scholars believe that educational management as a discipline emerged in the United States in the early 20th century, marked by the 1908 publication of "American Public Policy" by two American educational management experts, S. T. Dutton and D. Snedden. The book "The Administration of Public Education in the United States". American scholar D.E. Orlowski proposed in his book "Today's Educational Management" (1989, p.154) that "the formal research on educational management began around the beginning of the 20th century. However, the "professionalization" of this field, but it only started after the Second World War, and it happened in the past 30 years. Therefore, it can be concluded that: as a discipline, educational management emerged at the beginning of the 20th century, and it was very likely that it has been established in some Public education systems emerged at the same time in countries where public education systems were established, which was marked by the fact that these countries published a number of educational management works during this period. Chinese scholar Wu Zhihong (2008, p.45) proposed that after the 1950s, with the introduction of scientific methods, this discipline gradually It tends to mature and has the status of an independent discipline. Daniel Griffiths (D.E, 1959) proposed, "The essence of educational management lies in controlling the decision-making process: decision-making was the center of any educational management organization."

Haller and Knapp defined educational administration as "the study of patterned relationships." They proposed that in the relationship between people and organizations, people were only accessories to the organization and were largely independent of the organization. Therefore, for educational administration, what was important was the relationship and structure of the organization, not the people in it.

Thomas Greenfield was a famous Canadian educational administration thinker and the most outstanding representative of subjective educational administration theory. Thomas Greenfield (1998, p.211) proposed that educational administration was

fundamentally based on people and human nature. He believes that people live in their own constructed experiential world, and their self-world also integrates other peoples worlds and experiences.

Christopher Hodgkinson was the most influential educational administration scholar in the humanistic educational administration theory school. Christopher Hodgkinson (1991, p.53) proposed that educational administration should focus on human inner needs and values, not just efficiency and productivity. He emphasized that educational administration should be people-oriented, focus on peoples growth and development, and promote self-realization.

William Foster, a professor of educational leadership at Indiana University in the United States, emphasized the moral and value aspects of educational administration. William Foster (1986, p.156) proposed that educational administration was not only a technical activity but also an activity involving value judgments and moral choices.

Chinese scholar Zhang Fuquan (1989, p.87) in his book "Modern Educational Administration" proposed that educational administration was a specific field of social administration. To achieve the functions of educational administration, it was necessary to consider the most general common functions in various fields of social administration. Educational administration was also an activity aimed at cultivating people of a certain standard as its goal and destination. The object of administration, tasks and means, and the nature of the processes and laws determined by educational science were different, which distinguishes it from other fields of social administration.

Chinese scholar Chen Xiaobin (1998, p.98) in his book "Educational Administration" (Volume III) proposed that educational administration was an activity that uses scientific methods to predict and plan, organize and guide, supervise and coordinate, motivate and control various levels and types of educational organizations under the constraints of the political, economic, and cultural environment of a country or region. It aims to develop and rationally allocate limited educational resources to improve the quality of education, enhance the efficiency of education, stabilize teaching order, improve school conditions, and promote the development of

education under the leadership values of educational administration department leaders.

In conclusion, educational administration refers to the process of organizing, coordinating, controlling, and guiding various resources within the education system to achieve educational goals. It includes the administration of educational policies, plans, personnel, finances, facilities, and teaching activities.

### **Importance of educational administration**

Educational management was crucial to the smooth development and efficient operation of education. It directly affects the quality, efficiency and social effects of education. Mainly reflected in the following aspects:

1) Organization and planning: Education managers were responsible for organizing the operation and planning of schools or educational institutions, including determining curriculum, teaching methods, textbook selection, etc., to ensure the smooth realization of educational goals.

2) Resource allocation: Education managers were responsible for the reasonable allocation and management of educational resources, including human resources, material resources and financial resources, in order to maximize educational benefits.

3) Teacher management: Education managers need to manage and guide the teaching team, including recruitment, training, evaluation and motivation, to ensure that teachers have good educational quality and professional abilities.

4) Student management: Education managers need to pay attention to students' learning situation and growth and development, formulate corresponding education plans and policies, and provide students with a good learning environment and learning support.

5) Quality assessment: Education managers need to evaluate and monitor the quality of education, find problems and make timely adjustments and improvements to improve the level and quality of education.

6) Social impact: Educational management was directly related to the development and progress of society. Good educational management can cultivate

more talents and promote the economic, cultural and technological development of society.

Scholars have also put forward their own views on the importance of educational management:

James March (1947, p.43) proposed that educational management should focus on student participation and cooperation, rather than simply emphasizing competition and personal performance. March's perspective focuses on student management and regards cultivating students' ability to participate and cooperate as an important criterion for educational management.

Paul Hersey (1960, p.55) proposed the "situational leadership" theory, that is, leaders should adopt different leadership styles according to different situations. He also proposed the "maturity model", which was a tool for assessing employee competencies and leadership styles.

Peter Drucker (1973, p.87) proposed that the goal of educational management was to improve students' performance and abilities rather than just controlling and supervising students. He also proposed the concept of "knowledge workers", which refers to those who need People who get their work done through learning and innovation.

John Kotter (1979, p.44) proposed that educational management should focus on the cultivation of leadership and comprehensive training of students. He also introduced the concept of "change management," which refers to the process of introducing change in an organization and enabling its successful implementation.

Philip Hallinger (1985, p.98) proposed that educational management was crucial to shaping school culture, improving teaching quality, and promoting student learning outcomes. Hallinger regards campus culture construction as the top-level design of school education management, which was equivalent to teaching quality and student development.

In conclusion, educational administration was of great significance for promoting the development of education and improving its quality. Through effective educational administration, various educational resources can be better organized and coordinated to create a good teaching environment for teachers and students, and

promote the smooth progress of teaching activities. In addition, educational administration can also help schools formulate reasonable education policies and plans, and provide guidance for the long-term development of schools. By managing personnel, finances, facilities, and other aspects, educational administration can also promote the coordinated development of various internal work of schools and improve their operational efficiency.

### **Theory of educational administration**

#### **Scientific administration theory**

Scientific administration theory was proposed by Frederick Winslow Taylor. Frederick Winslow Taylor (1911, p.98) proposed to improve work efficiency through scientific methods. In the field of educational administration, this theory emphasizes improving education quality through standardization and normalization of the educational process. Taylor believed that administrators should study work processes through scientific methods, determine the best working methods, and help employees improve work efficiency through training and guidance. He proposed a series of scientific administration principles, including task analysis, standardization, time study, and personnel selection. In the field of educational administration, the application of scientific administration theory was mainly reflected in the standardization and normalization of the educational process. For example, schools can standardize the teaching process by developing teaching plans, curriculum standards, and evaluation standards to improve teaching quality. In addition, schools can also help teachers improve their teaching level through training and guidance.

The main points of the scientific administration theory were as follows:

- 1) The purpose and center of scientific administration was to improve labor productivity.
- 2) Administrators should use scientific methods to observe and experiment with workers operating procedures in the production process, analyze the actions and time of each job, and eliminate unnecessary and incorrect actions.
- 3) Whether each person can complete the daily work standard depends on standardized administration.

4) In order to cultivate standardized workers, workers must receive job training. Workers who do not meet the factory's prescribed standards cannot be employed.

5) In order to encourage workers to break quotas, a system of job models and differential piece-rate wages has been established.

6) The promotion of scientific administration was a great "psychological revolution," and workers and administration personnel should not be opposed to each other.

The greatest contribution of "scientific administration" theory in educational administration was that it proposes that decision-making was the core of administration, and it emphasized the role of human rationality and organizational structure in administration and decision-making. Taylor's scientific administration theory was an important theory that emerged in response to the development of the times. It was a symbol of administration's transition from empirical administration to maturity. It has changed the traditional administration methods that have been personalized for thousands of years. By adopting modern non-personalized methods, it has become an important milestone in administration science. It inherits and develops the ideas of predecessors such as Adam Smith, and objectively promotes the development of administration theory.

### **Subjectivism educational administration**

Subjectivism educational administration theory was an educational administration theory that emphasizes the subjectivity and free development of individuals. This theory believes that educational administration should focus on individual development and self-realization, rather than simply emphasizing organizational goals and efficiency. In the subjectivism educational administration theory, the subjectivity of the individual was regarded as the core of educational administration, and the organization was regarded as a platform for individuals to realize their self-worth. The theory emphasizes individual freedom and creative thinking, and believes that educational administration should provide individuals with diversified learning opportunities and space for self-realization. In addition, the subjectivism educational administration theory also emphasizes the interaction between individuals and organizations, believing that organizations should respect the

needs and interests of individuals, and provide them with a good working environment and development opportunities.

Thomas Greenfield was one of the representatives of the subjectivism educational administration theory. Thomas Greenfield (1993) proposed that value was the focus of educational administration research, because value was the fundamental driving force of social behavior. Educational administration was a social science. "People do not live in organizations, on the contrary, organizations exist in individuals and exist through individuals. The reality of the organization can only be manifested through human behavior; people can create and change organizations, so people were responsible for organizations." "Organizations were a product of culture, formed by human beings with their perception and life within a specific range." "Organizations were realized social realities, where people make decisions and take actions that they consider to be correct and appropriate." Thomas Greenfield's subjectivism educational administration theory contribution lies in his attention to the importance of people in organizational and administration activities, overcoming the shortcomings of scientific administration theory that only emphasizes organizations and ignores or even neglects people. In a sense, this has restored the value of educational administration activities. After all, educational administration activities were human activities and were ultimately aimed at promoting the comprehensive development of people, rather than technical activities that can be replaced by machines. From the perspective of human development, we can find that whether it was the emergence of administration activities or the formation of organizations, they should be essentially conducive to human development or serve human development.

### **Change administration theory**

The Change Administration Theory was a administration theory about organizational change, first proposed by Robert H. Ashton, a scholar at Columbia University in the United States. He believed that organizational change was a systematic process that requires a comprehensive analysis and diagnosis of the organization to determine the goals, scope, strategies, and implementation methods of the change. The objects of change administration were the administration, grassroots employees, products, services, and related processes because the administration must



first recognize the importance, necessity, and urgency of change in the organization to actively initiate change. This way, every member of the organization can participate in change administration.

The eight steps of change administration were:

- 1) Create a sense of urgency by carefully examining the market and competitive realities, identifying and discussing crises, and forming a powerful leadership coalition.
- 2) Organize a powerful leadership coalition and encourage this team to work together.
- 3) Develop a common vision and strategy for change to guide action.
- 4) Communicate the vision of change in a way that was easy to understand.
- 5) Allow others to try new ideas and approaches in practice.
- 6) Identify and implement short-term goals to achieve quick wins before long-term goals were achieved.
- 7) Consolidate the gains and develop more changes.
- 8) Anchor new behaviors deeply into the corporate culture.

### **Transformational leadership**

Transformational leadership was a type of leadership introduced by American political sociologist James Mac Gregor Burns (1978, p.158) in his classic work "Leadership" after the theories of leadership traits, leadership behavior, and leadership contingency. Transformational leaders inspire and motivate their followers to achieve their full potential and to work towards a common goal. They were able to create a vision for change and communicate it effectively to their followers, inspiring them to work towards achieving that vision. Transformational leaders were often seen as agents of change, able to bring about significant improvements in their organizations.

Burns (1978, p.67) proposed that transformational leadership was when a leader optimizes member interactions within the organization through their own exemplary behavior and concern for the needs of their subordinates. He advocated that leaders should provide a clear and explicit vision for their employees and encourage them to implement changes to achieve that vision. This allows employees to realize the importance and responsibility of the tasks they undertake, and to stimulate their higher-level needs or expand their needs and desires. This motivates

subordinates to put the interests of the team, organization, and greater political interests above their own personal interests.

The theory of transformational leadership extensively, deeply, and specifically explores the role of leaders in organizations, down to the individual level, and involves the cultural philosophy of the entire organization. In a collective, the leader plays a pivotal role, but the relationship between the leader and employees was interactive.

## **Concept and theory of leadership**

### **Definition of lead**

Lead refers to a process or behavior,  $lead (L) = f(\text{leader, follower, situation, leadership goal})$ , and can be regarded as a dynamic administration process.

According to American scholar Stephen P. Robbins (1990, p.78), “lead” was the act of taking action and exerting influence on an organization to help it achieve its goals or vision. This definition emphasizes the importance of leaders in guiding and directing the efforts of an organization towards achieving its desired outcomes. Leadership involves the ability to inspire and motivate others, as well as the ability to make strategic decisions and implement effective plans to achieve organizational goals. It was a critical component of organizational success.

Italian political scientist Machiavelli was an early person to study leadership theory. Machiavelli (1973, p.67) pointed out: "Leaders were the exercisers of power, those who can use skills and means to achieve their goals." American political scientist Bernard Burns further included "followers" as an element of leadership. Burns (1978, p.67) proposed “Leaders persuade followers to strive for certain goals, and these goals embody the common values and values of the leader and his followers. Motives, desires and needs, ambitions and ideals." Different political scientists and leaders have their own unique understanding of "leadership".

John P. Kotter, professor of leadership at Harvard Business School in the United States, "the father of leadership change." John P. Kotter (1996, p.109) proposed : "Management was used to deal with complex leadership was about change.”

The famous scholar Harold Koontz (2005, p.108) defined leadership this way: "Leadership was an important aspect of management. The ability to lead effectively was one of the necessary conditions for being an effective manager."

Peter Drucker (2006, p.89), the originator of management, proposed: Leadership was to create a situation in which people can work comfortably. Effective leadership should be able to complete the functions of management, that is, planning, organizing, commanding, and controlling."

But the most widely quoted definition in academic circles was Stephen Robbins' (1997, p.90) definition: "Leadership was the ability and process of influencing others to achieve their goals."

Chinese scholar Yuan Huifang (2010, p.78) proposed that there was a difference between lead and administration in the organizational context of universities. Lead was a kind of influence that accompanies voluntary follower ship, while administration was an obvious obedience under the authority of legal authority.

Chinese schola Yuan Huifang (2010, p.89) proposed that there was a difference between educational administration and educational leadership. Educational administration was to maintain order, while educational leadership was to bring about change. In terms of quality requirements, educational leadership requires the ability and knowledge required for leadership work, while for educational administrators, they need professional knowledge and skills.

Lead was the basic function of administration, which runs through the whole process of administration activities. There were both connections and differences between lead and manage. The same thing was that they were all influential activities to achieve the goals of the organization. The difference lies in the focus: leaders focus on grasping macro goals; while administration needs to coordinate and organize existing resources, implement plans, assign tasks, control and solve problems.

In conclusion, lead refers to the action process of guiding and influencing individuals or organizations to achieve certain goals under certain conditions. Among them, the person who implements the guidance and influence was called the leader, and the person who accepts the guidance and influence was called the leader, and

the certain conditions refer to the environmental factors in which they live. The essence of leadership was an interactive process between people.

### **Definition of leader**

Leader was someone who held a leadership position within an organization and influences the direction and goals of the organization through their actions and decisions. Leaders need to possess certain abilities and qualities, such as decision-making, communication, innovation, and strategic thinking. Leaders need to be able to motivate and guide their subordinates, helping them achieve personal and organizational goals. Leaders also need to continuously learn and improve in order to better adapt to changing environments.

Peter Drucker (1966, p.95) proposed that “leaders exist not for themselves, but for the organization and society.” This statement emphasizes the responsibility and mission of leaders, that is, leaders should take the interests of the organization and society as the starting point, rather than personal interests. In addition, Drucker also proposed that “leadership was an ability, not a position.” This statement emphasizes the essence of leadership, that is, leadership was not determined by position or status, but by personal ability and quality.

James MacGregor Burns (1978, p.56) proposed that “leaders were those who can influence others and have administrator authority.” This statement emphasizes two important characteristics of leaders, namely influence and administrator authority. In addition, Burns also proposed that “leaders were those who can inspire the potential of others and guide them to achieve common goals.” This statement emphasizes the mission and responsibility of leaders, that is, leaders should have the ability to inspire the potential of their subordinates and guide them to achieve common goals.

John Kotter (1997, p.43) proposed that “leaders were those who can turn vision into reality and inspire others to follow them.” This statement emphasizes the ability and responsibility of leaders, that is, leaders should have the ability to turn vision into reality and be able to inspire others to follow them. In addition, Kotter also proposed that “a leader was not an individual, but a team.” This statement emphasizes the importance of teamwork and collaboration for leaders.

In conclusion, a leader refers to a person who occupies a certain leadership position, has certain leadership authority, assumes certain leadership responsibilities, and performs certain leadership functions. The leader's duties, powers, responsibilities and interests were unified, which was a necessary condition for leaders to achieve effective leadership. Position was the symbol of the leader's identity, and thus produces basic functions such as guidance, leadership, command, coordination, supervision, and education; power was the legal power required by the leader to perform leadership functions; responsibility was the responsibility that the leader needs to bear to exercise power. Consequences; benefits were the rewards and punishments a leader receives for good or bad work. Leaders' positions must have corresponding powers, and those who had power must bear due responsibilities. Leaders who perform their duties and responsibilities should receive certain rewards. On the other hand, if you had the power but not the power, you would not be able to fulfill your leadership responsibilities. If you had the power but no responsibility, you would abuse your power. If you did not fulfill your duties, you should be punished.

#### **Definition of administrator**

Administrators were the main body of the administration behavior process. Administrators were generally composed of people or groups of people who have corresponding powers and responsibilities, have certain administration capabilities, and were engaged in practical administration activities. Administrators and their administration skills play a decisive role in organizational administration activities and accomplish goals in organizational activities by coordinating and monitoring the work of others.

The famous American management scientist Peter F. Drucker proposed the concept of "the role of the manager" in 1955. Drucker (1955, p.78) proposed that management was an invisible force, which was manifested through managers at all levels. The roles or responsibilities played by managers were generally divided into three categories: managing an organization (managing a business) for the survival and development of the organization; managing managers (managing managers); managing workers and work (managing workers and work) .

Henry Mintzberg (2004, p.86) proposed that managers play ten roles, which can be further classified into three categories: interpersonal roles, information roles and decision-making roles. Interpersonal roles arise directly from managers' formal power base. When managers deal with relationships with organizational members and other stakeholders, they play interpersonal roles. Interpersonal roles include representative roles, leader roles, and liaison roles. ; In the information role, managers were responsible for ensuring that the people working with them have enough information to complete their work smoothly. The information role that managers must play specifically includes three roles: supervisor, communicator, and spokesperson; In the decision-making role, managers process information and draw conclusions. The decision-making role specifically includes four roles: entrepreneur, interference counterer, resource allocator, and negotiator.

No matter what type of organization a manager was in, and no matter what level of management he or she was at, all managers need to have certain management skills. Robert L. Katz (1955, p.86) pointed out that managers must possess three skills: technical skills, interpersonal skills and conceptual skills. Based on the research of Robert Lee Katz, Heinz Weirick (1999, p.45) proposed that managers need to possess four skills: technical skills, personnel skills, ideological skills and design skills.

In conclusion, administrator was a person who performs administration functions in an organization, directs others to accomplish specific tasks, and was responsible for them. Administrators also refer to those who had corresponding powers and responsibilities, had certain administration capabilities, engage in real-life administration activities, and were responsible for planning, organizing and controlling resources such as people, finance, material, and information by coordinating the behavior and interpersonal relationships of organizational members. A person who was responsible for achieving the organization's stated goals. In the actual organizational environment, the middle leaders in the organization were generally called administrators. Therefore, for administrators, they were administrators when facing superiors, and leaders when facing subordinates. Some scholars believe that

the source of leadership of administrators was because of his position, this study believes that administrators had both position power and influence beyond power.

### Definition of leadership

The concept of leadership was closely related to the leadership process, leadership behavior, leadership ability, leadership knowledge and leadership situation, etc. They together constitute the concept chain of leadership and explain the relationship between the elements of leadership.



**Figure 2.1** Leadership concept relationship diagram

According to 2.1, the core layer (the first circle) was the leadership process, which was composed of specific leadership behaviors. The leadership process usually also represents the leadership practice; the second circle layer of leadership behavior, leadership ability and leadership knowledge were all direct or indirect products of the leadership process, among which, leadership ability was the key, which determines the quality and effect of leadership behavior. Leadership behavior was one of the main sources of leadership knowledge. Leadership knowledge was the element and foundation of leadership ability; the third circle layer of leadership situation refers to

the sum of environmental factors that ensure the normal operation of the leadership process. It was an important basis for the formation and development of elements such as leadership behavior, leadership ability and leadership knowledge.

In the past few decades, there had been numerous theories about leadership. The concept of "leadership" was also difficult to find clear and definite criteria, only vague boundaries. Stogdill (1974, p.33) proposed that "there were as many definitions of leadership as there were people who try to define it". James March, a master of administration academia, also proposed: "Leadership was such a topic: readers were attracted by its meaning, and authors were confused by its ambiguity." So far, there had been more than 60 definitions of leadership and leadership.

**Table 2.1** List of the concept of "leadership"

| Author        | Time | Viewpoint  |
|---------------|------|--|
| Harold Koontz | 1955 | a kind of influence, leadership was a process of influence, the art or process of influencing people's willingness and enthusiasm to work hard to achieve organizational goals |
| Peter Drucker | 1966 | Leadership was an ability, not a status  |
| James Kurzes  | 1987 | the excellent ability that administrators show in the process of using certain methods to promote members to achieve their goals   |
| Warren Bennis | 1994 | Leadership was the ability and process that enables organizations to reach a higher level  |
| John Maxwell  | 1998 | Leadership was the ability to influence others and gain a large number of followers  |



Table 2.1 (Continued)

| Author                      | Time | Viewpoint   |
|-----------------------------|------|---|
| Chinese Academy of Sciences | 2006 | the ability of leaders to attract and influence the led and stakeholders in a specific situation and to continuously achieve the goals of the group or organization |
| He Shankan, Yang Zheng      | 2013 | Leadership was the unity of power, ability and influence"; From the functional point of view, "leadership was the unity of thinking, decision-making and execution  |

According to Table 2.1, the researchers analyzed and studied the relevant documents, concepts and theories of "leadership", which consisted of Harold Koontz (1955), Peter Drucker (1966), James Kurzes (1987), Warren Bennis (1994), John Maxwell (1998), Academy of Sciences (2006), He Shankan and Yang Zheng (2013) and so on. The definitions as follows:

Harold Koontz (1955, p.67) believed that "leadership was a kind of influence. Leadership was a process of influence. It was the art or process of influencing people to work willingly and enthusiastically to achieve organizational goals." Former U.S. Secretary of State Dr. Henry Kissenger said: "Leadership was about taking his people from where they were now to where they haven't been yet." John P. Kotter said, "I don't think leadership can be taught, but we can help people discover and tap into their own leadership potential."

Peter Drucker (1966, p.87) proposed that "leadership was an ability, not a status." This quote emphasizes the essence of leadership, which was that leadership was not determined by position or status, but by personal abilities and qualities.

James Kouzes (1987, p.88) proposed, "Leadership was the excellent ability of managers to use certain methods to urge members to achieve goals, and in the process." In his book *The Leadership Challenge*, he proposed five core practices of effective leadership: setting an example, inspiring a shared vision, challenging the

process, enabling others to act, and inspiring. The Leadership Challenge was considered a classic in the field of leadership and was widely used in corporate training, leadership development programs, and higher education courses.

Warren Bennis (1994, p.90) proposed in "On Leadership" that leadership was the ability and process that enables organizations to reach a higher level. This definition emphasizes that a leader's mission was to lead the organization through their influence and actions and move the organization toward higher goals and achievements. Bennis emphasized that leadership was about influencing others, not just managing tasks. Leaders should have the ability to inspire and motivate others, helping them achieve personal and organizational growth and success.

John Maxwell (1998, p.65) proposed in "The 21 Irrefutable Laws of Leadership" that "leadership was the ability to influence others and gain a large number of followers." These principles include the Law of Influence, the Law of Respect, the Law of Intuition, etc., and focus on various aspects of leadership, including how to become a more effective leader, how to develop leadership skills, and how to build and lead teams.

The "Technology Leadership Research" Research Group of the Chinese Academy of Sciences (2006, p.43) believes that leadership was the leader's ability to attract and influence the led and stakeholders in a specific situation and continue to achieve group or organizational goals, and proposed the concept of foresight. , the "Five Forces Model" of charisma, influence, decision-making and control.

Chinese scholars He Shankan and Yang Zheng (2013, p.61) proposed that starting from the essence of leadership, "leadership was the unity of power, ability and influence" starting from the leadership function, leadership was thinking, decision-making and execution. unity". Among the "three forces" of power, ability and influence, ability was completely a flexible force that was not of a positional nature. Although influence has a certain relationship with the position, it was fundamentally a flexible force of a non-positional nature.

In conclusion, leadership refers to the general term for various leadership abilities that support leadership behavior. It was the inner power that determines the leader's leadership behavior. It was the driving force to achieve group or organizational

goals and ensure the smooth running of the leadership process. It was mainly manifested in the application of management work such as implementing plans, assigning tasks, grasping order, and controlling procedures in the leadership process. It serves to ensure the smooth progress of the leadership process or the smooth realization of leadership goals.

### **Theory of leadership**

#### **Traits theory of leadership**

Traits theories of leadership were also called quality theory, quality theory, and personality theory. This theory focuses on the study of the qualities and characteristics of leaders. It was the beginning of the entire leadership field, and its theoretical basis comes from Allport's personality trait theory. Leadership theorists in the early 20th century believed that leadership traits were innate and that only those who were born with leadership traits can become leaders. It emphasizes the impact of a certain number of qualities and characteristics of a leader that were unique and distinguishable from others on leadership effectiveness. The theory of leadership characteristics ignores the needs of subordinates, does not specify the relative importance of various characteristics, lacks the distinction between cause and effect, and ignores situational factors.

#### **Behavioral theory of leadership**

The behavioral theory of leadership was pioneered by Lewin, Lippitt and White (1939, p.12). They proposed that the best leadership behavior can be found by studying the specific behaviors of leaders in the leadership process and the impact of different behaviors on subordinates. Leadership behavioral theory focuses on studying the impact of leaders' work style and behavior on leadership effectiveness. The main research results include: K. Lewins three leadership styles theory, R. Likert's four management styles theory, leadership quadrant theory, management grid theory, leadership continuum theory, etc. These theories mainly focus on the two dimensions of concern for people and concern for production, as well as the control and control of superiors. Theories that classify leadership behaviors from a follower engagement perspective have had limited success in identifying consistent relationships between

types of leadership behaviors and group work performance. The main short coming was the lack of consideration of situational factors that influence success and failure.

### **Contingency theory of leadership**

The contingency theory of leadership, also known as the “situation theory of leadership,” was developed from the 1960s to the early 1970s. The contingency theory of leadership believes that there was no absolute best leadership style. Leadership was a dynamic process of interaction between the leader, the led and their environmental factors. Leadership effectiveness =  $f(\text{leader, led, environment})$ . The effectiveness of leadership was related to the specific situation and environment in which the leader operates. Leadership styles need to be determined on a case-by-case basis. Fiedler's model was the most representative contingency theory. Also includes: House's "pathway-goal" theory, Vroom and Yetton's "leadership-participation" model, Kaman's "leadership life cycle" theory, Reading's "three-dimensional leadership" theory, Boworth and Sishores "four-dimensional leadership" theory and R. Tannenbaums "continuum of leadership behavior" theory.

### **Transformational leadership style**

Burns (1978, p.35) proposed that transformational leadership style means that leaders tell subordinates about the company's vision, prompting subordinates to realize the significance of the work they were responsible for and actively take on it. Leaders provide care and guidance to subordinates, thereby cultivating employees' potential and continuously achieving organizational goals. process. Transformational leadership emphasizes leadership behavior and concern for the needs of subordinates. The power of leadership comes from the knowledge mastered by leaders and their control of uncertainty. Leaders use organizational responsibility and the creation and promotion of vision to promote organizational change. , conducive to cultivating the creativity of subordinate employees.

### **Transactional leadership style**

Burns (1978, p.56) proposed that transactional leadership style refers to a transactional leadership style in which leaders reward employees for their contributions to the organization and encourage subordinate employees to achieve the common goals of both leaders and subordinates and achieve a win-win situation.

Bass (1985, p.43) proposed that transactional leadership means that leaders promote employees' active work by clarifying the work content and work roles of subordinate employees and helping employees clarify clear work goals and work directions. The transactional leadership style focuses on the contractual transaction behavior formed between the leader and the led. It promises and stipulates the corresponding rewards that can be obtained after successfully completing the agreed work goals and tasks. Leadership behavior was accompanied by a strong purpose. Sexually, organizational goals were achieved by motivating employees through the reward and punishment relationship between both parties.

#### **Ethical leadership style**

Enderle (1987, p.67) was the first to propose the concept of "ethical leadership." He proposed that ethical leadership was based on the perception of reality and the realistic attitude of transforming actual life. Leaders always pay attention to the changes in the external environment caused by their self-determination and behavior, and work continuously towards the vision and goals of the organization. Specifically, it can be expressed as: for altruistic reasons, employees were required or influenced according to the authorized method, and leaders themselves improve and enhance their ethical influence.

Trevin (2003, p.89) proposed that ethical leadership should include ethical individuals and ethical administrators. As a administrator, the leader needs to promote the implementation of organizational strategies that can influence the organizations ethical concepts and satisfaction methods.

Brown (2005, p.44) proposed that ethical leadership uses the two-way communication between leaders and subordinates or coercive means through self-behavior and interpersonal interaction and communication relationships to help subordinates establish clear, normative, and appropriate work behavior methods.

#### **Servant leadership style**

Robert K. Greenleaf (1970, p.34) proposed that servant leadership refers to leaders who effectively play a leadership role in the team, putting the service of others first, treating their subordinates as important service objects, meeting the needs of

their subordinates, and putting the needs of employees above their own personal needs, surpassing the personal interests of leaders.

Nathan Evaa and Mulyadi Robin et al. (2019, p.124) proposed that servant leadership was oriented towards others, ranking the personal needs, interests, and goals of subordinates as higher than the personal goals of leaders, readjusting the degree of attention to individuals externally, and focusing on other people within the organization or community group.

Servant leadership was a selfless leadership philosophy that exists in practice. Such leaders lead by example, were willing to be servants, and lead by serving; the result of their leadership was to extend their service function. Servant leadership encourages cooperation, trust, foresight, listening, and the ethical use of power. Servant leaders do not necessarily hold formal leadership positions.

### **Importance of leadership**

The importance of leadership was mainly reflected in the influence of leaders on those led. In other words, leadership was the leader's ability to influence the led to achieve organizational goals. This means that leadership was the application of invisible influence, which can influence the led through the charm of personality. This influence should be a two-way interaction, and the generation of leadership may be multi-directional. This was also Changes arising from situations cannot be treated in isolation.

The importance of leadership was actually leadership traits, that was to say, good leaders should have excellent qualities. Stogdill (1948, 1974) summarized many literatures and proposed that effective leadership often includes taking responsibility, assigning tasks, and being energetic, goal-oriented, risk-taking, extroverted, confident, adaptable, emotionally stable, and influential. . Research by American scholars Kipatrick and Locke (1991, p.76) also proved that leaders were different from ordinary people in six aspects: internal drive, desire to lead, honesty and integrity, self-confidence, perception and professional knowledge. Kotter (1997, p.68), a famous leadership professor at Harvard University in the United States, proposed that leaders must master the knowledge and must possess leadership abilities and qualities. That is: industry and company knowledge, interpersonal relationships in the company and

industry, reputation and work records, abilities and skills, personal values, enterprising spirit, etc. American scholar Harvey Rosen (2000, p.54) proposed that leaders must possess eight elements, namely forward-looking, trust, sense of participation, spirit of curiosity, diversity, creativity, solid spirit and collective consciousness. Northouse (2000, p.87) proposed the main characteristics of leadership: intelligence, confidence, decision-making, integrity and social skills. Adair (2004, p.98) proposed that leaders need to demonstrate the following qualities or characteristics when performing their duties: group influence, directing actions, calmness, judgment, concentration and responsibility.

House and Baetz (1979, p.87) proposed that charismatic leaders "have a profound and extraordinary impact on their followers because of the power of their own personal abilities.". Charismatic leadership mainly includes the desire to dominate, strong desire to influence, self-confidence and strong moral values.

The US Army proposes that the three elements of leadership were Be (become), Know (understand), and Do (act). Among them, Be (become) requires that leaders have the values and qualities of leadership traits, namely honesty, competence, foresight, inspiration. Leaders must have LDRSHIP requirements: loyalty, duty, respect, selfless service, honor, integrity and personal courage. In terms of Know (understand), a certain level of knowledge was required and four key skills must be mastered: interpersonal communication skills, conceptual skills, technical skills and strategic and tactical skills. The third element DO (act): successful leaders have three key ways of action. They gather people into teams and organizations with unified goals. They take practical actions to achieve expected results. They guide change to make organizations stronger than they were at the beginning. In the language of the US Army, these actions were called influence, execution and improvement.

Chapman (2004, p.95) proposed seven paths to leadership. He believes that leadership was from inside out. Leadership was not something that one person does. It comes from somewhere inside the individual. A person can achieve inside-out leadership through seven paths: goal control, change control, interpersonal control, essential control, balance control, action control and personal control. In fact, the seven paths proposed by Cashman were also the seven abilities that leaders must

have. At the same time, Chapman and Oneill (2004, p.97) proposed a classic leadership formation model. They believe that leadership was the sum of the first five elements multiplied by the sixth element.

$$\text{Leadership} = \sum \left[ \begin{array}{l} \text{A sense of mission full of ideals} \\ \text{Decisive and correct decision} \\ \text{Shared compensation} \\ \text{Communicate efficiently} \\ \text{Enough power to influence others} \end{array} \right] \times \text{Positive}$$

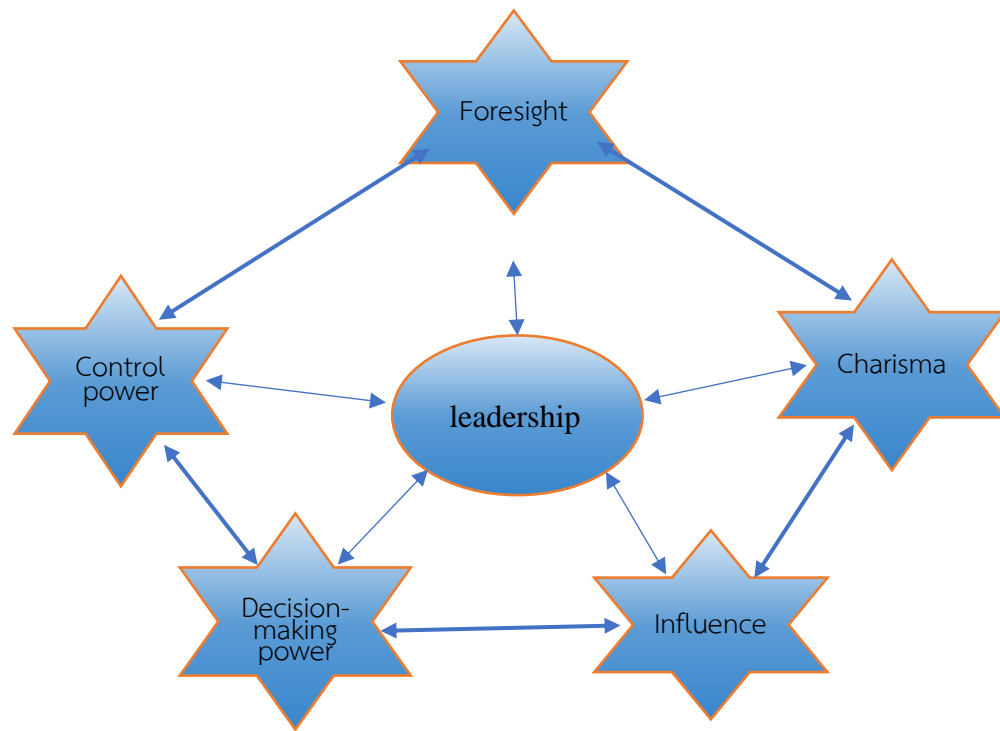
**Figure 2.2** Leadership Formation Model of 2.2 Chapman and O 'nel

According to figure 2.2, the model includes six elements: a sense of mission full of idealism, decisive and correct decision-making, Shared rewards, efficient communication, the ability to influence others enough and a positive attitude. It should be noted that leadership was deeply rooted in the soil on which it depends for survival-the empowered followers. The power of leaders comes from their followers rather than their superiors.

Hughes Gnnett and Cuephy (2004, p.121) proposed that ,basic leadership skills and advanced leadership skills in "Leadership research". Basic leadership skills mainly include the following contents: learning from experience; communication; listening; decisiveness; providing constructive feedback; guidance on effective stress administration; building technical job skills; building good relationships with superiors; building good relationships with colleagues; setting goals; punishment; holding meetings. Advanced leadership skills mainly include the following contents: authorization; conflict administration; negotiation; problem solving; improving creativity; diagnosing performance problems at individual, group and organizational levels; shaping work teams; shaping team obstacles; shaping senior teams; (leadership) development plans; credibility; coaching and authorization.



By the research group of "Science and Technology Leadership Research" of the Chinese Academy of Sciences, composed of Chinese scholar Professor Huo Guoqing and other researchers, has put forward the "Five Forces Model" of leadership.



**Figure 2.3** Five Forces Model of Leadership

According to figure 2.3, "Technology Leadership Research" Research Group of the Chinese Academy of Sciences (2006, p.23-25) proposed that leadership should have five forces, namely, foresight, inspiration, influence, decision-making and control, among which the first was the ability of leaders to accurately predict the development of events and make plans for them that can match emergencies-foresight; In practical work, the ability to attract and drive the leaders-charisma; The ability to influence the behavior of others-influence; Correct and decisive decision-making ability-decision-making power; The ability to control the general direction of organizational goals-control. This model was a high abstraction of leadership, a generalization of leadership ability, quality and characteristics, and also a result of the localization of leadership in China, which plays an important role in the research of leadership. Each force in the

"Five Forces of Leadership Model" can be decomposed, and the specific elements as follower:

**Table 2.2** List of component elements of "Five-force Leadership Model"

| Charisma                    | Foresight   | Influence                    | Control power       | Decision-making power     |
|-----------------------------|---|------------------------------|---------------------|---------------------------|
| Ideals/beliefs              | Leader's strategic concept  | Motivation administration    | Value control       | Decision-making method    |
| Personality/self-confidence | Grasp the law of development of science and technology and industry | Relationship Administration  | Cadre control       | Decision-making resources |
| Passion/Challenge           | Grasp the Development Trend of Macro Environment                    | Communication administration | Conflict control    | Timing of decision making |
| Self-cultivation/ethics     | Insight into organizational history and culture                     | Power administration         | Information Control | Decision-making risk      |
| Intelligence/experience     | Be aware of stakeholder expectations                                | Benefit administration       | Normative control   | Decision-making benefits  |

According to table 2.2, the "Science and Technology Leadership Research" project team of the Chinese Academy of Sciences has conducted a more comprehensive decomposition of leaderships "foresight, appeal, influence, decision-making and control". At present, the analysis of the importance of leadership in the Chinese academic community and the research on the constituent elements of leadership were mainly based on this "five-force model".

In conclusion, importance of leadership means the qualities that leaders must possess, including foresight, inspiration, influence, decision-making and control. For university administrators, in addition to having foresight, inspiration, influence, decision-making and control, they must also have the ability of educational concepts, academic

ethics, professional knowledge, administration knowledge, strategic administration, relationship administration and decision-making administration.

### **Concept of female leadership**

#### **Definition of female leadership**

The concept of female leadership began to attract widespread attention and discussion can be traced back to the feminist movement of the 1960s and 1970s. During this period, women began to actively fight for equal rights and social status, including striving for a greater leadership role in the workplace. In the 1980s and 1990s, the roles and abilities of women leaders began to receive greater attention, with a series of research and publications exploring female unique contributions and styles in leadership. In this context, the concept of female leadership came to prominence. It highlights the special experiences, values and skills of women in leadership and the impact they bring to organizations and teams. The concept of female leadership developed further in the 1990s and early 2000s. However, scholars currently do not reach a consensus on the connotation of female leadership.

**Table 2.3** List of definition of female leadership

| Author      | Time | Viewpoint  |
|-------------|------|--|
| Ye Zhonghai | 2000 | There were three levels of female leadership: base, middle and top.  |
| Chen Fang   | 2005 | Female leadership refers to the ability to focus on vision, innovation, strategic direction, change and doing the right things.        |
| Sue Hayward | 2007 | Female leadership refers to the ability of female leaders,   |
| Jiang Lai   | 2011 | Female leadership was the ability of female leaders with leadership positions or leadership resources to lead effectively.             |
| He Shankan  | 2013 | Female leadership was a synergy formed during the interaction between female leaders and the led to maximize leadership effectiveness. |

Table 2.3 (Continued)

| Author          | Time | Viewpoint  |
|-----------------|------|--|
| Li Miaomiao     | 2016 | The definition of female leadership was divided into two different concepts: narrow sense and broad sense.   |
| Meng Yong       |      |  |
| Mary C. Gentile | 2017 | The smart, agile, flexible and other leadership qualities displayed by female leaders were more suitable for the current changes in economic globalization of enterprises.   |
| Wang Weihua     | 2010 | Female leadership in a narrow sense refers to the leadership of female leaders: Female leadership in a broad sense refers to the leadership of leaders with feminine personalities and traits.   |
| Gu Jing         | 2020 | Female leadership means the ability of female to serve as leaders or administrators in organizations.use their unique feminine charm and leadership style to influence others in the process of organizational operation and jointly achieve organizational goals. |

According to Table 2.3, female leadership mainly refers to "female" leadership, including "female" in the biological sense and "female" in the social sense. In previous research, "female leadership" and "male leadership" were mostly compared and analyzed. The specific definitions were as follows:

Ye Zhonghai (2000, p.78) proposed that female leadership capabilities were divided into three levels: the basic level consists of investigation and research abilities, philosophical thinking abilities, psychological endurance and adjustment abilities, and the ability to cooperate with the opposite sex; the middle level consists of predictive and decision-making abilities, It consists of the ability to engage in social activities, the ability to know people well, the ability to guide grassroots work, and the ability to adapt to changes in circumstances. The highest level was composed of the ability to pioneer and innovate.

Chen Fang (2005, p.65) believes that female leadership refers to the ability to focus on vision, innovation, strategic direction, change, and do the right things, including the ability to form an organizational vision, define purpose, formulate

strategies and goals, and build an organization. Cultural capabilities, the ability to establish institutions and systems, etc.

Sue Hayward (2007, p.86) proposed that female leadership refers to the ability of female leaders. Female leaders not only have the style and basic qualities that leaders should have, but also reflect the unique character charm of women. This point of view was based on Sue Hayward's book "Female Leadership", which uses the experiences of dozens of women as a perspective to explore the leadership skills that women need.

Jiang Lai (2011, p.66) proposed that female leadership was the ability of female leaders with leadership positions or leadership resources to implement effective leadership. Jiang Lai believes that even now, the obstacles to the development of female leadership have evolved from cement walls to glass ceilings to a labyrinth, and they still face difficulties amid the huge historical opportunities.

He Shankan (2013, p.61) proposed that the concept of female leadership refers to a combined force formed by female leaders in the process of leadership activities. They fully utilize their unique traits, charm, and behavioral styles to influence those being led. This occurs within certain leadership contexts and during interactions with those being led, aiming to maximize leadership effectiveness. This combined force aims to stimulate the potential of organizational members and achieve outstanding achievements for the organization. From this definition, it was clear that female leadership exists in the dynamic system process of interaction among female leaders, those being led, and the leadership environment. It was not solely possessed by a single female leader or those being led, nor does it exist only in the interaction between the female leader and those being led. Female leadership was a comprehensive force, manifested in the interactive operation among the female leader, those being led, and the leadership environment.

Li Miaomiao and Meng Yong (2016, p.29) proposed that the definition of female leadership can be divided into narrow and broad senses: In the narrow sense, based on biological characteristics and social gender theory, the leadership process implemented by females, the influence they exert, and the effects they produce can be defined as female leadership. In the broad sense, based on leadership trait theory and leadership behavior theory, the leadership demonstrated by leaders with feminine characteristics can be called female leadership, and the leading subject can be either

male or female. This translation was done in accordance with the logical and academic nature of educational management research.

Mary C. Gentile (2017, p.87) proposed in two books, "Women and Leadership: Reframing the Narrative, Redefining the Agenda, Improving the Practice" and "Women's Leadership: A Global Perspective", that female leaders show intelligence and agility, flexibility and other leadership qualities were more suitable for the current changes in economic globalization of enterprises. The diversity and influence of female leaders were presented, focusing on the roles, challenges and opportunities of women in the field of leadership.

Gu Jing (2020, p.134) proposed that female leadership means the ability of female to serve as leaders or administrators in organizations, use their unique feminine charm and leadership style to influence others in the process of organizational operation and jointly achieve organizational goals.

Female leadership was the unique leadership style and characteristics displayed by women in leadership positions. Female leaders usually have a high degree of emotional intelligence, communication skills, collaboration skills and innovation capabilities. They can better understand and meet the needs of employees, establish a more harmonious working environment, and improve the organization's performance and innovation capabilities. Female leaders usually pay more attention to the development and growth of employees, pay more attention to teamwork and collaboration, and can better stimulate the potential and creativity of employees. Therefore, female leadership was a unique and important leadership style that was of great significance to the development and innovation of organizations. Through literature comparison, China has basically formed a systematic theoretical system in the study of female leadership. Although Western countries put forward the study of female leadership earlier, the theoretical foundation was relatively weak and no systematic theoretical system has been formed.

In conclusion, female leadership refers to leadership with a flexible leadership style that was dominated by women. It was mainly manifested in the leadership ability of women who serve as leaders or administrators and use their unique female leadership traits and flexible leadership style to influence others and jointly achieve organizational goals during the operation of the organization.

### **Female Leadership Traits**

Starting from the theory of leadership traits, female leadership traits refer to a series of traits derived from the physiological, psychological, behavioral, concepts, attitudes and other characteristics common to female leadership groups in leadership activities.

Eagy (1990), Dalton (2003), Knippenberg (2004, p.58) proposed that female leaders tend to be more inclined toward democratic and participatory management.

Rosener (1995, p.89) proposed that men tend to work in a commanding manner, while female leaders show more encouragement and actually participate in work. Compared with male leaders, female leaders were more empathetic, and female executives demonstrate a leadership style that emphasizes inclusive interaction. Specifically, women solicit the opinions of others and encourage participation in the decision-making process by maintaining an open dialogue with subordinates. Communication channels to share power and information and support subordinates sense of self-worth.

Helgesen (1996, p.90), Book (2000, p.67) proposed that female leaders usually focus on communication and coordination, were more careful, and were able to establish coordinated and good interpersonal relationships.

The "Survey Report on the Current Situation of Female administrators in China" released by Beijing Guanghua School of Management in 2006 showed that female leaders have the advantages of being proactive, considerate, diligent, helpful, decisive, smart, perseverant, and have strong social skills.

Zhou Aimin (2008, p.54) proposed that the leadership traits that female leaders demonstrate in their leadership work mainly include: caring, considerate, thrifty, strong sense of responsibility, strong affinity, strong perception, strong communication skills, strong appeal, and dedication.

Dong Xiaoyan (2009, p.145) proposed that compared with male leaders, some gender characteristics of female leaders in organizational situations were important factors that help them achieve career promotion, and were also a strong support for helping organizations achieve outstanding achievements. She found that the main advantages of female leadership were: stronger communication skills, sharper intuition, more rigorous and meticulous personality, flexible and democratic leadership style.

Kellerman et al. (2012, p.109) proposed that female have a significant trait of a strong sense of mission. Due to the heavy responsibility of childbearing borne by female, it was easy for them to form a sense of inheritance and mission in the process of nurturing and caring for children, which will become an extremely important part of their nature.

Yang Zheng (2013, p.127) proposed that the characteristics of female leadership were mainly: tendency towards democratic decision-making and humanization; focus on communication and organizational interaction; good at motivating and inspiring, focusing on long-term effects; more approachable and focusing on humanistic career.

Li Ning (2013, p.90) proposed that there were three main aspects of female leadership traits that affect the career development of female leaders: core traits, primary traits, and secondary traits. Core traits include self-confidence and independence, self-improvement and integrity, and emphasis on image, etc.; primary traits include being strong but not aggressive, gentle but not charming, loving family, etc.; secondary traits include loving learning, being good at communicating, and being energetic, etc.

Zhou Yingjun (2015, p.97) proposed that the leadership characteristics of entrepreneurial women were mainly reflected in strong strength, super endurance, attention to details and implementation, decision-making based on intuition, and good use of non-power factors.

Guo Shubing and Rong Mei (2016, p.99) proposed that female leaders were a symbol of flexible corporate management, and their cohesion was significantly higher than that of male leaders. In addition, female leadership traits also include: communication and coordination ability, execution ability, influence, management and control ability, moral quality, learning ability, and personality traits.

George R. Goethals and Crystal L. Hoyt proposed in the paper "Women and Leadership: History, Theories, and Case research" (2017, p.79) that female leaders were more inclined to adopt democracy, participation, change and care than male leaders. A leadership style that pays more attention to the welfare and ethics of others and was more able to inspire the participation and efforts of followers.

Zhang Bicui (2017, p.98) proposed that the characteristics of female leaders were mainly reflected in: good interpersonal relationships; strong language expression ability and communication skills; persistent and tenacious character.



Liang Xueting and He Shuibin (2017, p.48) proposed that from the perspective of gender differences, female leaders who participate in political affairs were taken as the research object. By comparing the differences between men and women in leadership activities, it was found that the leadership advantages of female leaders include: better communication and coordination skills, higher affinity, and thoughtfulness. Emotions were more delicate and have a "normal mind" compared to men.

Chen Hui (2017, p.97) proposed that compared with men, the leadership characteristics of female leaders were more inclined to humanistic management. The ability of female leaders to adapt, adjust and respond quickly to environmental changes was the competitive advantage of female leaders in organizations compared with men. She compared the leadership traits of men and women and believed that male leaders were strong, rational, intelligent, powerful, confident, self-esteeming, and dominant, while female leaders were emotional, emotional, and intuitive.

Research on female leadership traits was often based on differential comparisons with male leadership traits. Since this study was based on China's national conditions, it summarizes the theory of Chinese female leadership traits based on the research of Chinese scholars. According to the "Survey Report on the Current Situation of Chinese Women in the Workplace in 2023" released by Zhaopin Recruitment, it can be found that the differences between female leaders and male leaders in terms of leadership traits were mainly: more patient, good at collaboration, compassionate and empathetic Heart, appearance advantage, can give full play to the advantage of affinity, honesty and trustworthiness, trustworthy.

**Table 2.4** Comprehensive description of female leadership traits

| Author   | Time | Description of Female Leadership Traits  |
|--|------|--|
| Eagy   | 1990 | Democracy, participatory management  |
| Dalton   | 2003 |  |
| Knippenberg  | 2004 |  |
| Rosener  | 1995 | Empathy, tolerance and interaction, emphasis on communication  |
| Helgesen   | 1996 | Focus on communication, coordination, carefulness,   |
| Book   | 2000 | and good interpersonal relationships   |
| "Survey Report on<br>the Current<br>Situation of Female<br>administrators in<br>China" | 2006 | Positive, considerate, diligent, helpful, decisive,<br>smart, perseverant, and strong in social skills   |
| Zhou Aimin   | 2008 | Caring, considerate, thrifty, responsible,<br>approachable, perceptive, communication skills,<br>infectious, and dedicated   |
| Dong Xiaoyan   | 2009 | Stronger communication skills, keener intuition,<br>more rigorous and meticulous personality, flexible<br>and democratic leadership style  |
| Kellerman et al.   | 2012 | Strong sense of mission  |
| Yang Zheng   | 2013 | Prefer democratic decision-making, focus on<br>communication and interaction, be good at<br>motivating and encouraging, focus on long-term<br>results, be more approachable, and pay attention to<br>humanistic care |
| Li Ning  | 2013 | Confident and independent, self-reliant and honest,<br>attach importance to image, love family, love to<br>learn, good at communication and energetic  |

Table 2.4 (Continued)

| Author  | Time | Description of Female Leadership Traits  |
|---|------|--|
| Zhou Yingjun  | 2015 | Strong strength, great endurance, attention to details and implementation, decision-making based on intuition, good at using non-power factors                                       |
| Guo Shubing<br>Rong Me  | 2016 | Strong cohesion, good communication and coordination skills, execution ability, influence, management and control ability, moral character, learning ability and personality traits  |
| George R. Goethals<br>Crystal L. Hoyt   | 2017 | Democratic, participatory, transformational and caring leadership style that inspires follower participation and effort  |
| Zhang Bicui   | 2017 | Good interpersonal relationships; flexible, friendly and harmonious; strong language expression and communication skills; persistent and tenacious character                         |
| Liang Xueting<br>He Shuibin   | 2017 | Have better communication and coordination skills, higher affinity, and more delicate thoughts and emotions. compared with men, they have a "normal mind".                           |
| Chen Hui  | 2017 | Prefer humanistic management, have strong ability to adapt, adjust and respond quickly to environmental changes, be emotional, perceptual, intuitive, compassionate and approachable |
| "Survey Report on<br>the Current<br>Situation of<br>Chinese Women in<br>the Workplace in<br>2023" | 2023 | Patient, collaborative, compassionate and empathic, good appearance, able to take advantage of affinity, honest and trustworthy, trustworthy   |

According to table 2.4, scholars generally believe that compared with male leaders in terms of leadership, female leaders have stronger communication skills, sharper intuition, more rigorous and meticulous personalities, and were good at motivating subordinates and being considerate. , the leadership style was more flexible, democratic, higher in affinity, more "normal" than male leaders, more emotional, more delicate, more compassionate and empathic, focusing on humanistic care, etc.

According to previous research, female leadership traits tend to be more transformational leadership. Burns (1978, p.90) defined transformational leadership in his book "Leadership" as: leaders stimulate subordinates' high-level needs or expand subordinates' needs and desires by making employees aware of the importance and responsibility of the tasks they undertake. Enabling subordinates to transcend personal interests for the good of the team, the organization, and the greater political cause. Bass et al. (1990, p.78) initially divided transformational leadership into six dimensions, which were later summarized into three key factors. Based on this, Avolio (2000, p.99) summarized the measurement variables of transformational leadership behavior into four aspects. Ideal idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Chinese scholars Li Chaoping and Shi Kan (2005, p.46) drew on the four-dimensional transformational leadership style measurement structure of leadership charisma, charisma, intellectual stimulation and personalized care proposed by Bass in the transformational leadership style, and developed a new measurement structure based on China's national conditions. Leadership trait measurement scale, measurement variables include: vision inspiration, moral conduct, leadership charisma and personalized care. Shi Jiehui (2015, p.76) also proposed a female leadership trait measurement scale based on transformational leadership style based on the research of Bass, Li Chaoping, Shi Kan and other scholars. The measurement variables include: leadership charisma, motivation, intellectual inspiration, personality cultural care and ethical management. Shang Ke (2018, p.87) proposed on the basis of previous research that the trait variables of female leadership should be combined with the flexible traits of female leaders. The measured variables were: flexible leadership charisma, belief motivation ability, work inspiration ability, humanistic care ability and morality. Perceptual abilities.

The researcher conducted an in-depth analysis of the relevant theories of female leadership and scholars research on female leadership characteristics. The characteristics of female leadership were mainly reflected in: flexible leadership charisma, inspirational motivation, intellectual stimulation, personalized care, ethical management, personality traits, learning ability, management and control ability, execution ability, and insight ability.

**Table 2.5** List of female leadership characteristics

| Author                              | Bass(1985) | Rosener(1995) | Helgesen(1996) | Li Chao&Shi | 2006 Survey Report on the Status of female middle administrators in China | Zhou Aimin(2008) | Dong Xiaoyan(2009) | Shi Jiehui(2015) | Guo Shubing&Rong | George R. Goethals | LiangXueting&He | Chen Hui (2017) | 2023Survey report on the current situation of Chinese women in the workplace | Total |
|-------------------------------------|------------|---------------|----------------|-------------|---|------------------|--------------------|------------------|------------------|--------------------|-----------------|-----------------|--|-------|
| Flexible leadership charisma        | √          | √             | √              | √           |   | √                | √                  | √                | √                | √                  |                 | √               |  | 10    |
| Personality                         |            |               |                |             | √   |                  | √                  |                  | √                |                    |                 |                 | √  | 4     |
| Intellectual stimulation            | √          | √             |                | √           |   | √                |                    | √                |                  |                    | √               |                 |  | 6     |
| power of execution                  |            |               |                |             |   |                  |                    |                  | √                |                    |                 |                 |  | 1     |
| Achievement motivation              |            |               |                |             |   | √                |                    |                  |                  |                    |                 |                 |  | 2     |
| personalized care                   | √          | √             |                | √           |   | √                |                    | √                |                  |                    |                 |                 |  | 6     |
| learning capacity                   |            |               |                |             |   |                  |                    |                  | √                |                    |                 |                 |  | 1     |
| Management and control capabilities |            |               |                |             |   |                  |                    |                  | √                |                    |                 |                 |  | 1     |
| Ethical management                  |            |               |                | √           |   | √                |                    | √                | √                |                    | √               |                 | √  | 6     |
| Inspirational motivation            | √          | √             | √              | √           |   | √                |                    | √                | √                | √                  | √               |                 | √  | 10    |

According to Table 2.5, this study combines Bass and Rosener (1995), Helgesen (1996), Li Chao and Shi Kan (2005), Dong Xiaoyan (2009), Zhou Aimin (2008), Shi Jiehui (2015), Guo Shubing and Rong Mei (2016), Liang Xueting and He Shuibin (2017), Chen Hui (2017) and other scholars' research results, as well as the 2006 "Survey Report on the Current Situation of Chinese Women Managers" and the 2023 "Survey Report on the Current Situation of Chinese Women in the Workplace", the selection frequency was 6 (Including 6). The above female leadership traits were used to derive five measurement variables of female leadership traits in this study: flexible leadership charisma, inspirational motivation, intellectual stimulation, ethical management and personalized care, and served as the framework of this research.

### **Flexible leadership charisma**

Flexible leadership charisma was a combination of flexible leadership and leadership charisma. In the field of leadership, flexibility refers to the combination of the leader's flexible characteristics and the flexibility in the organizational environment. The organization can use its own flexible characteristics to resist the uncertainty and crisis caused by unpredictable changes in the external environment. Leaders implement people-oriented leadership concept using a more flexible and flexible leadership style to conduct leadership behaviors and influence subordinates from the inside out to lead subordinates and the organization to achieve organizational goals. Charismatic leadership means that the leader sets an example for followers, and followers identify with the leader and were willing to imitate the leader. Leaders usually have high moral standards, values, and moral behaviors. Leaders provide followers with goals and visions, and provide followers with a sense of mission.

Gary Uecker (2004, p.65) in his book "Flexible Leadership" proposed that "flexibility was mainly derived from leadership's adaptability, changeability and effectiveness as opposed to hard leadership." Flexible leadership was the opposite of hard leadership. In response to the continuous changes in the internal and external environment, leaders need to seek a balance in various environments that compete with each other for survival of the fittest. "

Manfred F.R. Kets de Vries (1978, p.67) proposed to incorporate six elements into the composition of flexible leadership: organizational structure, values, interpersonal relationships, energy, behavior and power. Manfre emphasized the complexity and diversity of leadership, believing that leadership not only involves technical and management skills, but also involves emotional intelligence, moral character and the management of interpersonal relationships.

Du Yuxian (2002, p.38) proposed: Flexible leadership refers to relying on the leader's non-power influence and adopting non-coercive orders based on the study of people's psychology and behavior to create a potential persuasiveness in people's minds, making them consciously obey and gain psychological recognition, thereby turning the organization's will into leadership behavior for people to act voluntarily.

He Shankan and Yang Zheng (2016, p.61) proposed that flexible leadership was the counterpart of rigid leadership. It mainly arouses the psychological response of the led in a non-coercive way and changes the leader's intentions and organizational goals to the led. Conscious behavioral leadership. The biggest characteristic of flexible leadership was that it does not rely on positional power, administrative orders, rules and regulations, and hierarchical organizations, but relies on non-positional influence to exert its effects.

Zhang Jing (2018, p.119) proposed that the essence of flexible leadership was not to simply act in accordance with the rules and regulations of the organization, nor to focus solely on organizational performance and organizational goals, but to focus on people-oriented and pay attention to the psychological needs and work needs of subordinates. , respect and be good at listening to the overall opinions of subordinates, and strive to jointly explore the best solution to problems without destroying the organizational goals and vision.

Weber (1920, p.66), a master of German sociology, proposed that charismatic leadership refers to "charismatic leadership based on the love for the extraordinary sacred, heroic or exemplary qualities of an individual, and the normative form or order revealed or promulgated by him" authority. He believes that "charm" refers to a leader's natural attraction, appeal and influence on subordinates.

Robert House (1976, p.43) proposed that charismatic leadership refers to people who were dominant, highly infectious, full of self-confidence and have a strong sense of personal morality. The leader's charisma and attractiveness may enhance his influence and help To build a positive work environment and teamwork.

Bass (1990, p.23) and Avolio (2010, p.54) proposed idealized influence in the measurement structure of transformational leadership style. Idealized influence refers to behaviors that can make others trust, admire and follow. It involves the leader becoming a role model for subordinates' behavior and gaining their followers' recognition, respect and trust. These leaders generally have generally recognized high ethical and moral standards and strong personal charisma, and were deeply loved and trusted by their subordinates. Everyone recognizes and supports the vision plan he advocates and has high hopes for his success.

Li Chaoping and Shi Kan (2005, p.34) proposed that leadership charisma refers to leaders who have excellent professional abilities, open-mindedness, strong sense of innovation, strong professionalism, were very committed to their work, and can demand themselves with high standards. Work etc.

Samnani& Singh (2013, p.54) proposed that charismatic leaders have strong personal appeal, and they create extraordinary feelings of self-esteem, admiration, respect and trust in their followers. They direct and control the efforts of their subordinates through the magnetism of their personalities and relevant field experience.

Shang Ke (2018, p.36) proposed that female leaders, with their unique soft charm, were more likely to infect the atmosphere of the organization, get along more harmoniously with other members of the organization, were more likely to have a sense of belonging and honor and disgrace to the organization, and were more likely to have a sense of responsibility for their own work. Can generate greater enthusiasm for the new work to be completed.

Flexible leadership was not unique to female leaders. Male leaders were also suitable for flexible leadership, but the feminine characteristics of women were more consistent with the management concept of flexible leadership. Female leaders usually have modest and kind qualities, which makes them more able to use flexible



leadership methods to understand, care for, respect, and motivate employees. By giving full play to their own characteristics, especially empathy, and being good at empathy, female leaders can observe and discover the problems of their subordinates, and give their subordinates sufficient space to try and make mistakes, so as to guide their subordinates to achieve mutual success and empower each other.

In conclusion, the flexible leadership charisma described in this article refers to combining the flexible characteristics of female leaders with the flexibility in the organizational environment, and relying on non-positional influence to lead subordinates and the organization to achieve organizational goals. Its main characteristics were: good at communication and collaboration, keen intuition, rigorous and meticulous personality, compassionate and empathic, with appearance advantages, considerate, democratic and friendly, honest and trustworthy, patient, easy to be emotional and perceptual, focusing on humanistic care. At work, he was good at building an organizational cultural atmosphere and relationship structure that was interactive, humane, equal, caring, and flexible. He was highly adaptable to the work environment, avoids coercive leadership, and relies on non-powerful influence to make subordinates obey. and recognition, has a natural attraction, appeal and influence on subordinates, and can inspire confidence, trust and belief in subordinates.

### **Inspirational motivation**

Inspirational motivation refers to leaders expressing high expectations to subordinates, motivating them to join the team and become part of the team's shared dreams. In practice, leaders often use team spirit and emotional appeal to unite the efforts of subordinates to achieve team goals. As a result, the work performance obtained was much higher than the performance produced when employees strive for self-interest.

Herzberg proposed the "Two-Factor Theory" based on Maslow's "Hierarchy of Needs Theory". He believed that organizations need to satisfy employees' "motivating factors" to improve employee satisfaction, while improvements in "hygiene factors" will Remove dissatisfaction.

American psychologist Vroom (1964, p.45) proposed the "expectancy theory". He believed that people will be motivated only when they expect that their actions will help achieve a certain goal and the goal was attractive. do a specific action. This theory states that an individual's effort depends on the relationship between the size of the task and the amount of reward. Only when the closeness between reward and performance increases, the degree of motivation for individuals will be enhanced.

Adams proposed "equity theory". He believed that individuals not only pay attention to the absolute amount of their own rewards, but also pay more attention to the results of comparing their own inputs and incomes with the inputs and incomes of others.

Edwin Locke proposed "goal motivation". He believed that goals themselves have a motivating effect. Goals can transform people's needs into motivations, make people work in a certain direction, and align their behavioral results with established goals. Compare it with the target and make timely adjustments and corrections so that the target can be achieved.

American psychologists such as Hyde and Ross and Australian psychologist Andrews proposed the "attribution theory". They believe that changing people's self-understanding changes people's behavior, and the achievement of achievements depends on the individual's past success or failure. Different attributions.

Bass (1990, p.32) and Avolio (2010, p.54) proposed charisma in the measurement structure of transformational leadership style. Charisma refers to leaders placing high expectations on followers and motivating them to devote themselves to the cause of realizing the organizational vision. In practice, leaders use creed and emotional contagion to unite members of the organization to achieve something greater than their own personal interests, so this factor enhances team spirit.

Zhang Yanni and Zhang Guolei (2013, p.36) proposed that in the process of implementing incentives, intrinsic incentives and extrinsic incentives should be organically unified based on actual needs, and intrinsic incentives and extrinsic incentives should be implemented in place.

Hao Ting and Liu Liyuan (2023, p.91) proposed that executive incentives can effectively solve the principal-agent problem and improve managers enthusiasm. Therefore, executive incentives have become an effective measure to promote enterprises to increase R&D investment.

Li Chaoping and Shi Kan (2005, p.76) proposed that vision motivation means that leaders can solicit opinions from subordinates on some important matters, encourage subordinates to take on challenging work tasks, and encourage subordinates to set higher work goals for themselves. ; Leaders can talk optimistically and freely about the future with their subordinates, and can point out the goals and direction of progress for their subordinates, so that their subordinates can be confident in the future of the organization.

Shi Jiehui (2015, p.32) proposed that motivation means that leaders explain to subordinates the long-term significance of the work they do, describe a desirable future to subordinates, and can indicate the goals and direction of progress for subordinates.

Shang Ke (2018, p.37) proposed that male leaders were mostly task-oriented, and their goal was to motivate subordinates to work hard and achieve organizational goals through reward and punishment mechanisms and vision descriptions; while female leaders were mostly relationship-oriented, and they pay more attention to their subordinates. spiritual realm. In the face of subordinates complaints, anxiety, malaise and other emotional problems, female leaders beliefs and emotional incentives were more effective and more meaningful in the long term than male leaders simple material incentives.

In conclusion, inspirational motivation means that leaders use incentives to stimulate the work passion and motivation of subordinates, mobilize their enthusiasm and creativity, and make subordinates work hard to complete organizational tasks and achieve organizational goals. Its main characteristics were: paying attention to the spiritual realm of subordinates, mobilizing the inner motivation of subordinates through belief and emotional stimulation, and encouraging subordinates to set higher work goals for themselves; inspirational incentives can promote subordinates to fully exert their talents and wisdom, attract and retain outstanding talents, enhance team spirit, and create a healthy competitive environment for the organization.

### **Intellectual stimulation**

Bass (1990, p.25) and Avolio (2000, p.58) proposed intellectual stimulation in the measurement structure of transformational leadership style. Intellectual stimulation means that leaders inspire their followers to create and innovate, and question their own and the leaders beliefs and values. The organization's beliefs and values were also questioned. Leaders support subordinates to try new theories and create new methods to solve organizational problems, and encourage subordinates to think and solve problems independently.

Li Chaoping and Shi Kan (2005, p.77) proposed that intellectual stimulation means that leaders have a strong sense of innovation and were not satisfied with the status quo. They often encourage employees to consider solutions to problems from multiple angles at work, and can constantly innovate.

Shi Jiehui (2015, p.33) proposed that intelligent inspiration means that female leaders were willing to spend time teaching subordinates, allowing subordinates to see problems from different perspectives, helping subordinates to develop their own strengths, and telling subordinates new ways to complete tasks.

Shang Ke (2018, p.38) proposed that work inspiration ability means that female leaders improve the behavior of subordinates by influencing the thoughts rather than emotions of organizational personnel, thereby improving organizational behavior. Therefore, the purpose of work inspiration was to encourage subordinates to work hard to do more meaningful things. things, not just trying to do things.

In conclusion, intellectual stimulation refers to that leaders encourage subordinates to dare to question and innovate, instill new ideas into subordinates, inspire subordinates to express new insights, and encourage subordinates to use new means and new methods to solve problems encountered at work. Its main characteristics were: allowing subordinates to re-evaluate and deal with the assumptions and structure of the problem, allowing subordinates to have different opinions, allowing subordinates to correct shortcomings among members, and assist members in mutual growth; intellectual stimulation was the leader's ideological stimulation of subordinates improve the behavior of subordinates through the influence of rather than emotions, focus on stimulating the potential and creativity of

employees, and make subordinates change in the formation of consciousness, beliefs and values.

### **Ethical management**

Ethical management refers to the sum of the codes of conduct and norms of administrators engaged in management work. It was a special professional code of ethics. Ethical management was the foundation of the managers' conduct, the foundation of their behavior, and the source of their development; for the organization, moral management was the management value orientation of the organization and an important resource needed for the healthy and sustainable development of the organization.

Bass & Steidlmeier (1999, p.54); Turner, Butcher, Milner (2002, p.43) proposed that moral perception was the distinction between individual moral standards and the moral standards of particular leadership behaviors.

Resick, Hanges, Dickson, Mitchelson (2006, p.25) proposed that ethical leadership encompasses six attributes: character/integrity, ethical awareness, community/people orientation, motivation/empowerment, and moral responsibility.

Gardner, Coglisier, Davis & Dickens (2011, p.76) proposed that ethical management means that leaders use their own excellent moral character to set an example for employees, lead by example, influence subordinates in a subtle way, and inspire them to work hard for the realization of organizational goals.

Li Chaoping and Shi Kan (2005, p.76) proposed that moral conduct refers to leaders having moral qualities such as dedication, setting an example, sacrificing self-interest, being consistent in words and deeds, doing what they say, and being strict with themselves.

Shi Jiehui (2015, p.34) proposed that ethical management means that leaders focus on discussing professional ethics and values with employees in management work, setting an example on how to do things correctly in accordance with moral principles, and leaders define success not through results but through success way.

Shang Ke (2018, p.56) proposed that female leaders pay more attention to discussing professional ethics and values with organizational members in daily management work; they will lead by example and set an example for organizational

members on "how to do things correctly according to moral principles"; they agree more that, To evaluate the success of a person or thing, we should not only use the results, but also the process and methods of achieving success.

In conclusion, ethical management means that leaders use their own excellent moral character to set an example for employees and lead by example, 38 influencing subordinates in a subtle way and motivating subordinates to work hard to achieve organizational goals. Its main characteristics were: leaders have moral qualities such as dedication, leading by example, sacrificing self-interest, being consistent in words and deeds, doing what they say, and being strict with themselves. Leaders pay attention to discussing professional ethics and values with employees in management work. The psychological influence and behavioral promotion of subordinates was carried out through two-way communication, continuous reinforcement and decision-making.

#### **Personalized care**

Personalized care means that leaders care about each subordinate, pay attention to personal needs, abilities and wishes, listen patiently and carefully, and train and guide each subordinate differently according to their different situations and needs to help employees cope with challenges grow in the process.

Li Chaoping and Shi Kan (2005, p.40) proposed that personalized care means that leaders consider the actual personal situation of employees in the leadership process, create a growth environment for employees, and care about employees' development, family and life.

Chen Xiaohong (2012, p.64) proposed to study the impact of transformational leadership on organizational performance from an individual perspective and found that transformational leadership has a positive impact on organizational performance.

Chen Jianxun (2010, p.56) proposed that from different dimensions, he found that the personalized care in the transformational leadership behavior of senior leaders has a positive impact on organizational performance.

Shi Jiehui (2015, p.39) proposed that personalized care means that in the process of dealing with subordinates, leaders will consider the actual situation of subordinates, be willing to help subordinates solve problems in life and family, care

about the work, life and growth of subordinates, and be sincere Provide suggestions for the development of subordinates.

Shang Ke (2018, p.58) proposed that female leaders believe that motivation and mentality towards work were also crucial to organizational development. Therefore, female leaders were more willing to care about the lives, work and career growth of their subordinates, and were willing to discuss future development plans with their subordinates, sincerely provide suggestions and opinions for the development of subordinates; female leaders believe that helping subordinates deal with and solve problems and troubles they encounter can relieve subordinates' pressure, allowing subordinates to have more energy and confidence to devote to their work, and contribute to the realization of the organization Therefore, women were willing to spend more time and effort than men to serve their subordinates; compared with men, female leaders were more willing to consider the needs and perceptions of others when making decisions, consciously or unconsciously.

In conclusion, personalized care means that leaders different train and guide each employee according to their different situations and needs, help employees solve problems, create a harmonious and united working environment for employees, and encourage employees to develop their personal strengths. Its main characteristics were: motivating employees with care, listening patiently and carefully to the needs of subordinates, caring about the life, work and career growth of subordinates, being willing to discuss future development plans with subordinates, sincerely providing suggestions and opinions for the development of subordinates, and making decisions when making decisions., willing to consider the needs and perceptions of subordinates.

### **Concept and theory of female leadership**

At present, there were different starting points for understanding females leadership: one was defined by feminine leadership styles such as flexibility; the other was from the perspective of gender, referring to female as leaders. This study was conducted from the perspective of gender, referring to the leadership that was manifested by female as the main body. Whether from the male or female perspective, the essence of their leadership was the same. That was to say, they all

start from the organizational goals, and influence or attract organizational members through the use of certain leadership abilities, and complete the goals together.

### **Social gender theory**

American postmodern feminist historian Joan W. Scott (Joan W. Scott) once pointed out that "gender was the main way of representing power relations. In other words, gender was the source and main channel of power forms." Gender and The derivative relationship between power was mainly rooted in the gender biological determinism of traditional society. Gender theory was put forward on the basis of criticizing and negating the biological determinism of gender in traditional patriarchal society.

Mary Wollstonecraft, the most famous leader of the British feminist movement and known as the originator of the world female movement, can be regarded as the pioneer of the concept of "social gender". Wollstonecraft pointed out that the Enlightenment thinker Rousseau mentioned in "Emile" (Emile) that women should have the so-called "feminine qualities" such as "gentleness", "obedience" and "good temper", and put forward The "society shapes women" perspective. This can be said to be the earliest germination of the concept of "gender".

It was Simone de Beauvoir who furthered the concept of "gender" when she argued in her book *The Second Sex* (1949) that "women were not born , but made." "A person was not born a woman, she becomes a woman." Although Beauvoir did not explicitly put forward the concept of "gender", these famous views have become the foundation of feminism's "social The core ideological source of the concept of "gender" laid the ideological foundation for the final germination of "social gender".

In the 1960s and 1970s, the concept of gender emerged in the second wave of the Western feminist movement, and was usually regarded as a product of the continuous development of feminist thought and practice. It was the American scholar Gayle Rubin who really put forward "gender" as a technical term. Rubin formally put forward the theory of "sex/gender system" (the sex-gender system) for the first time. She defined gender as "a socially imposed" distinction between the sexes that "is a product of the social relations of gender," thus turning gender into the dominant feminist discourse. She pointed out in her book *Female Transaction - A*



Preliminary Study on the "Political Economy" of Sex" (1975) that the social gender system was a patriarchy based on men dominating women and was a system with men as the core. The system restricts the relationship between the sexes and controls the social and cultural life of human beings. In this article, she also said, "Gender/gender systems were not things separated from history and imagined by human beings. They were products of human history." In addition to the organizational form of economic activities, every society also has A sex/gender system - "is a set of organizational arrangements in which society transforms biological sex into the products of human activity, and in which these transformed sexual needs were satisfied." This arrangement refers to some traditional ways of organizing human relations between the sexes, such as kinship and marriage structures, that have different cultural characteristics in different societies. In sum, Lubin sees gender/gender institutions as the set of social organizations that produce and regulate gender, and sees gender as an institution.

In other words, human gender has dual attributes, including biological attributes and social attributes, so there were biological sex and social gender. Biological sex was a biological attribute characteristic that comes with nature and cannot be easily changed; while social gender was influenced by culture and gradually develops into sexual differences through specific practical effects. "Gender" was "gender" in English, which was relative to "sex" (biological sex). Sex refers to the innate biological attributes of male and female, while gender was a cultural construct that develops through the role of social practice in the differences in roles, behaviors, thoughts and emotional characteristics between males and females. Therefore, gender was a gender that was based on culture and characterized by symbols. It expresses the social standards for judging a person's gender composed of cultural factors such as language, communication, symbols, and education. The concept of gender emphasizes the cultural characteristics of gender and believes that gender was the meaning and value given in the social and cultural environment. It was a social role and identity. Gender identity was shaped by social and cultural factors. Gender was not a person's. Physiological characteristics, not determined by

biological factors. The biological attributes brought about by gender can continue to evolve under the influence of social culture.

After the 1980s, the academic and practical influence of "gender" theory has been increasing with the in-depth expansion and exploration of this research field. It has become an analysis standard and an important core concept in the Western and other international social female theoretical systems. "Gender" regards the relationship between the sexes as the most basic social relationship, and believes that it was the reflection of the essence of social relations. Starting from the analysis of the relationship between the sexes, we can discover the root and essence of social relations and social systems, thus turning the theory of "gender" into a strong one. A powerful analytical tool for political economy and social culture. In her paper "Gender: An Effective Category in Historical Analysis" (1988), Scott used post-structuralist theory to make a new elaboration of "gender". She defines gender as "the constituents of social relations based on gender differences", "the main way of distinguishing power relations", "the source and main way of power formation". That was to say, social gender was the reflection of the power relationship between men and women: that is, men were in the position of dominance and dominance, while women were in the position of being ruled and dominated; men occupy the position of subject, and women were in the position of object.

American scholar Jean Lau Chin pointed out in her book "Women and Leadership: Transforming Visions and Current Contexts" (2011, p.92) that although women were increasingly achieving gender equality at home and in the workplace. Yet women remain underrepresented in leadership roles, especially in senior leadership positions in higher education institutions, and were still seen as outliers compared to men. So, when looking at the differences in how men and women lead, it's often not what they do, but the different experiences they face when they lead. Stereotyped gender role expectations limit their leadership behaviors. A sense of incompatibility between women and leadership roles can create barriers to leadership and lead to double binds, more negative performance reviews, and different standards compared to men. At the same time, it was increasingly clear that a gender-neutral view of leadership was not enough and that we need to consider the

influence of cultural worldviews and socialization on shaping leadership styles. There were many indications and research that the feminist leadership style was consciously different from that of men - more collaborative and transformative. While current leadership theory favors transformational and collaborative leadership styles for women, organizational culture often reflects the social construction of gender norms in society. In the context of higher education institutions, there was often a tension between hierarchy and forms of collaborative leadership, reflected in contradictory practices. While female leaders may have advantages in such contexts, they also face the hurdles needed to change organizational cultures that reflect societal bias against female leaders. Therefore, the use of "gender" theory to study and analyze female leadership can reveal the political and economic nature of gender relations. Moreover, "gender" theory was important for explaining and understanding issues such as sex discrimination, gender inequality, and LGBTQ+ rights. significance.

First, "gender" reveals the political and economic nature of gender relations, arguing that gender relations as basic social relations were essentially a reflection of production relations. "Gender" relationship was the unequal relationship between the two sexes in economic life in terms of possession of the means of production and the fruits of labor. This unequal relationship has been silenced by people for a long time because it overlaps with many relationships such as social culture, class, nation, country, etc. out of sight.

Secondly, "gender" theory was also a new socio-cultural analysis tool. Its uniqueness lies in looking at how "gender" relations were continuously narrated and shaped in history from the perspective of both sexes. "Gender" theory, on the basis of recognizing the biological nature of gender, pays more attention to the social nature associated with it.

### **Gender stereotypes**

Madeline E. Heilman (2012, p.72) proposed that female suffer from two types of gender stereotypes: descriptive gender stereotypes and prescriptive gender stereotypes. She argued that females success was often questioned as being rule-breaking, that there was unequal promotion between men and female, and that female need to

change their communication style, leadership style, self-promotion, negotiation and expression of emotions in order to achieve success in leadership positions.

Bohuslava (2015, p.73) proposed that gender stereotypes in administration were mainly reflected in men holding senior administration positions and female holding grassroots administration positions; compared to men, females work was often not recognized; family gives female more constraints to obtain leadership positions; female need to pay more to obtain leadership positions; due to the influence of gender stereotypes, leaders in leadership positions were more willing to look for the same sex, and male leaders hold the majority of positions; administration work brings more burden to female. Factors such as the family responsibilities that female bear, the role of being a mother, and the maternity leave requirements that arise.

Epstein proposed that until today the stereotype of leadership still remains in a masculine image, but compared to the past, there was some improvement.

In China, many surveys on the current situation of gender stereotypes show that although the development of today's society was incomparable to the agrarian civilization of thousands of years ago, the impact of gender was still profound. Especially for female leaders, gender stereotypes always restrict the development space of female leaders in their work.

Xiao Wei et al. (2013, p.64) proposed that due to the influence of traditional gender concepts, when there was a conflict between female roles and leadership identity, it has a profound impact on the belief in completing tasks, leadership style and psychological development of leaders, and it was difficult to achieve unity between them. And they proposed the essence of second-generation gender bias: organizations were still based on men, and gender discrimination becomes more invisible.

Kang Wanzhu (2009, p.38) proposed that due to the gender stereotypes of administrators, female administrators administration characteristics do not match the administration work. Even if they adopt the same behavior, they will receive different evaluations due to gender. Female administrators success was attributed to external special reasons. Stereotypes stifle females chances of advancing to senior positions.

In conclusion, gender stereotypes refer to gender bias, which was the inherent impression that people have of male or female role characteristics. It indicates peoples expectations and views of gender roles. Gender stereotypes were not the result of biological sex, but the result of the socio-cultural environment. Social environmental factors not only indirectly affect peoples psychological development through physiological maturity, but they also directly act on peoples psychology, promoting the different socialization processes of people of different genders. Therefore, social environmental factors should be the decisive influencing factor of gender stereotypes.

### **Glass ceiling**

“Glass ceiling” was a common factor in researching females issues. “Glass ceiling” refers to the various barriers that female and minorities face when seeking to improve their employment situation. Many research have also confirmed the existence of the "glass ceiling", that female face greater obstacles, need to adopt different strategies to achieve success, and need to overcome isolation, gender stereotypes and performance pressure.

In March 1986, the term "glass ceiling" first appeared in The Wall Street Journal, describing the frustrations and obstacles that female encountered when they were promoted to senior administration positions or high levels of organizations. In 1987, the concept of "ceiling effect" appeared in an article titled “Breaking the Ceiling Effect: Can Female Enter the Top of the Company?” Since then, many scholars have begun to research the "glass ceiling". In 1991, the U.S. government established the "Glass Ceiling Commission" agency, which tried to identify and reduce the barriers that hinder females career development in enterprises, protect females human rights, and help female obtain equal opportunities and rights.

David J Maume (1999, p.74) proposed that compared with the "glass ceiling" faced by female and the "glass escalator" for men, gender and occupational segregation, even if men and female were in the same situation, men always stand in the front of the promotion queue.

Ryan and Aslam (2009, p.75) proposed that there were three theories of the "glass ceiling" implicit in female and leadership positions: thinking of leaders as men, the importance of situations, and thinking of crises as female.

Alice Eagly (2007, p.78) proposed that the situation faced by female on the road to leadership positions was not hindered by laws or regulations, but there were always many visible or invisible obstacles in real life, as if they were in a "maze".

Fuller (2009, p.53) also proposed that the traditional barriers for female to be promoted to leadership positions still exist. This was also why many scholars support using "maze" instead of "glass ceiling". For the "glass ceiling" theory, scholars attitudes were now divided into two types: one was that the "ceiling" can be broken, and the relevant scholars were Camilla and Leonie; the other was that the "ceiling" cannot be broken, and the relevant scholars were Tim Loughran.

Wang Cuntong and Yu Jiao (2013, p.78) proposed that female suffer from the "glass ceiling" in the promotion process, and the gender discrimination suffered by female seriously restricts females development.

Liu Shimin and Liu Miao (2014, p.92) proposed that the "glass ceiling" has three layers of social barriers, organizational barriers, and personal barriers. Leaders who adopt an adaptive attitude and a denial attitude towards the "glass ceiling" have a positive impact on the career development of female subordinates; leaders who adopt an abandonment attitude and an acceptance attitude towards the "glass ceiling" have a negative impact on the career development of female subordinates.

Hu Zhipeng and Yan Shumin (2014, p.80) proposed that there were three "glass ceilings" in the growth process of female executives: psychological ceiling, role ceiling, and organizational ceiling.

Yan Dandan et al. (2019, p.65) proposed that female leaders encounter bottlenecks in the promotion process due to gender differences. It was difficult to cross them like a layer of glass. This makes female only work at the bottom of the organization. Auxiliary work was difficult to cross. Although with the changes of the times and ideas, social female have been working hard to break this phenomenon, but with little effect.

In conclusion, the "glass ceiling" refers to the fact that female or minorities cannot be promoted to senior positions in enterprises or organizations not because of their lack of ability or experience, or because they do not want their positions, but because some organizations seem to set up a barrier for female and minorities in terms of promotion. This barrier sometimes does not even see its existence.

### **Importance of female leadership**

Female leadership was a concept that emerged with the emergence of more and more female leaders. It specifically refers to the carrier of leadership and the subject of leadership activities was female. This change in the subject was due to the development and changes in social life. With the development of society, peoples understanding of female was no longer fixed on physiological characteristics and family roles. More and more people think deeply about the role of female from the perspective of administration and leadership, as well as how to better play a role.

Zhou Min (2011, p.120) proposed that "female leadership" as a term concept in leadership research focuses on the influence of gender on leadership from the perspective of natural physiological differences. With the arrival of the 21st century, this attention has become a hot spot in leadership research, and it also indicates that female leadership was an important dimension for understanding increasingly complex leadership network structures in diversified research.

Jiang Lai (2012, p.123) proposed that with the increase in females participation in various fields of society, female leaders and their leadership influence were increasing.

He Shankan and Yang Zheng (2013, p.63) proposed that the flexible trend of modern leadership development inevitably highlights the increasing importance of female leadership development.

Chen Zhili (2013, p.85) proposed that vigorously developing and fully utilizing female leadership abilities was an inevitable trend of the times and human civilization progress. In the knowledge economy era, female have gained an unprecedented platform to show their intelligence and wisdom. The improvement of females education level has laid a solid foundation for the development of female leadership in China.

Liu Jinan (2013, p.145), chairman of the World University Females Presidents Forum Organizing Committee, proposed that in the 21st century, the improvement of female leadership has become a global hot issue. The stereotype prejudice against female by male-dominated society and females self-positioning formed by social prejudice and cultural traditions have long restricted females development under that "glass ceiling". Female leaders engaged in higher education, as a special group that cultivates elites from all walks of life, their improvement in leadership was crucial.

Krat (2013, p.145), Director of Gender Equality Department at UNESCO proposed that the UNESCO actively promotes gender equality worldwide at all levels and plays an influential role. Through measures such as empowering female through education, economy and technology, it effectively taps into females potential and cultivates their abilities to enhance female leadership.

Ms. Christiane Pelchat, Quebecs representative to Mexico (2013, p.62), proposed that it was necessary to explore female leadership in today's era.

Shen Yueyue (2014, p.4), Vice Chairman of the National Committee of the Chinese Peoples Political Consultative Conference and President of All-China Females Federation proposed that Females Presidents Forum that exploring methods and ways to promote females development, safeguard females right to education, and enhance female leadership were important for playing a leading role in higher education. It was also important for developing female human resources better, promoting equal participation by female in national and social affairs administration, achieving gender equality and social justice.

Li Miaomiao and Meng Yong (2016, p.29) proposed that with more and more female leaders appearing in peoples field of vision, female leadership has become a new research field for leadership.

Li Yutong et al. (2023, p.43) proposed that female leadership has advantages such as reducing communication costs, mobilizing members enthusiasm, enhancing decision-making prudence and focusing on organizational decision-making social benefits. Research on female leadership has achieved a transformation from "homogeneous paradigm" for gender equality to "interlocking paradigm" for multiple



interactions through cross-disciplinary integration such as sociology, leadership research and psychology.

In conclusion, as a product of females self-awareness and self-liberation, female leadership provides theoretical guidance and social recognition for female to participate in social changes and better seek themselves. The research of female leadership has stepped out a unique "path" in the cross-fusion of sociology, leadership research, psychology and other disciplines. Moreover, after the 1990s, its research has shown a surge phenomenon.

### **Context of public undergraduate universities in Guangxi**

Guangxi Zhuang Autonomous Region, abbreviated as Gui because most of Guangxi was under the jurisdiction of Guilin County set up by Qin to unify Lingnan, has its capital in Nanning City and has 14 prefecture-level cities and 8 county-level cities (administered by prefecture-level cities). It was one of the five ethnic minority autonomous regions in China and the only coastal autonomous region. It was located in the western part of South China and borders Guangdong, Hunan, Guizhou and Yunnan from east to west. It faces the Beibu Gulf to the south and Southeast Asia to the east. It borders Vietnam to the southwest and was the most convenient outlet to the sea in Southwest China. It occupies an important position in China's economic exchanges with Southeast Asia.

Guangxi currently has 87 colleges and universities, including 38 undergraduate colleges (26 public undergraduate colleges and 12 private undergraduate colleges) and 49 junior colleges, distributed in various prefecture-level cities.

**Table 2.6** List of distribution of universities in Guangxi

| Universities | Universities | Total number of undergraduate |               |    | Total number of   |           |    |
|--------------|--------------|-------------------------------|---------------|----|-------------------|-----------|----|
| And          | And          | universities                  |               |    | technical college |           |    |
| College      | College      | Number                        | Number        |    | Number            | Number    |    |
| location     | Total        | of                            | Of            |    | of                | of        |    |
|              |              | public                        | private       |    | public            | private   |    |
|              |              | undergraduate                 | undergraduate |    | technical         | technical |    |
|              |              | courses                       | courses       |    | college           | college   |    |
| Nanning      | 39           | 16                            | 10            | 6  | 23                | 20        | 3  |
| Guilin       | 12           | 8                             | 6             | 2  | 4                 | 1         | 3  |
| Liuzhou      | 6            | 2                             | 1             | 1  | 4                 | 4         | 0  |
| Qinzhou      | 3            | 1                             | 1             | 0  | 2                 | 1         | 1  |
| Beihai       | 4            | 2                             | 0             | 2  | 2                 | 1         | 1  |
| Yulin        | 2            | 1                             | 1             | 0  | 1                 | 0         | 1  |
| Chongzuo     | 6            | 2                             | 1             | 1  | 4                 | 2         | 2  |
| Baise        | 5            | 2                             | 2             | 0  | 3                 | 1         | 2  |
| Hechi        | 2            | 1                             | 1             | 0  | 1                 | 1         | 0  |
| Wuzhou       | 3            | 1                             | 1             | 0  | 2                 | 0         | 2  |
| Hezhou       | 1            | 1                             | 1             | 0  | 0                 | 0         | 0  |
| Fangcheng    | 1            | 0                             | 0             | 0  | 1                 | 0         | 1  |
| gang         |              |                               |               |    |                   |           |    |
| Guigang      | 1            | 0                             | 0             | 0  | 1                 | 1         | 0  |
| Laibin       | 2            | 1                             | 1             | 0  | 1                 | 0         | 1  |
| Total        | 87           | 38                            | 26            | 12 | 49                | 32        | 17 |

According to table 2.6, Nanning City and Guilin City were the most concentrated were as of colleges and universities, with many undergraduate and technical colleges.

#### **Introduction of each university**

**Guangxi University:** Guangxi University was located in Nanning, the capital of Guangxi, known as the "Green City of China". It was the only national "211 Project" construction school in Guangxi, a "double first-class" construction university, the Ministry of Education and the People's Government of the Guangxi Zhuang Autonomous Region. "Jointly build" colleges and universities. Guangxi University was founded in Wuzhou in 1928 and became the National Guangxi University in 1939. In

1997, Guangxi University and Guangxi Agricultural University merged to form the new Guangxi University, which was listed as a key university in the national “211 Project” by the Ministry of Education. In 2017, it was selected into the ranks of national “double first-class” construction universities. In 2018, it became a university jointly established by the Ministry of Education and Guangxi Zhuang Autonomous Region. In 2022, it will continue to be selected into the second round of national “double first-class” construction universities.

**Guangxi Normal University:** Guangxi Normal University was located in Guilin, a famous tourist city in China. It was a full-time public undergraduate institution in the north of Guangxi. The school was founded in 1932 and was originally named Guangxi Provincial Normal College; In 1936, Guangxi Provincial Normal College merged into Guangxi University and became the College of Liberal Arts and Law (later called the College of Law and Business) of Guangxi University; In 1953, it formed Guangxi Normal College; In 1983, Guangxi Normal College changed its name to Guangxi Normal University.

**Guangxi University of Science and Technology:** Guangxi University of Science and Technology was located in Liuzhou City, the second largest city in Guangxi. It was a full-time public undergraduate institution in the north of Guangxi. The school was founded in 1958 and was originally named Guangxi Institute of Technology. In 2009, Guangxi Institute of Technology and Liuzhou Medical College merged, and Guangxi University of Science and Technology was established in 2013.

**Beibu Gulf University:** Beibu Gulf University was located in Qinzhou City, Guangxi. It was a full-time public undergraduate institution in the south of Guangxi. The school was founded in 1973 and was originally named Qinzhou Region Normal School. It was upgraded to Qinzhou College in 2006 and upgraded to Beibu Gulf University in 2018.

**Guangxi University of Finance and Economics:** Guangxi University of Finance and Economics was located in Nanning City, Guangxi. It was a full-time public undergraduate institution in the central part of Guangxi. The school was founded by the merger of Guangxi Commercial College established in 1960 and Guangxi Finance

School established in 1963. In 2004, Guangxi Finance College and Guangxi Commercial College merged to form Guangxi University of Finance and Economics.

**Yulin Normal University:** Yulin Normal University was located in Yulin City, an important channel and key node for connecting the Guangdong-Hong Kong-Macao Greater Bay were a and the Beibu Gulf Economic Zone. It was a full-time public undergraduate institution in the southeast of Guangxi. The school was founded in 1945 and was originally named Guangxi Provincial Yu Lin Normal School. It was upgraded to Yulin Normal University in 2000.

**Hezhou University:** Hezhou University was located at the regional transportation hub where Guangxi, Hunan and Guangdong provinces (regions) meet. It was a full-time public undergraduate institution in the northeast of Guangxi. The school was founded in 1943 and was originally named Guangxi Provincial Ping Le Normal School. It was approved by the Ministry of Education to establish Hezhou University in 2006.

**Baise University:** Baise University was located in Baise, a famous red revolutionary holy land in China. It was a full-time public undergraduate institution in the west of Guangxi. The school was founded in 1938 and was originally named Guangxi Provincial Tian Xi Normal School. It was upgraded to Baise University in 2006.

**Hechi University:** Hechi University was located in Yizhou City, Guangxi. It was a full-time public undergraduate institution in the northwest of Guangxi. The school was founded in 1951 and was originally named Guangxi Provincial Yi Shan Normal School. It was upgraded to Hechi University in 2003.

**Guangxi University for Nationalities:** Guangxi University for Nationalities was located in Chongzuo City, Guangxi. It was a full-time public undergraduate institution in the southeast of Guangxi. The school was founded in 1939 and was originally named Guangxi Provincial Longzhou Normal School. It was upgraded to Guangxi University for Nationalities in 2009.

## **Related research**

### **Factors influencing leadership**

Influence can be divided into two categories: power influence and non-power influence. Power influence has a strong coercive color; non-power influence manifests as the leaders personal character and ability, which has no necessary connection with the power of the position. Most scholars prefer the role of non-power influence, such as:

Liu Shuxian (2018, p.96) proposed that interpersonal support and organizational adaptation have a greater impact in enterprises, and the impact of procedural rules was not obvious. Therefore, as a special social organization, the factors influencing leadership in colleges and universities were reflected in school culture, communication among faculty and staff, and organizational structure.

Bo Darin (2002, p.63) proposed that in university administration, “the way of thinking implied in organizational development was much more important than those techniques and work methods”.

Xu Man (2019, p.21) proposed that in the administration of colleges and departments in universities, school culture and good communication and interaction among all faculty and staff were very important for the daily operation and development of the school.

Man Jianyu et al. (2020, p.45) proposed that whether it was managing teachers or educating students, the cultivation of moral values was always the core.

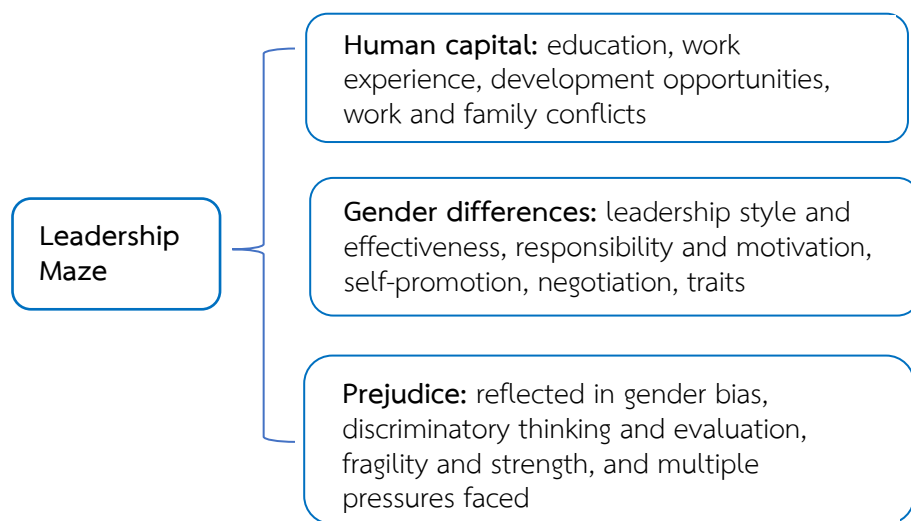
In conclusion, the factors influencing leadership were mainly reflected in the leaders morality, ability, moral level, personal leadership charisma, etc.

### **Factors influencing female leadership**

American scholar Peter Northouse mentioned in his book *Leadership: Theory and Practice* that in the past few decades, scholars who have focused on female leaders and administrators have been researching several basic questions: one was whether female can become leaders? Second, were there differences in the behavior and efficiency of female and male leaders in institutions? Third, why were there not many female at the highest level of leadership? What hinders the development of

female leaders, and what were the factors influencing female leadership? This was undoubtedly a key issue in the research of female leadership.

Northouse (2012, p.70) attributed the reason for the low number of female in senior positions to the "leadership maze".



**Figure 2.4** Leadership Maze

According to figure 2.4, the obstacles encountered by female in the leadership process were mainly caused by human capital, gender differences and prejudice. Human capital involves education, work experience, development opportunities, work and family conflicts; gender differences were reflected in leadership style and effectiveness, responsibility and motivation, self-promotion, negotiation, traits; prejudice was reflected in gender bias, discriminatory thinking and evaluation, fragility and strength, and multiple pressures faced.

Alice Eagly and Linda L.Carli proposed four explanations for the phenomenon that female were rarely in high positions: one was that female invest less in human capital (education, work experience), which results in a gap in their leadership; two was leadership style, male and female leadership styles were different, with advantages and disadvantages, depending on the impact on leadership effectiveness; three was based on the evolutionary psychology perspective, the motivation to lead and

dominate others was the nature of men rather than female; four was discrimination and prejudice, a large part of the prejudice against female leaders comes from the mismatch between typical female characteristics and leadership roles. The characteristics that female have (friendly, kind, generous, etc.) were contradictory to the characteristics required for being a leader (decisive, authoritative, shrewd, etc.). Prejudice was often used to explain gender differences in leadership. Gender stereotypes assume that men should be leaders, while female may not. The conflict between gender roles and leadership roles makes female receive more negative evaluations and attention. These prejudices were not conducive to selecting female leadership elites, will affect the leadership of female leaders, or cause subordinates to resist or rebel against the leaders.

#### **Non-institutional factors**

In the research of the influencing factors of females leadership, besides gender stereotype bias, “glass ceiling” and other factors, many scholars believe that the factors affecting females leadership were multi-dimensional, including the personal level, social level, organizational level and family level of the leaders.

Dong Fangfang (2007, p.34) proposed that by constructing a model of females leadership and influencing factors, the main factors affecting females leadership were personal and organizational, among which the most significant ones were moral quality in personal factors and procedural rules in organizational factors, while social aspects, such as social support for females career development, have no significant impact.

Li Jing (2012, p.89) proposed that from the social and personal levels, the non-institutional barriers and countermeasures for females leadership improvement were analyzed. The non-institutional barriers affecting females leadership development mainly reflect social traditional culture and females psychological characteristics. For example, social habits and the characteristics of female themselves, the psychological pressure imposed by patriarchal society on female, the constraints of traditional family roles, females personality traits, gender discrimination in the process of career development, etc.

Nie Zhiyi (2012, p.90) proposed that the dilemmas faced by female leaders were: prejudice, role conflict, leadership style confusion, energy demand, etc. He believes that female leaders should solve problems from their own shortcomings.

Hou Jianhui (2013, p.89) proposed that the growth obstacles of female leaders were divided into the negative effects of traditional backward ideas, subconscious inferiority and attachment psychology, low cultural level, weak awareness of females participation in politics, lack of struggle goals and career planning, and psychological problems.

In conclusion, the influencing factors of females leadership come from various aspects. From a theoretical perspective, it reveals that society always divides people by gender and habitually identifies them with inherent thinking. It often does not rely on direct experience or data as the basis, but some fixed views that have existed in peoples minds for a long time. It will subtly influence peoples motivation, behavior and different career choices, etc., and invisibly affect the career development of female leaders. From a non-institutional perspective, the influencing factors include personal psychological and physiological factors, family factors and social factors, etc.

### **The development of female leadership path**

Many scholars start from the dimensions of individual, collective, social and family, and improve and develop the level of leadership from the aspects of consciousness, rules and regulations, comprehensive ability and quality, which provide the basis and entry point for the development and breakthrough of female leadership.

Eagly (2007, p.47) proposed that communication skills should be improved, and transformational leadership style should be appropriately combined in work. They should maintain their subjectivity and fit in with the group, manage their social resources; promote the equality of family responsibilities as much as possible in the family aspect, and emphasize that family and career can be achieved at the same time, and balance their relationship; reduce gender discrimination in the organizational aspect.

Qing Shisong (2011, p.32) proposed that in order to deal with gender discrimination in career promotion, the training system for female leaders should be subsidized to achieve the purpose of encouragement, and the promotion ratio should be evenly distributed.



Shi Qinghua et al. (2012, p.70) proposed that attention should be paid to improving females own quality, and creating equal opportunities for females career development as much as possible in social and organizational aspects.

Li Jing (2012, p.69) proposed that confidence should be improved, female should be encouraged to promote; learning mechanism should be improved, personnel system should be perfected; work and family relationship should be coordinated, and necessary support and help should be given by the unit.

Xiao Wei, Luo Jinlian (2013, p.45) proposed that female themselves should face themselves, adjust their mentality, and put their mentality right, so as to seek advantages and avoid disadvantages, highlight females own advantages and specialties; and organizations should also create an inclusive environment to help the development of female leadership.

Yang Jun (2014, p.76) proposed that the attention and appreciation of superior leaders and the establishment of a gender-equal organizational culture were important aspects of developing female leadership.

Yu Kai (2018, p.86) proposed that females personal cognition, self-quality improvement, social and organizational provision of equal opportunities were also important links in the development of female leadership.

In conclusion, the development of female leadership can be started from multiple perspectives, which provide breakthrough points and basis for the development of female leadership.

### **Research on female leadership in universities**

Female leadership in universities refers to the abilities of female university administrators in influencing, motivating, coordinating, organizing, and innovating in university management work. There were relatively few research on leadership in colleges and universities. At present, there were only related research on the current situation of the construction of leadership teams in colleges and universities, research on evaluation and assessment systems, and paths for improving capabilities and quality. These research point out that university leaders must not only possess knowledge, leadership qualities, work experience, job skills, etc., but also master management, control, communication, innovation, intelligence, leadership and other abilities. Middle

administrators of universities mainly serve as promoters and practitioners of school reform, construction and development. They were responsible for transforming high-level decisions into concrete executable plans and leading subordinates to implement the plans. In the pyramid team of college teachers, the female team was mainly distributed among the general teacher team with a larger foundation. The higher you climb to the top of the pyramid, the fewer women there were.

Helesen (1990, p.31) proposed that the age, education level, working time and professional level of female leaders would affect the development of female leadership to a certain extent. As female, in addition to social work, they also bear the responsibility of reproducing offspring, raising children, etc., and family life occupies a lot of time and energy for female. As a result, family factors greatly affect females career decisions when making decisions on college leadership positions.

Chen Xi (2009, p.42) proposed that college middle-level administrators have problems such as unclear responsibilities and lack of global awareness, and pointed out that the obstacles to females success were not related to intelligence, but were caused by some external disadvantages. Therefore, they should make full use of females characteristics to form their own unique leadership style.

Gidman (2013, p.64) proposed that the leadership methods of college middle-level administrators have a great impact on the academic research environment of the department. At the same time, because middle-level administrators need to be both scholars and administrators, their tasks were complicated and their pressure was huge.

Liu Zhen (2015, p.57) proposed that the main problems of college middle-level female leaders were the conflicts between social role positioning and self-cognition and low achievement motivation.

In conclusion, questions about female leadership cannot simply be derived from the low proportion of women in university leadership teams, because this status quo was related to the external leadership environment and female own characteristics. Women can also be very Good candidates for leadership positions in colleges and universities. In addition, the work performance of female leaders can also reflect female competence in leadership positions from the side. It can be seen that in university leadership positions, women and men have the same working ability, so they should be treated equally.

## Chapter 3

### Research Methodology

This research focuses on development the female leadership of female middle administrators in public undergraduate university in Guangxi. By researching the current situation of female leadership of female administrators in public undergraduate universities in Guangxi, this research provides model and evaluation criteria for development the female leadership of female middle administrators in public undergraduate universities in Guangxi. The researcher have the following procedures.

1. The population / Sample group
2. Research Instruments
3. Data Collection
4. Data analysis

**Phase 1: the objective of this phase is to study the level of female leadership of female middle administrators of universities in Guangxi.**

#### **The population / Sample Group**

##### **The Population**

The population of this research were 1057 administrators from 10 public undergraduate universities in Guangxi.

##### **The Sample Group**

According to Krejcie and Morgan (1970) sampling table, the sample group of this research were 283 administrators from 10 public undergraduate universities in Guangxi. Each school had at least 17 female administrators, a total of 283 people. A combination of simple random sampling and stratified sampling was used.

**Table 3.1** Lists of university and sample size

| No    | Region quantity | University name                              | Population | Sample group |
|-------|-----------------|--|------------|--------------|
| 1     | East            | Hezhou University                            | 94         | 25           |
| 2     |                 | Yulin Normal University                      | 98         | 26           |
| 3     | The West        | Baise College                                | 95         | 25           |
| 4     |                 | Hechi College                                | 95         | 25           |
| 5     | Central         | Guangxi University                           | 130        | 35           |
| 6     |                 | Guangxi University of Finance and Economics  | 96         | 26           |
| 7     | South           | Beibu Gulf University                        | 110        | 30           |
| 8     |                 | Guangxi University for Nationalities         | 92         | 25           |
| 9     | North           | Guangxi University of Science and Technology | 115        | 31           |
| 10    |                 | Guangxi Normal University                    | 130        | 35           |
| Total |                 |  | 1057       | 283          |

According to the table 3.1, from the 26 public undergraduate colleges and universities in Guangxi, 2 colleges and universities were selected according to the regional distribution of east, west, south, north and central. Among the 1057 middle-level administrators, 283 middle-level administrators were selected. Administrators, at least 17 female administrators per university.

## Research Instruments

### Questionnaire

A questionnaire survey method was used to conduct a questionnaire survey on the level female leadership status of female administrators of universities in Guangxi. The total number of surveys was 1,057 administrators in 10 public undergraduate universities in Guangxi. 300 questionnaires were distributed and 283 valid

questionnaires were collected. A combination of simple random sampling and stratified sampling was used. There were at least 17 female administrators in each university, and the sample was 283 in total.

The questionnaire designed based on female leadership in five following aspects: 1) flexible leadership charisma; 2) inspirational motivation; 3) intellectual stimulation; 4) individualized consideration; 5) moral administration. The questionnaire was provided into two parts:

Part 1: Survey about personal information of respondents, classified by gender and education background, work position, management experience, academic title, work years.

Part 2: Survey about the level of female leadership of administrators in public undergraduate universities in Guangxi. There were 11 questions for have flexible leadership charisma; 10 questions for having inspiration motivation; 10 questions for intellectual stimulation; 10 questions for have ethical management; 10 questions for personalized care; total 51 questions. The criteria for data interpretation based on five-point Likerts scale, as follows:

5 express the level of female leadership of middle administrators were at highest level

4 express the level of female leadership of middle administrators were at high level

3 express the level of female leadership of middle administrators were at medium level

2 express the level of female leadership of middle administrators were at low level

1 express the level of female leadership of middle administrators were at lowest level

The data interpretation for average value is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

### **Constructing a questionnaire process:**

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to female leadership of university administrators.

Step 2: Constructing the questionnaire about the level of female leadership of middle-level administrators in public undergraduate universities in Guangxi. Then sending the questionnaire outline of questionnaire to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by 5 experts ( $=0.811$ ).

Step 4: Revise the questionnaire based on the experts' suggestions.

Step 5: The questionnaire was distributed to 30 administrators in public undergraduate universities in Guangxi for try-out. The reliability of the questionnaire was obtained by Cronbach's Alpha Coefficient ( $=0.989$ ).

Step 6: The questionnaire was applied to 283 administrators in public undergraduate universities in Guangxi.

### **Data Collection**

The data collection for objective 1: to study the level of female leadership of female middle administrators of universities in Guangxi, as following :

Step 1: The researcher requested requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 283 administrators in public undergraduate university in Guangxi.

Step 2: Use online form to collect data, with the help of Questionnaire Star platform, distribute questionnaires to the survey objects, and the researcher intends to distribute the questionnaires to 283 administrators. Before distributing the questionnaires, communicate with the respondents first, explain the purpose of the

survey and the filling rules and precautions, and understand the respondents level of understanding and differentiation of each question item, to ensure that the questionnaire collection of ethical data has reliability and authenticity.

### **Data Analysis**

The data analysis in this research, the researcher analyze the data by package program, as follows:

Step 1: The personal information of the respondents was analyzed by frequency and percentage, classified by gender and education background.

Step 2: The current situation of female leadership of female administrators in public undergraduate universities in Guangxi in five following aspects: 1) Flexible leadership charisma, 2) Inspiration motivation, 3) Intellectual stimulation, 4) Ethical management, 5) Personalized care was analyzed by Mean and standard deviation.

**Phase 2: the objective of this phase was to formulate development models of female leadership for female middle administrators of universities in Guangxi**

### **Key information**

#### **The interviewees**

The interviewees in this research were 13 high-level administrators of universities in Guangxi. The qualifications of interviewees were as follows: 1) at least 5 years of work experience in administrator in public undergraduate universities; 2) have extensive experience; 3) graduated with master's degree or above.

### **Research Instruments**

#### **Semi-structured Interview**

The interviewees were 13 female middle administrator from 10 public undergraduate universities in Guangxi. Using semi-structured interviews, the process was as follows:

The instrument to collect the data for objective 2 was to formulate the model for developing the female leadership of female middle administrators of universities in Guangxi. The semi-structured interview was designed based on the level of female

leadership of female middle administrators in universities and female leadership in 5 following aspects: 1) Flexible leadership charisma, 2) Inspiration motivation, 3) Intellectual stimulation, 4) Ethical management, 5) Personalized care. The structured interview is divided into two parts:

Part 1: the personal information of interviewees, classified by interviewee, the information includes age, education background, work position, management experience, academic title, work years, marital status, Interview date and time.

Part 2: the questions about suggestions for developing the level of female leadership based on five aspects: 1) Flexible leadership charisma, 2) Inspiration motivation, 3) Intellectual stimulation, 4) Ethical management, 5) Personalized care. for female middle administrators of universities in Guangxi.

### **Constructing a semi-structured interview process**

The construction process of the semi-structured interview was as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to female leadership of university administrators.

Step 2: Construct the structured interview about suggestions for developing the level of female leadership based on five aspects: 1) Flexible leadership charisma, 2) Inspiration motivation, 3) Intellectual stimulation, 4) Ethical management, 5) Personalized care. Then send the outline of the structured interview to the thesis advisors to review and revise the contents according to the suggestions.

### **Data Collection**

The data collection for objective 2: to formulate the development model of female leadership of female middle administrators of universities in Guangxi, as follows:

Step 1: The researcher requested a requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University requiring to interview 13 female middle administrators from 10 universities in Guangxi.

Step 2: The researcher interviews the female middle administrator one by one through an online platform or face-to-face depending on the interviewees convenience.



### **Data Analysis**

The semi-structured interview about development model of female leadership for female middle administrators of universities in Guangxi was analyzed by content analysis.

**Phase 3: the objective of this phase was to evaluate the development models of female leadership for female middle administrators of universities in Guangxi.**

### **Key information**

#### **Expert group**

The experts for evaluating the suitability and feasibility of development models of female leadership for female middle administrators were 9 high-level administrators in Guangxi. The qualifications of the experts were as follows: 1) at least 5 years of work experience as a high-level administrator in public universities, 2) have extensive experience, 3) graduated with a doctor's degree, 4) academic title is associate professor or above.

### **Research Instruments**

#### **Evaluation form**

The instrument to collect the data for objective three, to evaluate the model for developing the female leadership of female middle administrators of universities in Guangxi. The evaluation form designed based on models for developing the female leadership of female middle administrators of universities in Guangxi in five following aspects: 1) Flexible leadership charisma, 2) Inspiration motivation, 3) Intellectual stimulation, 4) Ethical management, 5) Personalized care. The evaluation form provide into two parts:

Part 1: the personal information of interviewees, classified by work position, work experience, educational background, and academic title.

Part 2: The evaluation form about the model for developing the female leadership of female middle administrators of universities in Guangxi. The criteria for data interpretation based on a five-point Likerts scale, as follows:

5 refers to the adaptability and feasibility of the model at the highest level

4 refers to the adaptability and feasibility of the model at a high level

3 refers to the adaptability and feasibility of the model at a medium level

2 refers to the adaptability and feasibility of the model at a low level

1 refers to the adaptability and feasibility of the model at the lowest level

The data interpretation for average value was based on Rensis Likert (1932).

The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

### **Constructing an evaluation form process**

The construction process of the evaluation form was as follows:

Step 1: Construct the evaluation form about development models of female leadership for female middle administrators of universities in Guangxi.

Step 2: The evaluation form was applied to 9 high-level administrators in public undergraduate universities in Guangxi.

### **Data Collection**

The data collection for objective 3: to evaluate the model for developing the female leadership of female middle administrators of universities in Guangxi, as following procedure:

Step 1: The researcher requested a requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University for requiring to invite the expert to evaluate the models.

Step 2: The researcher distributed the evaluation form to high-level administrators. A total of 9 evaluation forms.

### **Data Analysis**

The data analysis in this research, the researcher analyzes the data by package program, as follows: The evaluation of the adaptability and feasibility of the model for developing the female leadership of female middle administrators of universities in Guangxi is analyzed by Mean and standard deviation.

## Chapter 4

### Results of Analysis

The research in the model for improving the female leadership of female middle administrators of universities in Guangxi. The objectives of this research were 1) to study the level of female leadership of female middle administrators of universities in Guangxi, 2) to provide development models of female leadership for female middle administrators of universities in Guangxi, 3) to evaluate the suitability and feasibility of the model for development female leadership of female middle administrators of universities in Guangxi. The data analysis result can be presented as follows:

1. Symbol and Abbreviations
2. Presentation of data analysis
3. Results of data analysis

The details are as follows.

#### Symbol and Abbreviations

|           |                              |
|-----------|------------------------------|
| N         | refers to population         |
| n         | refers to sample group       |
| $\bar{X}$ | refers to average value      |
| S.D       | refers to standard deviation |

#### Presentation of data analysis

Part 1: The analysis result about personal information of respondents, classified by gender and education background. Presented the data in the form of frequency and percentage.

Part 2: The analysis result about the level of female leadership of female middle administrators of universities in Guangxi. Presented the data in the form of average value and standard deviation.

Part 3: The analysis result about the interview contents about the models for developing the female leadership of female middle administrators of universities in Guangxi.

Part 4: The analysis result about the evaluation of the suitability and feasibility of models for developing the female leadership of female middle administrators of universities in Guangxi. Presented the data in the form of average value and standard deviation.

### Results of data analysis

The researcher analyzed the data in 4 parts as follows:

**Part 1: The analysis result about personal information of respondents, classified by gender and education background. Presented the data in the form of frequency and percentage.**

**Table 4.1** Number of people and percentage of respondents

(n=283)

|                      | Personal information      | Frequency  | Percentage |
|----------------------|---------------------------|------------|------------|
| Gender               | Male                      | 77         | 27.21      |
|                      | Female                    | 206        | 72.79      |
|                      | <b>Total</b>              | <b>283</b> | <b>100</b> |
| Age                  | Under 25                  | 0          | 0          |
|                      | 25~35 years old           | 16         | 5.65       |
|                      | 36~45 years old           | 143        | 50.53      |
|                      | 46~55 years old           | 103        | 36.4       |
|                      | Over 55 years old         | 21         | 7.42       |
|                      | <b>Total</b>              | <b>283</b> | <b>100</b> |
| Education background | Doctors degree            | 37         | 13.07      |
|                      | Masters degree            | 154        | 54.42      |
|                      | Bachelors degree          | 92         | 32.51      |
|                      | Bachelors degree or below | 0          | 0          |
|                      | <b>Total</b>              | <b>283</b> | <b>100</b> |

Table 4.1 (Continued)

(n=283)

|                       | Personal information  | Frequency  | Percentage |
|-----------------------|-----------------------|------------|------------|
| Work position         | The division level    | 65         | 22.97      |
|                       | Deputy director level | 186        | 65.72      |
|                       | Section level         | 32         | 11.31      |
|                       | Section below         | 0          | 0          |
|                       | <b>Total</b>          | <b>283</b> | <b>100</b> |
| Management experience | 5 years and below     | 53         | 18.73      |
|                       | 6-10 years            | 145        | 51.24      |
|                       | 11-15 years           | 37         | 13.07      |
|                       | 16-20 years           | 19         | 6.71       |
|                       | 21-25 years           | 22         | 7.77       |
|                       | 26 years and above    | 7          | 2.47       |
|                       | <b>Total</b>          | <b>283</b> | <b>100</b> |
| Academic title        | Professor             | 43         | 15.19      |
|                       | Associate Professor   | 96         | 33.92      |
|                       | Lecturer              | 89         | 31.45      |
|                       | Assistant teacher     | 0          | 0          |
|                       | Other                 | 55         | 19.44      |
|                       | <b>Total</b>          | <b>283</b> | <b>100</b> |
| Working years         | 5 years and below     | 0          | 0          |
|                       | 6-10 years            | 58         | 20.5       |
|                       | 11-15 years           | 74         | 26.15      |
|                       | 16-20 years           | 52         | 18.38      |
|                       | 21-25 years           | 22         | 7.77       |
|                       | 26 years and above    | 77         | 27.2       |
|                       | <b>Total</b>          | <b>283</b> | <b>100</b> |

According to Table 4.1, showed that the respondents gender: 77 males, accounting for 27.21%, and 206 females, accounting for 72.79%, which met the sample sampling requirements. Age distribution: 0 people are under the age of 25; 16 people are 25-35 years old, accounting for 5.65%; 143 people are 36-45 years old, accounting for 50.53%; 103 people are 46-55 years old, accounting for 36.4%; 21 people are over 55 years old, accounting for 7.42%; from age the distribution shows that 36-55 years old are the main force of university administrators, accounting for 86.93% of the interviews. Education background: 37 people have doctors degree, accounting for 13.07%; 154 people have master's degree, accounting for 54.42%; 92 people have a bachelors degree, accounting for 32.51%; 0 people below bachelor's degree. Work position: 65 people were the division level, accounting for 22.97%; 186 people were deputy director level, accounting for 65.72%; 32 people Section level, accounting for 11.31%; 0 people Section below. Management experience : 53 people with 5 years or less, accounting for 18.73%; 145 people with 6-10 years, accounting for 51.24%; 37 people with 11-15 years, accounting for 13.07%; 19 people have 16-20 years, accounting for 6.71%; 22 people have 21-25 years, accounting for. 7.7%; 7 people have more than 26 years, accounting for 2.47%; indicating that most of the interviews are middle administrators with rich experience in university management. Academic title: 43 people were Professor, accounting for 15.19%; 96 were Associate Professor, accounting for 33.92%; 89 were lecturers, accounting for 31.45%; 0 were teaching assistants, and 55 people have other professional titles, accounting for 19.44%. Working years: 0 people with 5 years or less; 58 people with 6-10 years, accounting for 20.5%; 74 people with 11-15 years, accounting for 26.15%; 52 people with 16-20 years, accounting for 18.38%; 22 people with 21-25 years people, accounting for 7.77%; 77 people aged 26 years and above, accounting for 27.2%.

**Part 2: The analysis result about the level of female leadership of female middle administrators of universities in Guangxi. Presented the data in the form of average value and standard deviation.**

The purpose of part 2 is to investigate the level of female leadership among female middle administrators of universities in Guangxi. To this end, this study uses a questionnaire survey to investigate the female leadership level of female middle administrators of universities in Guangxi from five aspects: flexible leadership charisma, inspirational motivation, intellectual stimulation, ethical management, and personalized care. Through the survey, the researchers gained a deeper understanding of the actual level of female leadership among female middle administrators of universities in Guangxi, providing important data support for further building a female leadership development model. The questionnaire used in this study was specially designed by the researcher for this study. The survey results are as follows:

**Table 4.2** The average value and standard deviation of the level of female leadership of female middle administrators in five aspects

(n = 283)

| NO.          | Female leadership factors of female middle administrators of universities in Guangxi | $\bar{X}$   | S.D.        | Level       | Order |
|--------------|--|-------------|-------------|-------------|-------|
| 1            | Flexible leadership charisma   | 3.96        | 0.89        | High        | 2     |
| 2            | Inspiration motivation   | 3.92        | 0.79        | High        | 3     |
| 3            | Intellectual stimulation   | 3.85        | 0.82        | High        | 5     |
| 4            | Ethical management   | 3.91        | 0.88        | High        | 4     |
| 5            | Personalized care  | 4.04        | 0.79        | High        | 1     |
| <b>Total</b> |  | <b>3.94</b> | <b>0.83</b> | <b>High</b> |       |

According to table 4.2, found that the level of female leadership of female middle administrators in five aspects was at high level ( $\bar{X}=3.94$ ). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was personalized care ( $\bar{X}=4.04$ ), followed by flexible leadership charisma ( $\bar{X} = 3.96$ ), intellectual stimulation was the lowest mean ( $\bar{X}=3.91$ ).

**Table 4.3** The average value and standard deviation of the level of female leadership of female middle administrators in flexible leadership charisma (n=283)

| NO. | Flexible leadership charisma  | $\bar{X}$ | S.D. | Level | Order |
|-----|---|-----------|------|-------|-------|
| 1   | Female middle administrators are good at relying on non-positional influence  | 3.69      | 1.03 | High  | 10    |
| 2   | Female middle administrators are good at communication and collaboration  | 4.10      | 0.89 | High  | 3     |
| 3   | Female middle administrators have sharper intuition and more rigorous and meticulous personalities  | 4.04      | 0.92 | High  | 5     |
| 4   | Female middle administrators are more compassionate and empathetic  | 4.11      | 0.85 | High  | 2     |
| 5   | Female middle administrators have appearance advantage  | 3.64      | 1.03 | High  | 11    |
| 6   | Female middle administrators are more democratic and patient  | 4.01      | 0.82 | High  | 6     |
| 7   | Female middle administrators are more likely to be emotional and perceptual   | 3.90      | 1.02 | High  | 7     |
| 8   | Female middle administrators pay more attention to humanistic care  | 4.06      | 0.74 | High  | 4     |
| 9   | Female middle administrators are better at building an organizational culture of interaction, humanity, equality, care and flexibility atmosphere and relationship structure. | 4.12      | 0.81 | High  | 1     |
| 10  | Female middle administrators are highly adaptable and avoid coercive leadership styles  | 3.89      | 0.88 | High  | 8     |



**Table 4.3** (Continued)

| (n=283)      |  |             |             |             |       |
|--------------|--|-------------|-------------|-------------|-------|
| NO.          | Flexible leadership charisma   | $\bar{X}$   | S.D.        | Level       | Order |
| 11           | Female middle administrators have natural attraction, appeal and influence, and can inspire confidence, trust and belief in their subordinates | 3.81        | 0.92        | High        | 9     |
| <b>Total</b> |  | <b>3.96</b> | <b>0.89</b> | <b>High</b> |       |

According to table 4.3, found that the level of female leadership of female middle administrators in flexible leadership charisma was at high level ( $\bar{X}=3.96$ ). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was female middle administrators are better at building an organizational culture of interaction, humanity, equality, care and flexibility atmosphere and relationship structure ( $\bar{X}=4.12$ ), followed by female middle administrators more compassionate and empathetic ( $\bar{X}=4.11$ ), female middle administrators have appearance advantages was the lowest mean ( $\bar{X}=3.64$ ).

**Table 4.4** The average value and standard deviation of the level of female leadership of female middle administrators in inspirational motivation

| (n= 283) |   |           |      |       |       |
|----------|---|-----------|------|-------|-------|
| NO.      | Inspirational motivation  | $\bar{X}$ | S.D. | Level | Order |
| 1        | Female middle administrators are good at stimulating the work passion and motivation of their subordinates through incentives.              | 3.85      | 0.82 | High  | 10    |
| 2        | Female middle administrators are good at mobilizing the enthusiasm and creativity of their subordinates through stimulation and motivation. | 3.86      | 0.80 | High  | 8     |

Table 4.4 (Continued)

| (n= 283)     |  |             |             |             |       |
|--------------|--|-------------|-------------|-------------|-------|
| NO.          | Inspirational motivation   | $\bar{X}$   | S.D.        | Level       | Order |
| 3            | Female middle administrators are good at motivating and motivating subordinates to complete organizational tasks and achieve organizational goals. | 3.93        | 0.79        | High        | 4     |
| 4            | Female middle administrators pay more attention to the mental areas of their subordinates than male middle administrators                          | 4.0         | 0.79        | High        | 1     |
| 5            | Female middle administrators are good at mobilizing the inner motivation of their subordinates through belief and emotional motivation.            | 3.99        | 0.72        | High        | 2     |
| 6            | Female middle administrators are good at encouraging subordinates to set higher work goals at work.  | 3.90        | 0.85        | High        | 7     |
| 7            | Female middle administrators inspire subordinates to use their talents and wisdom through inspiring motivation                                     | 3.94        | 0.73        | High        | 5     |
| 8            | Female middle administrators use inspirational incentives to attract and retain top talent   | 3.93        | 0.77        | High        | 5     |
| 9            | Female middle administrators strengthen team spirit with inspirational motivation  | 3.96        | 0.80        | High        | 3     |
| 10           | Female middle administrators are better at creating a healthy competitive environment at work.   | 3.86        | 0.86        | High        | 8     |
| <b>Total</b> |  | <b>3.92</b> | <b>0.79</b> | <b>High</b> |       |

According to table 4.4, found that the level of female leadership of female middle administrators inspirational motivation was at high level ( $\bar{X}=3.92$ ). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was female middle administrators pay more attention to the spiritual realm of their subordinates than male middle administrators ( $\bar{X}=4.0$ ), followed by female middle administrators are good at mobilizing the inner motivation of their subordinates through belief and emotional motivation ( $\bar{X}=3.99$ ), female middle administrators are good at stimulating the work passion and motivation of their subordinates through incentives was the lowest mean ( $\bar{X}=3.85$ ).

**Table 4.5** The average value and standard deviation of the level of female leadership of female middle administrators in intellectual stimulation  
(n= 283)

| NO. | Intellectual stimulation  | $\bar{X}$ | S.D. | Level | Order |
|-----|---|-----------|------|-------|-------|
| 1   | Female middle administrators encourage subordinates to question their own beliefs and values as well as those of their leaders and the organization at work.                        | 3.75      | 0.88 | High  | 9     |
| 2   | Female middle administrators encourage their subordinates to be innovative at work and good at independent thinking and problem-solving.  | 3.82      | 0.77 | High  | 7     |
| 3   | Female middle administrators are willing to spend time teaching and conveying new ideas to their subordinates at work.  | 3.96      | 0.73 | High  | 1     |
| 4   | Female middle administrators have a strong sense of innovation, allowing their subordinates to see problems from different perspectives and inspiring them to express new insights. | 3.73      | 0.89 | High  | 10    |

Table 4.5 (Continued)

(n= 283)

| NO.          | Intellectual stimulation   | $\bar{X}$   | S.D.        | Level       | Order |
|--------------|--|-------------|-------------|-------------|-------|
| 5            | Female middle administrators encourage subordinates to use new means and new methods to solve problems encountered at work.  | 3.84        | 0.76        | High        | 4     |
| 6            | Female middle administrators encourage subordinates to re-evaluate and deal with problems at work.   | 3.84        | 0.79        | High        | 4     |
| 7            | Female middle administrators allow their subordinates to have different opinions at work and tell them new ways to complete tasks.                                     | 3.89        | 0.83        | High        | 3     |
| 8            | Female middle administrators allow subordinates to correct shortcomings among members and help members grow together.  | 3.94        | 0.79        | High        | 2     |
| 9            | Female middle administrators improve their subordinates' behavior by influencing them ideologically rather than emotionally.   | 3.82        | 0.89        | High        | 7     |
| 10           | Female middle administrators focus on stimulating the potential and creativity of their subordinates, so that they can change their consciousness, beliefs and values. | 3.84        | 0.88        | High        | 4     |
| <b>Total</b> |  | <b>3.85</b> | <b>0.82</b> | <b>High</b> |       |

According to table 4.5, found that the level of female leadership of female middle administrators intellectual stimulation was at high level ( $\bar{X}=3.85$ ). Considering the results of this research aspects ranged from the highest to lowest mean were as

follow: the highest mean was female middle administrators are willing to spend time teaching and conveying new ideas to their subordinates at work ( $\bar{X}=3.96$ ), followed by female middle administrators allow subordinates to correct shortcomings among members and help members grow together ( $\bar{X}=3.94$ ), female middle administrators have a strong sense of innovation, allowing their subordinates to see problems from different perspectives and inspiring them to express new insights was the lowest mean ( $\bar{X}=3.73$ ).

**Table 4.6** The average value and standard deviation of the level of female leadership of female middle administrators in ethical management

(n= 283)

| NO. | Ethical management  | $\bar{X}$ | S.D. | Level | Order |
|-----|---|-----------|------|-------|-------|
| 1   | Female middle administrators set an example for their subordinates with their excellent moral character   | 4.11      | 0.76 | High  | 1     |
| 2   | Female middle administrators are better able to lead by example   | 3.81      | 0.99 | High  | 10    |
| 3   | Female middle administrators are more able to subtly influence their subordinates with their excellent moral character.                                   | 3.96      | 0.83 | High  | 3     |
| 4   | Female middle administrators are better able to use their excellent moral character to inspire subordinates to work hard to achieve organizational goals. | 3.94      | 0.88 | High  | 6     |
| 5   | Female middle administrators are more dedicated   | 3.84      | 0.98 | High  | 8     |
| 6   | Female middle administrators are more likely to sacrifice their own interests   | 3.87      | 0.89 | High  | 7     |
| 7   | Female middle administrators are more likely to be consistent in their words and deeds, and do what they say  | 3.84      | 0.88 | High  | 8     |

Table 4.6 (Continued)

(n= 283)

| NO.          | Ethical management   | $\bar{X}$   | S.D.        | Level       | Order |
|--------------|--|-------------|-------------|-------------|-------|
| 8            | Female middle administrators are more able to strictly demand their own moral character  | 3.95        | 0.92        | High        | 4     |
| 9            | Female middle administrators focus on discussing professional ethics and values with their subordinates during the management process  | 3.97        | 0.81        | High        | 2     |
| 10           | The psychological and behavioral influence of female middle administrators on their subordinates is achieved through two-way communication and continuous strengthening of moral perception. | 3.95        | 0.81        | High        | 4     |
| <b>Total</b> |  | <b>3.91</b> | <b>0.88</b> | <b>High</b> |       |

According to table 4.6, found that the level of female leadership of female middle administrators ethical management was at high level ( $\bar{X}=3.91$ ). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was female middle administrators set an example for their subordinates with their excellent moral character ( $\bar{X}=4.11$ ), followed by female middle administrators focus on discussing professional ethics and values with their subordinates during the management process ( $\bar{X}=3.97$ ), female middle administrators are better able to lead by example was the lowest mean ( $\bar{X}=3.81$ ).

**Table 4.7** The average value and standard deviation of the level of female leadership of female middle administrators in personalized care

(n= 283)

| NO. | Personalized care   | $\bar{X}$ | S.D. | Level | Order |
|-----|---|-----------|------|-------|-------|
| 1   | Female middle administrators focus on differentiated training and guidance based on the different situations and needs of their subordinates. | 4.00      | 0.78 | High  | 7     |
| 2   | Female middle administrators help subordinates solve problems differently according to their different situations and needs.                  | 4.03      | 0.75 | High  | 5     |
| 3   | Female middle administrators pay more attention to creating a harmonious and united working environment for their subordinates                | 3.97      | 0.86 | High  | 9     |
| 4   | Female middle administrators are good at encouraging subordinates to use their personal strengths   | 3.96      | 0.79 | High  | 10    |
| 5   | Female middle administrators are good at motivating their subordinates with care  | 4.10      | 0.78 | High  | 2     |
| 6   | Female middle administrators are more patient and listen to the needs of their subordinates   | 4.06      | 0.73 | High  | 4     |
| 7   | Female middle administrators are more concerned about the lives, work and career growth of their subordinates.                                | 4.12      | 0.75 | High  | 1     |
| 8   | Female middle administrators are more willing to discuss future development plans with their subordinates.                                    | 4.00      | 0.79 | High  | 7     |

Table 4.7 (Continued)

(n= 283)

| NO.          | Personalized care   | $\bar{X}$   | S.D.        | Level       | Order |
|--------------|---|-------------|-------------|-------------|-------|
| 9            | Female middle administrators are more able to sincerely provide suggestions and opinions for the development of their subordinates. | 4.01        | 0.83        | High        | 6     |
| 10           | Female middle administrators are more willing to consider the needs and perceptions of their subordinates when making decisions.    | 4.09        | 0.80        | High        | 3     |
| <b>Total</b> |   | <b>4.04</b> | <b>0.79</b> | <b>High</b> |       |

According to table 4.7, found that the level of female leadership of female middle administrators personalized care was at high level ( $\bar{X}=4.04$ ). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was female middle administrators are more concerned about the lives, work and career growth of their subordinates ( $\bar{X}=4.12$ ), followed by female middle administrators are good at motivating their subordinates with care ( $\bar{X}= 4.10$ ), female middle administrators are good at encouraging subordinates to use their personal strengths was the lowest mean ( $\bar{X}=3.96$ ).



**Part 3: The analysis result about the interview contents about the models for developing the female leadership of female middle administrators of universities in Guangxi.**

The part 3 purpose to construct a female leadership development model for female middle administrators of universities in Guangxi. To achieve this goal, this study used semi-structured interviews with a total of 13 female middle administrators from 10 public undergraduate universities in Guangxi to deeply explore the current status, influencing factors and female leadership of female middle administrators of universities in Guangxi. Development needs provide important data support for further constructing a model for improving female leadership. In this study, the researcher used an interview outline designed specifically for this study and presented the information provided by the interviewees through semi-structured interviews.

**Table 4.8** Personal information of interviewee

| Interviewees  | Age | Background  | Marital status | Interview date and time                               |
|---------------|-----|---|----------------|---|
| Interviewee 1 | 42  | Education:Masters degree<br>Work position:Deputy director level<br>Management experience:7 years<br>Academic title:Associate Professor<br>Working years:16years | Married        | February 21, 2024,<br>9:40 AM<br>GMT+ 8<br>32minutes  |
| Interviewee 2 | 42  | Education:Masters degree<br>Work position:The director level<br>Management experience:8years<br>Academic title:Associate Professor<br>Working years:19years     | Married        | February 21, 2024,<br>10:35 AM<br>GMT+ 8<br>30minutes |
| Interviewee 3 | 42  | Education:Masters degree<br>Work position:Deputy director level<br>Management experience:6years<br>Academic title:Associate Professor<br>Working years:16 years | Married        | February 21, 2024,<br>11:20 AM<br>GMT+ 8<br>25minutes |

Table 4.8 (Continued)

| Interviewees  | Age | Background  | Marital status | Interview date and time                               |
|---------------|-----|---|----------------|---|
| Interviewee 4 | 42  | Education:Masters degree<br>Work position:Deputy director level<br>Management experience:6years<br>Academic title:Associate Professor<br>Working years:16 years | Married        | February 21, 2024,<br>15:00 PM<br>GMT+ 8<br>31minutes |
| Interviewee 5 | 48  | Education:Masters degree<br>Work position:The director level<br>Management experience:16years<br>Academic title:Associate Professor<br>Working years:26years    | Married        | February 21, 2024,<br>15:50 PM<br>GMT+ 8<br>30minutes |
| Interviewee 6 | 50  | Education:Masters degree<br>Work position:The director level<br>Management experience:15years<br>Academic title:Associate Professor<br>Working years:28 years   | Married        | February 21, 2024,<br>16:40 PM<br>GMT+ 8<br>25minutes |
| Interviewee 7 | 44  | Education:Masters degree<br>Work position:The director level<br>Management experience:14years<br>Academic title:Associate Professor<br>Working years:21 years   | Married        | February 22, 2024,<br>10:00 AM<br>GMT+ 8<br>35minutes |
| Interviewee 8 | 43  | Education:Masters degree<br>Work position:Deputy director level<br>Management experience:5years<br>Academic title:Associate Professor<br>Working years:21 years | Married        | February 22, 2024,<br>10:50 AM<br>GMT+8<br>30minutes  |

Table 4.8 (Continued)

| Interviewees   | Age         | Background   | Marital status | Interview date and time                               |
|----------------|-------------|--|----------------|---|
| Interviewee 9  | 42          | Education:Masters degree<br>Work position:Deputy director level<br>Management experience:5years<br>Academic title:Associate Professor<br>Working years:16 years  | Married        | February 22, 2024,<br>11:40 AM<br>GMT+8<br>20minutes  |
| Interviewee 10 | 49          | Education:Masters degree<br>Work position:Deputy director level<br>Management experience:10years<br>Academic title:Associate Professor<br>Working years:26 years | Married        | February 22, 2024,15:00<br>PM GMT+ 8<br>32minutes     |
| Interviewee 11 | 44          | Education:Masters degree<br>Work position:Deputy director level<br>Management experience:7years<br>Academic title:Associate Professor<br>Working years:20 years  | Married        | February 22, 2024,<br>15:55 Pm<br>GMT+8<br>32minutes  |
| Interviewee 12 | 43          | Education:Masters degree<br>Work position:Deputy director level<br>Management experience:8years<br>Academic title:Associate Professor<br>Working years:20 years  | Married        | February 22, 2024,<br>16:50 Pm<br>GMT+8<br>30minutes  |
| Interviewee 13 | 47          | Education:Masters degree<br>Work position:Deputy director level<br>Management experience:13years<br>Academic title:Associate Professor<br>Working years:24 years | Married        | February 22, 2024,<br>17:30 Pm<br>GMT+ 8<br>20minutes |
| <b>Average</b> | <b>44.5</b> | <b>Management experience:8.5years</b><br><b>Working years:20.7years</b>  |                | <b>29minutes</b>                                      |

(See the appendix for the specific interview transcript.)

According to Table 4.8, showed that the interviewees were all female middle administrators, average age of 44.5 years old, all have master's degrees, management experience 8.5 years, working years 20.7years. These show that the interviewees have very rich work experience and management experience. The interviewees are all married, indicating that they have to balance the relationship between family and work.

The researcher used the We-Chat communication platform to conduct 13 remote interviews, each of which was conducted in the dormitory. One-to-one interviews were used, and each interview was recorded. Before the interview, the researcher communicated with the interviewees related to the content of this research in advance to ensure the authenticity and smoothness of the interview. Each interview lasted approximately 29 minutes on average.



Table 4.9, through code statistical analysis and data summary, the top 5 female leadership traits that female middle administrators of universities in Guangxi need to possess are: communication, empathy, humanistic care, democracy, and good at motivating.

**Table 4.10** Codes and code frequencies for current female leadership development models suggested by interviews

| No. | Code                              | Interviewee1 | Interviewee2 | Interviewee3 | Interviewee4 | Interviewee5 | Interviewee6 | Interviewee7 | Interviewee8 | Interviewee9 | Interviewee10 | Interviewee11 | Interviewee12 | Interviewee13 | Frequencies | Order |
|-----|-----------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|---------------|-------------|-------|
| 1   | Emotional intelligence            | √            | √            |              | √            | √            | √            | √            |              | √            | √             | √             | √             | √             | 11          | 2     |
| 2   | communication skills              | √            | √            | √            | √            | √            | √            |              | √            | √            | √             | √             | √             | √             | 12          | 1     |
| 3   | Flexibility and adaptability      |              | √            |              |              | √            | √            | √            | √            |              |               |               |               | √             | 6           | 11    |
| 4   | Trust and trust building          | √            |              | √            | √            | √            | √            |              |              | √            | √             |               | √             | √             | 9           | 6     |
| 5   | Goal setting and vision shaping   | √            | √            | √            |              | √            |              | √            | √            |              | √             |               |               |               | 7           | 9     |
| 6   | Incentive means and reward system | √            | √            | √            | √            |              | √            | √            |              | √            |               | √             | √             | √             | 10          | 3     |
| 7   | Empower                           |              | √            | √            |              | √            |              |              |              |              | √             |               |               |               | 4           | 13    |
| 8   | Team building and cohesion        | √            | √            | √            |              | √            |              | √            | √            | √            | √             |               | √             | √             | 10          | 3     |
| 9   | Innovation and creativity         |              | √            |              |              |              | √            | √            |              |              | √             | √             | √             |               | 6           | 11    |

Table 4.10 (Continued)

| No. | Code                                    | Interviewee1 | Interviewee2 | Interviewee3 | Interviewee4 | Interviewee5 | Interviewee6 | Interviewee7 | Interviewee8 | Interviewee9 | Interviewee10 | Interviewee11 | Interviewee12 | Interviewee13 | Frequencies | Order |
|-----|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|---------------|-------------|-------|
| 10  | Self-reflection and continuous learning | √            |              | √            | √            | √            | √            |              |              |              | √             |               | √             |               | 7           | 9     |
| 11  | Values and Ethical Principles           |              |              |              | √            |              |              |              |              | √            |               |               |               | √             | 3           | 14    |
| 12  | Role model and practice                 | √            | √            | √            |              | √            |              | √            | √            | √            |               | √             | √             | √             | 10          | 3     |
| 13  | Ethical education and training          | √            |              |              | √            |              | √            |              |              |              |               |               |               |               | 3           | 14    |
| 14  | Empathy                                 | √            | √            | √            |              |              | √            |              |              | √            |               | √             | √             | √             | 8           | 2     |
| 15  | Personalized care and support           | √            |              | √            | √            | √            |              | √            | √            |              | √             | √             | √             |               | 9           | 6     |

According to Table 4.10, the top 5 main factors affecting the female leadership development of female middle administrators of universities in Guangxi are: communication skills, emotional intelligence (emotional intelligence), motivation methods and reward systems, team building and cohesion, role models and Practice it personally.

**Table 4.11** Models for developing the female leadership of female middle administrators of universities in Guangxi

| Contents                        | Models for developing the female leadership of female middle administrators   |
|---------------------------------|---|
| Flexible leadership<br>charisma | <p><b>1.Improve emotional intelligence:</b> emotional intelligence is the cornerstone of flexible leadership. It is the ability to identify, understand and manage one's own and others' emotions. Understand your own emotions and learn to manage them. At the same time, be good at perceiving and understanding the emotions of others. This helps to establish a closer and more trusting working relationship with others.</p> <p><b>2.Strengthen communication skills training:</b>Clear and effective communication is crucial for leaders. Learn to listen and give feedback, express your own thoughts and opinions, and also respect the opinions of others. Being good at using non-verbal communication is also part of communication skills.</p> <p><b>3.Cultivate teamwork spirit:</b>Flexible leaders should be good at teamwork and team building. Establish an open and inclusive working environment, encourage subordinates to share ideas and opinions, and promote team cohesion and collaboration capabilities.</p> <p><b>4.Flexibly adapt to changes in the organizational environment:</b>The modern social environment changes rapidly, and leaders need to be flexible and adaptable. Learning to adapt quickly to changes and guide your team through challenges is crucial to enhancing your charisma as a leader.</p> |



Table 4.11 (Continued)

| Contents                     | Models for developing the female leadership of female middle administrators   |
|------------------------------|---|
| Flexible leadership charisma | <p><b>5.Pay attention to personal brand building and enhance personal charm:</b> Personal brand is an important part of a leader's influence. By developing personal image and professional capabilities and establishing a good personal brand, leaders' influence and charisma can be enhanced.</p>   |
| Inspiring motivation         | <p><b>1.Establish team goals and vision:</b> Defining and sharing clear team goals and vision is the first step to motivating team members. Female middle administrators can work with the team to set specific and feasible goals and inspire team members to work together.</p> <p><b>2.Build trust and support:</b> Building trusting relationships with team members is key to motivating your team. Female middle administrators can build good trusting relationships by listening, understanding and supporting team members' needs and opinions, thereby motivating team members more effectively.</p> <p><b>3.Motivate the personal development of team members:</b> Understand the personal goals and career development needs of team members, provide them with support and opportunities, and motivate them to achieve their personal development goals. Female middle administrators can help team members continue to grow and improve through regular personal development talks and training programs.</p> |

Table 4.11 (Continued)

| Contents                 | Models for developing the female leadership of female middle administrators   |
|--------------------------|---|
| Inspiring motivation     | <p><b>4.Establish a positive working atmosphere:</b> Creating a positive and positive working atmosphere can motivate team members to be more dedicated to their work. Female middle administrators can create a positive working atmosphere and stimulate the team's enthusiasm and creativity by sharing success stories, providing support and encouraging cooperation among team members.</p>   |
| Intellectual stimulation | <p><b>1. Provide challenging tasks and projects:</b> Assigning challenging tasks and projects to team members can stimulate their thinking skills and creativity. Female middle administrators can assign projects suitable for team members development based on their abilities and interests, and encourage them to challenge themselves and continuously improve their work performance.</p> <p><b>2.Encourage independent learning and growth:</b> Encouraging team members to learn and grow independently can stimulate their curiosity and creativity. Female middle administrators can provide learning resources and training opportunities to encourage team members to continuously learn and explore new knowledge and skills.</p> <p><b>3.Promote knowledge sharing among teams:</b> Promoting knowledge sharing and cooperation among team members can stimulate the team's innovation ability. Female middle administrators can organize.</p> |

Table 4.11 (Continued)

| Contents                        | Models for developing the female leadership of female middle administrators   |
|---------------------------------|---|
| <b>Intellectual stimulation</b> | <p>team meetings, workshops or team-building activities to encourage team members to share experiences and ideas and jointly explore ways to solve problems.</p> <p><b>4. Provide diverse ways of thinking:</b> Recognizing that team members have different ways of thinking and working styles, female middle administrators can provide diverse ways of thinking and stimulate the creativity of team members. They can promote team innovation and development by forming interdisciplinary teams or encouraging team members to think about problems from different perspectives.</p> <p><b>5. Empower and motivate subordinates:</b> Empowerment and trust are important prerequisites for stimulating the creativity of team members. Female middle administrators can give team members sufficient autonomy and responsibility, allowing them the opportunity to use their imagination and creativity, thereby developing the team's intellectual stimulation capabilities.</p> <p><b>6. Promote exploration and experimentation:</b> Encouraging team members to explore and experiment with new ideas and methods can stimulate their creativity and innovation capabilities. Female middle administrators can provide support and encouragement, giving team members the courage to try new things, thereby promoting team development and progress.</p> |

Table 4.11 (Continued)

| Contents           | Models for developing the female leadership of female middle administrators  |
|--------------------|--|
| Ethical Management | <p><b>1.Establish clear moral principles and values:</b> Female middle administrators should work with their teams to develop clear moral principles and values and implement them into daily work. This helps team members clarify standards of ethical behavior and promotes good ethical decision-making and behavior.</p> <p><b>2.Build trust and support:</b> Building trusting relationships with team members is key to motivating your team. Female middle administrators can build good trusting relationships by listening, understanding and supporting team members' needs and opinions, thereby motivating team members more effectively.</p> <p><b>3.Pay attention to the well-being of subordinates:</b> Ethical management not only includes ethical responsibilities towards external stakeholders, but also includes ethical responsibilities towards team members. Female middle administrators should pay attention to the well-being of their subordinates, protect their rights and interests, and create a just, respectful and caring working environment.</p> <p><b>4. Cultivate the moral sensitivity of the team:</b> Female middle administrators can improve the moral sensitivity and moral judgment ability of team members through training and education. This can help team members better understand ethical issues and make the right ethical choices.</p> |

Table 4.11 (Continued)

| Contents           | Models for developing the female leadership of female middle administrators  |
|--------------------|--|
| Ethical Management | <p><b>5.Handle ethical challenges and conflicts:</b> When facing ethical challenges and conflicts, female middle administrators should have the courage to face them and handle them appropriately, and not be swayed by interests and pressure. They should be principled, fair and transparent, try to resolve problems and avoid further moral hazard.</p> <p><b>6.Establish a moral risk management mechanism:</b> Female middle administrators can work with their teams to establish a moral risk management mechanism to promptly discover and resolve moral issues and prevent moral risks from causing damage to the team and organization.</p> |
| Personalized care  | <p><b>1.Understand the personal information of team members:</b> Female middle administrators should invest time and energy to understand team members personal preferences, family situations, career goals, etc. This can be achieved through regular one-on-one meetings, team activities or surveys.</p> <p><b>2. Listen to and support team members:</b> Female middle administrators should listen to the needs and opinions of team members and provide timely support and help. They can help team members solve problems and cope with challenges through regular communication, psychological consultation or providing work resources.</p>    |

Table 4.11 (Continued)

| Contents          | Models for developing the female leadership of female middle administrators   |
|-------------------|---|
| Personalized care | <p><b>3.Personalized rewards and recognition:</b> Female middle administrators can give personalized rewards and recognition to team members based on their performance and contributions. This can include public praise, personal gratitude, special benefits, etc. to make team members feel valued and important.</p> <p><b>4.Regular communication and feedback:</b> Female middle administrators can communicate and provide feedback regularly with team members to understand their emotional state and work progress. This can be achieved through regular one-on-one meetings, team meetings, online communication tools, etc.</p> <p><b>5.Pay attention to personal development:</b> Female middle administrators should pay attention to the personal development needs of team members and provide support and guidance. They can develop personalized career development plans for team members, provide training and development opportunities, and help them achieve their personal career goals.</p> |

According to Table 4.11, the researcher proposed a model for developing the female leadership of female middle administrators of universities in Guangxi from 5 aspects, with a total of 26 measures. Among them, there are 5 measures for flexible leadership charisma, 4 measures for inspirational motivation, 6 measures for intellectual stimulation, 6 measures for moral management, and 5 measures for personalized care.

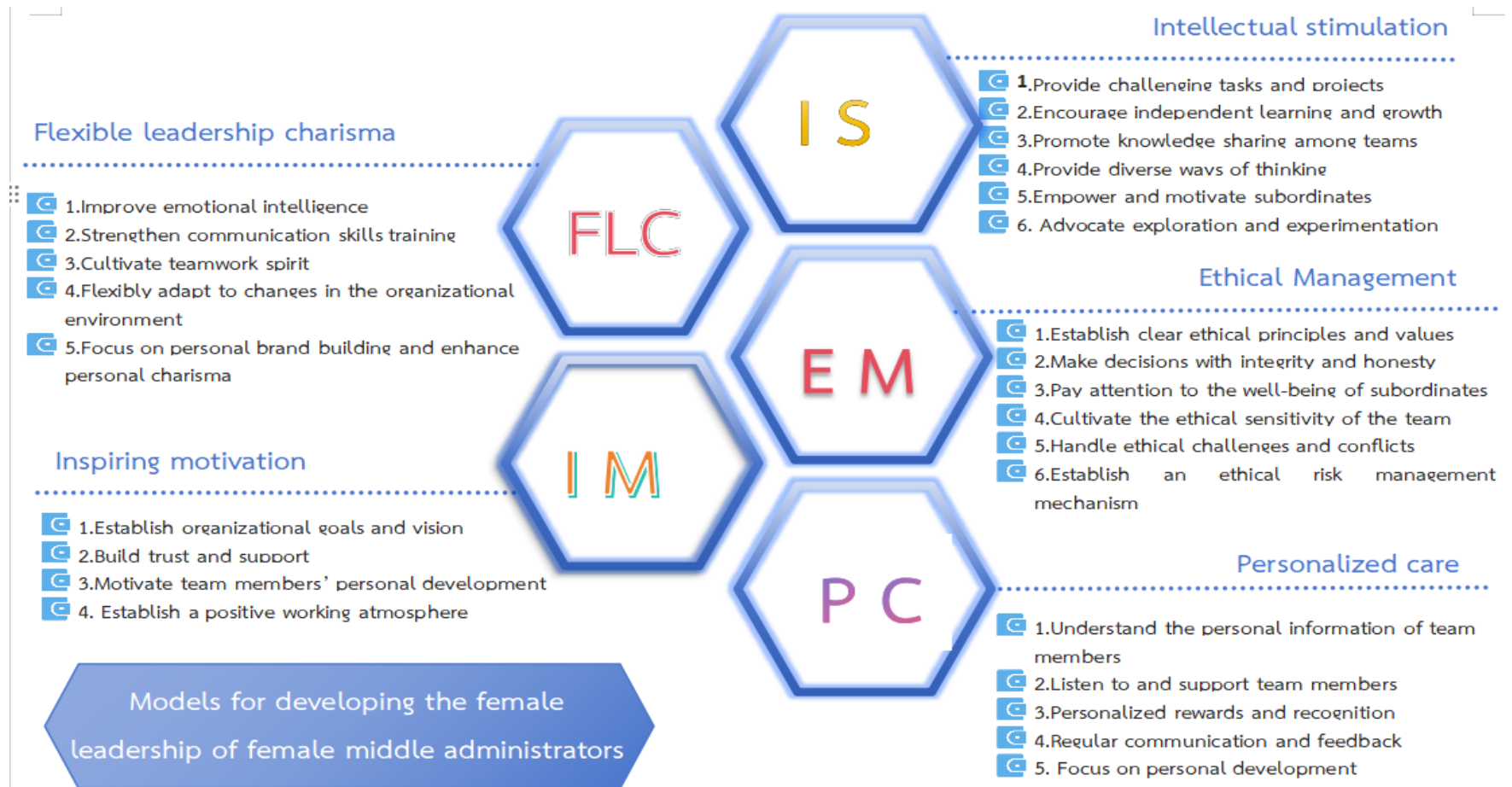


Figure 4.1 Models for developing the female leadership



Part 4: The analysis result about the evaluation of the suitability and feasibility of models for developing the female leadership of female middle administrators of universities in Guangxi. Presented the data in the form of average value and standard deviation.

The purpose of part 4 of the research to evaluate the suitability and feasibility of the female leadership development model for female middle administrators of universities in Guangxi. To this end, 9 experts from 10 public undergraduate universities in Guangxi were invited to evaluate the suitability and feasibility of the female leadership development model for female middle administrators in these universities. The results are shown in Table 4.12:

**Table 4.12** The average value and standard deviation of the evaluation of the adaptability and feasibility of models for developing the female leadership of female middle administrators

(N=9)

| NO.          | Model For Development The<br>Female Leadership Of Female<br>Middle Administrators Of<br>Universities In Guangxi | Suitability |             |                | Feasibility |             |                |
|--------------|---|-------------|-------------|----------------|-------------|-------------|----------------|
|              |   | $\bar{X}$   | S.D.        | Level          | $\bar{X}$   | S.D.        | Level          |
| 1            | Flexible leadership charisma  | 4.59        | 0.53        | Highest        | 4.56        | 0.73        | Highest        |
| 2            | Inspiring motivation  | 4.73        | 0.46        | Highest        | 4.67        | 0.49        | Highest        |
| 3            | Intellectual stimulation  | 4.54        | 0.62        | Highest        | 4.52        | 0.58        | Highest        |
| 4            | Ethical Management  | 4.61        | 0.59        | Highest        | 4.56        | 0.67        | Highest        |
| 5            | Personalized care   | 4.67        | 0.57        | Highest        | 4.60        | 0.59        | Highest        |
| <b>Total</b> |   | <b>4.63</b> | <b>0.55</b> | <b>Highest</b> | <b>4.58</b> | <b>0.61</b> | <b>Highest</b> |

According to table 4.12, the suitability and feasibility of models for developing the female leadership of female middle administrators in five aspects were at highest level with the values between 4.50~5.00, which means the models for developing the female leadership of female middle administrators was suitability and feasibility.



**Table 4.13** the average value and standard deviation of the evaluation of the adaptability and feasibility of models for developing the flexible leadership charisma of female middle administrators

(N=9)

| NO.                          | Model For Development The Female Leadership Of Female Middle Administrators Of Universities In Guangxi | Suitability |      |         | Feasibility |      |         |
|------------------------------|--|-------------|------|---------|-------------|------|---------|
|                              |  | $\bar{X}$   | S.D. | Level   | $\bar{X}$   | S.D. | Level   |
| Flexible leadership charisma |  |             |      |         |             |      |         |
| 1                            | Improve emotional intelligence   | 4.67        | 0.50 | Highest | 4.56        | 0.73 | Highest |
| 2                            | Strengthen communication skills training   | 4.78        | 0.44 | Highest | 5.00        | 0.00 | Highest |
| 3                            | Cultivate teamwork spirit  | 4.44        | 0.53 | High    | 4.67        | 0.50 | Highest |
| 4                            | Flexibly adapt to changes in the organizational environment  | 4.33        | 0.71 | High    | 4.33        | 0.71 | High    |
| 5                            | Focus on personal brand building and enhance personal charisma   | 4.67        | 0.50 | Highest | 4.56        | 0.73 | Highest |
| Total                        |  | 4.59        | 0.53 | Highest | 4.56        | 0.73 | Highest |

According to Table 4.13, found that the suitability ( $\bar{X}=4.59$ ) and feasibility ( $\bar{X}=4.56$ ) of models for developing the female leadership of female middle administrators in flexible leadership charisma were at the highest level with values between 4.50~5.00, which means the models for developing the female leadership of female middle administrators was suitability and feasibility. Among the highest mean of suitability was strengthening communication skills training ( $\bar{X}=4.78$ ), the lowest mean of suitability was flexibly adapting to changes in the organizational environment ( $\bar{X}=4.33$ ). The highest mean of feasibility was strengthening communication skills training ( $\bar{X}=5.00$ ), the lowest mean of feasibility was flexibly adapt to changes in the organizational environment ( $\bar{X}=4.33$ ).

**Table 4.14** The average value and standard deviation of the evaluation of the adaptability and feasibility of models for developing the inspiring motivation of female middle administrators

(N=9)

| NO.                  | Model For Development The<br>Female Leadership Of Female<br>Middle Administrators Of<br>Universities In Guangxi | Suitability |      |         | Feasibility |      |         |
|----------------------|---|-------------|------|---------|-------------|------|---------|
|                      |   | $\bar{X}$   | S.D. | Level   | $\bar{X}$   | S.D. | Level   |
| Inspiring motivation |   |             |      |         |             |      |         |
| 1                    | Establish organizational goals<br>and vision  | 4.67        | 0.50 | Highest | 4.56        | 0.53 | Highest |
| 2                    | Build trust and support   | 4.67        | 0.50 | Highest | 4.78        | 0.44 | Highest |
| 3                    | Motivate team members<br>personal development   | 4.67        | 0.50 | Highest | 4.67        | 0.50 | Highest |
| 4                    | Establish a positive working<br>atmosphere  | 4.89        | 0.33 | Highest | 4.67        | 0.50 | Highest |
| Total                |   | 4.73        | 0.46 | Highest | 4.67        | 0.49 | Highest |

According to Table 4.14, found that the suitability ( $\bar{X}=4.73$ ) and feasibility ( $\bar{X}=4.67$ ) of models for developing the female leadership of female middle administrators in inspiring motivation were at the highest level with values between 4.50~5.00, which means the models for developing the female leadership of female middle administrators was suitability and feasibility. Among the highest mean of suitability was establishing a positive working atmosphere ( $\bar{X}=4.89$ ), the lowest mean of suitability was establishing organizational goals vision, building trust and support, motivating the personal development of team members ( $\bar{X}=4.67$ ). The highest mean of feasibility was build trust and support ( $\bar{X}=4.78$ ), the lowest mean of feasibility was establish organizational goals and vision ( $\bar{X}=4.56$ ).

**Table 4.15** The average value and standard deviation of the evaluation of the adaptability and feasibility of models for developing the intellectual stimulation of female middle administrators

(N=9)

| NO.                      | Model For Development The<br>Female Leadership Of Female<br>Middle Administrators Of<br>Universities In Guangxi | Suitability |      |         | Feasibility |      |         |
|--------------------------|---|-------------|------|---------|-------------|------|---------|
|                          |   | $\bar{X}$   | S.D. | Level   | $\bar{X}$   | S.D. | Level   |
|                          |   |             |      |         |             |      |         |
| Intellectual stimulation |   |             |      |         |             |      |         |
| 1                        | Provide challenging tasks and projects  | 4.56        | 0.53 | Highest | 4.89        | 0.33 | Highest |
| 2                        | Encourage independent learning and growth   | 4.89        | 0.33 | Highest | 4.89        | 0.33 | Highest |
| 3                        | Promote knowledge sharing among teams   | 4.44        | 0.53 | High    | 4.56        | 0.53 | Highest |
| 4                        | Provide diverse ways of thinking  | 4.33        | 0.71 | High    | 4.11        | 0.78 | High    |
| 5                        | Empower and motivate subordinates   | 4.44        | 0.88 | High    | 4.22        | 0.97 | High    |
| 6                        | Advocate exploration and experimentation  | 4.56        | 0.73 | Highest | 4.44        | 0.53 | High    |
| Total                    |   | 4.54        | 0.62 | Highest | 4.52        | 0.58 | Highest |

According to Table 4.15, found that the suitability ( $\bar{X}=4.54$ ) and feasibility ( $\bar{X}=4.52$ ) of models for developing the female leadership of female middle administrators in intellectual stimulation were at the highest level with values between 4.50~5.00, which means the models for developing the female leadership of female middle administrators was suitability and feasibility. Among the highest mean of suitability was encouraging independent learning and growth ( $\bar{X}=4.89$ ), the lowest mean of suitability was providing diverse ways of thinking ( $\bar{X}=4.33$ ). The highest mean of feasibility were providing challenging tasks and projects ( $\bar{X}=4.89$ ) and encouraging independent learning and growth ( $\bar{X}=4.89$ ), the lowest mean of feasibility was providing diverse ways of thinking ( $\bar{X}=4.11$ ).

**Table 4.16** The average value and standard deviation of the evaluation of the adaptability and feasibility of models for developing the ethical management of female middle administrators

(N=9)

| NO.                | Model For Development The<br>Female Leadership Of Female<br>Middle Administrators Of<br>Universities In Guangxi | Suitability |      |         | Feasibility |      |         |
|--------------------|---|-------------|------|---------|-------------|------|---------|
|                    |   | $\bar{X}$   | S.D. | Level   | $\bar{X}$   | S.D. | Level   |
| Ethical Management |   |             |      |         |             |      |         |
| 1                  | Establish clear ethical principles and values   | 4.78        | 0.44 | Highest | 4.44        | 0.73 | High    |
| 2                  | Make decisions with integrity and honesty   | 4.67        | 0.50 | Highest | 4.56        | 0.53 | Highest |
| 3                  | Pay attention to the well-being of subordinates   | 4.78        | 0.44 | Highest | 4.78        | 0.44 | Highest |
| 4                  | Cultivate the ethical sensitivity of the team   | 4.44        | 0.73 | High    | 4.44        | 0.88 | High    |
| 5                  | Handle ethical challenges and conflicts   | 4.67        | 0.71 | Highest | 4.67        | 0.71 | Highest |
| 6                  | Establish an ethical risk management mechanism  | 4.33        | 0.71 | High    | 4.44        | 0.73 | High    |
| Total              |   | 4.61        | 0.59 | Highest | 4.56        | 0.67 | Highest |

According to Table 4.16,found that the suitability ( $\bar{X}$ =4.61) and feasibility ( $\bar{X}$ =4.56) of models for developing the female leadership of female middle administrators in ethical management were at the highest level with values between 4.50 ~5.00,which means the models for developing the female leadership of female middle administrators was suitability and feasibility. Among the highest mean of suitability were establishing clear moral principles and values ( $\bar{X}$ =4.78) and concerning the well-being of subordinates ( $\bar{X}$ =4.78), the lowest mean of suitability was establishing a moral risk management mechanism ( $\bar{X}$ =4.33). The highest mean of feasibility was concerned about the well-being of subordinates ( $\bar{X}$ =4.78), the

lowest mean of feasibility were establishing clear moral principles and values, cultivating the team's ethical sensitivity establish a moral hazard management mechanism ( $\bar{X}=4.44$ ).

**Table 4.17** The average value and standard deviation of the evaluation of the adaptability and feasibility of models for developing the personalized care of female middle administrators

(N=9)

| NO.               | Model For Development The<br>Female Leadership Of Female<br>Middle Administrators Of<br>Universities In Guangxi | Suitability |      |         | Feasibility |      |         |
|-------------------|---|-------------|------|---------|-------------|------|---------|
|                   |   | $\bar{X}$   | S.D. | Level   | $\bar{X}$   | S.D. | Level   |
| Personalized care |   |             |      |         |             |      |         |
| 1                 | Understand the personal<br>information of team members  | 4.56        | 0.73 | Highest | 4.44        | 0.73 | High    |
| 2                 | Listen to and support team<br>members   | 4.56        | 0.73 | Highest | 4.67        | 0.71 | Highest |
| 3                 | Personalized rewards and<br>recognition   | 4.78        | 0.44 | Highest | 4.56        | 0.53 | Highest |
| 4                 | Regular communication and<br>feedback   | 4.67        | 0.50 | Highest | 4.67        | 0.50 | Highest |
| 5                 | Focus on personal<br>development  | 4.78        | 0.44 | Highest | 4.67        | 0.50 | Highest |
| Total             |   | 4.67        | 0.57 | Highest | 4.60        | 0.59 | Highest |

According to Table 4.17, found that the suitability ( $\bar{X}=4.67$ ) and feasibility ( $\bar{X}=4.60$ ) of models for developing the female leadership of female middle administrators in personalized care were at the highest level with values between 4.50 ~5.00, which means the models for developing the female leadership of female middle administrators was suitability and feasibility. Among the highest mean of suitability were personalized rewards and recognition ( $\bar{X}=4.78$ ) and focus on personal development ( $\bar{X}=4.78$ ), understanding team members' personal

information, listens to and supports team member were the lowest mean ( $\bar{X}=4.56$ ). The highest mean of feasibility were listening and supporting team members ( $\bar{X}=4.67$ ), regular communication and feedback ( $\bar{X}=4.67$ ) and focusing on personal development ( $\bar{X}=4.67$ ), understand the personal information of team members were the lowest mean ( $\bar{X}=4.44$ ).

## Chapter 5

### Conclusion Discussion and Recommendations

The research in the models for developing the female leadership of female middle administrators of universities in Guangxi. The objectives of this research were: 1) to study the level of female leadership of female middle administrators of universities in Guangxi, 2) to provide development models of female leadership for female middle administrators of universities in Guangxi, 3) to evaluate the suitability and feasibility of the model for development female leadership of female middle administrators of universities in Guangxi. Including the following 5 aspects: 1) Flexible leadership charisma, 2) Inspirational motivation, 3) Intellectual stimulation, 4) ethical management, 5) Personalized care. The sample group in this research were female middle administrators from 10 public undergraduate universities in Guangxi, The Interview group was 13 female middle administrators. The research instruments were documents analyze, questionnaire, and semi-structured interview. The statistics to analyze the data were percentage, average value, and standard deviation. The conclusion, discussion and recommendations of this research were as follows:

#### Conclusion

This research in the models for developing female leadership among female middle administrators of universities in Guangxi. The researchers summarized the conclusions into 3 parts, details as follows:

Part 1: to study the level of female leadership of female middle administrators of universities in Guangxi.

Part 2: to provide development models of female leadership for female middle administrators of universities in Guangxi.

Part 3: to evaluate the suitability and feasibility of the model for development female leadership of female middle administrators of universities in Guangxi.

### **Part 1: to study the level of female leadership of female middle administrators of universities in Guangxi**

The level of female leadership of female middle administrators in five aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was personalized care, followed by flexible leadership charisma, inspirational motivation and ethical management, the lowest mean was intellectual stimulation.

Flexible leadership charisma was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was female middle administrators were better at building an organizational culture atmosphere and relationship structure that was interactive, humane, equal, caring and flexible, followed by female middle administrators were more compassionate and empathetic, female middle administrators have appearance advantages was the lowest mean.

Inspirational motivation was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was female middle administrators pay more attention to the spiritual realm of their subordinates than male middle administrators, followed by female middle administrators were good at mobilizing subordinates' enthusiasm through belief and emotional motivation Intrinsic motivation, female middle administrators were good at stimulating the work passion and motivation of their subordinates through incentives was the lowest mean.

Intellectual stimulation was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was female middle administrators are willing to spend time teaching and conveying new ideas to their subordinates at work, followed by female middle administrators allow subordinates to correct shortcomings among members and help members grow together, female middle administrators have a strong sense of innovation, allowing their subordinates to see problems from different perspectives and inspiring them to express new insights was the lowest mean.



Ethical management was at high level. Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was female middle administrators set an example for their subordinates with their excellent moral character, followed by female middle administrators focus on discussing professional ethics and values with their subordinates during the management process, female middle administrators are better able to lead by example was the lowest mean.

Personalized care was at a high level. Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was female middle administrators are more concerned about the lives, work and career growth of their subordinates, followed by female middle administrators are good at motivating their subordinates with care, female middle administrators are good at encouraging subordinates to use their personal strengths was the lowest mean.

**Part 2: provide development models of female leadership for female middle administrators of universities in Guangxi.**

The models for developing the female leadership of female middle administrators of universities in Guangxi from 5 aspects, which contain 26 measures. There were 5 measures for flexible leadership charisma, 4 measures for inspirational motivation, 6 measures for intellectual stimulation, 6 measures for moral management, and 5 measures for personalized care.

Flexible leadership charisma consisted of 5 measures: 1) improve emotional intelligence, 2) strengthen communication skills training, 3) cultivate teamwork spirit, 4) flexibly adapt to changes in the organizational environment, 5) focus on personal brand building and enhance personal charisma.

Inspiring motivation consisted of 4 measure: 1) establish organizational goals and vision, 2) build trust and support, 3) motivate team members personal development, 4) establish a positive working atmosphere.

Intellectual stimulation consisted of 6 measure: 1) provide challenging tasks and projects, 2) encourage independent learning and growth, 3) promote knowledge

sharing among teams, 4) provide diverse ways of thinking, 5) empower and motivate subordinates, 6) advocate exploration and experimentation.

Ethical management consisted of 6 measure: 1) establish clear ethical principles and values, 2) make decisions with integrity and honesty, 3) Pay attention to the well-being of subordinates, 4) cultivate the ethical sensitivity of the team, 5) handle ethical challenges and conflicts, 6) establish an ethical risk management mechanism.

Personalized care consisted of 5 measure: 1) understand the personal information of team members, 2) listen to and support team members, 3) personalized rewards and recognition, 4) regular communication and feedback, 5) focus on personal development.

### **Part 3: evaluate the suitability and feasibility of the model for development female leadership of female middle administrators of universities in Guangxi.**

The suitability and feasibility of models for developing the female leadership of female middle administrators in five aspects were at highest level with the values between 4.50~ 5.00, which means the models for developing the female leadership of female middle administrators were suitability and feasibility

The suitability and feasibility of flexible leadership charisma was highest level with values between 4.50 ~5.00, which means the models for developing the female leadership of female middle administrators was suitability and feasibility. Among the highest mean of suitability was strengthening communication skills training, the lowest mean flexibility of suitability was adapting to changes in the organizational environment. The highest mean of feasibility was strengthening communication skills training, the lowest mean of feasibility was flexibly adapt to changes in the organizational environment.

The suitability and feasibility of inspirational motivation was highest level with values between 4.50 ~5.00, which means the models for developing the female leadership of female middle administrators was suitability and feasibility. Among the highest mean of suitability was establishing a positive working atmosphere, the lowest mean of suitability was establishing organizational goals vision, building trust and

support, motivating the personal development of team members. The highest mean of feasibility was build trust and support, the lowest mean of feasibility was establish organizational goals and vision.

The suitability and feasibility of intellectual stimulation was highest level with values between 4.50~5.00, which means the models for developing the female leadership of female middle administrators was suitability and feasibility. Among the highest mean of suitability was encouraging independent learning and growth, the lowest mean of suitability was providing diverse ways of thinking. The highest mean of feasibility were providing challenging tasks and projects and encouraging independent learning and growth, the lowest mean of feasibility was providing diverse ways of thinking.

The suitability and feasibility of ethical management was highest level with values between 4.50 ~5.00, which means the models for developing the female leadership of female middle administrators was suitability and feasibility. Among the highest mean of suitability were establishing clear moral principles and values and concerning the well-being of subordinates, the lowest mean of suitability was establishing a moral risk management mechanism. The highest mean of feasibility was concerned about the well-being of subordinates, the lowest mean of feasibility was establishing clear moral principles and values, cultivating the team's ethical sensitivity establish a moral hazard management mechanism.

The suitability and feasibility of personalized care was highest level with values between 4.50 ~5.00, which means the models for developing the female leadership of female middle administrators was suitability and feasibility. Among the highest mean of suitability were personalized rewards and recognition and focus on personal development, the lowest mean of suitability was understanding team members' personal information, listens to and supports team member. The highest mean of feasibility were listening and supporting team members, regular communication and feedback and focusing on personal development, the lowest mean of feasibility was understand the personal information of team members.

## Discussion

The research in the development for the female leadership of female middle administrators of universities in Guangxi. The researcher summarized the discussion into 3 parts, as follows:

Part 1: to study the level of female leadership of female middle administrators of universities in Guangxi.

Part 2: to provide development models of female leadership for female middle administrators of universities in Guangxi.

Part 3: to evaluate the suitability and feasibility of the model for development female leadership of female middle administrators of universities in Guangxi.

### **Part 1: to study the level of female leadership of female middle administrators of universities in Guangxi.**

Female leadership: The research results showed that the overall evaluation of the five variables of female leadership traits of female middle administrators of universities in Guangxi was at a high level. This was due to the respondents believed that the female leadership level of female middle administrators of universities in Guangxi was recognized by their peers and subordinates. But why were there so few female leaders in high positions? These because gender stereotypes and the "glass ceiling" still exist on the road to female leadership development. Female middle-level managers in Guangxi universities are still greatly affected by gender stereotypes in their management work, and the "glass ceiling" is still an unbreakable wall on the road to promotion. Related research as American scholar Peter Northhouse (2012, p.123) mentioned in *Leadership: Theory and Practice*, in the past few decades, scholars focusing on female leaders and managers had been studying several basic issues: First, could women become leaders? Second, were there differences in the behavior and efficiency of female and male leaders in institutions? Third, why were there not many women in the highest leadership? What exactly hinders the development of female leaders, and what were the factors that affect female leadership? As Cecilia L. Ridgeway (2001, p.25) proposed in her book *Gender, Status, and Leadership* that gender was not just an individual characteristic, but an

institutionalized system of social practices. Gender systems were deeply intertwined with social hierarchies and leadership because gender stereotypes contain status beliefs that associate men with higher status value and ability than women. Crystal L. Hoyt (2010, p.65) also pointed out in his book *Women, Men, and Leadership: Exploring the Gender Gap at the Top* that elite leaders in business and government made major and far-reaching decisions that affect many aspects of society. However, relatively few of these important positions were held by women. Chin, Jean Lau (2011, p.53) pointed out in his book *Women and Leadership: Transforming Visions and Current Contexts* that even though women were treated fairly at home and at work, they were still at a disadvantage in terms of the number of leaders, especially in college education, where there were very few female leaders. Therefore, from the perspective of social justice, researchers should analyze the obstacles and confusions brought to women by organizational systems and social culture, so as to make suggestions for the development of female leadership and give women more opportunities to be promoted to senior leaders

Flexible leadership charisma: The research results showed that the overall score of the flexible leadership charm of female middle administrators of universities in Guangxi was at a high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was personalized care, followed by flexible leadership charisma, inspirational motivation and ethical management, the lowest level was intellectual stimulation. This was due to the respondents believed that female middle administrators of universities in Guangxi had flexible leadership charm. From the perspective of gender, female middle administrators of universities in Guangxi had a strong sense of feminine awakening. After all, in the competition in the workplace, there was no gender care, only a contest of ability. This was why more and more working women and female leaders were "masculinizing". We could also draw conclusions from the research of many scholars. In the 1980s and 1990s, scholars began to focus on the research of female leaders. Many experts and scholars believed that female leaders tend to have a more flexible leadership style. Related research as American scholar Deborah Tannen (1994, p.59) pointed out in her book *Talking from 9 to 5: Women and Men at Work*, women's

communication patterns often emphasize cooperation and relationship building, which helps to form a more flexible leadership style. American scholar Rosabeth Moss Kanter (1977, p.88) proposed in her book *Men and Women of the Corporation* that female leaders often bring different perspectives, emphasizing empathy, tolerance and cooperation, which was a more flexible leadership style. American scholars Alice Eagly and Linda L. Carli (2007, p.54) were committed to the research in the field of gender and leadership. They often emphasize the differences in leadership styles between male and female leaders. In their book *Through the Labyrinth: The Truth About How Women Become Leaders*, they proposed that women tend to adopt a more participatory and transformative leadership style, which was generally considered to be more flexible. Chinese scholar Zheng Xudong (2014, p.43) also proposed in *How to Improve Women's Leadership in my country* that we should give full play to the advantages of women's "softness" to improve leadership. The views put forward by these scholars highlight that female leaders may have a more flexible leadership style, but it was important to note that there may be wide differences in individual leadership styles regardless of gender. In addition, social and organizational factors could also affect the perception and value of leadership traits, thereby shaping leadership behavior.

**Inspirational motivation:** The research results showed that the overall score of inspirational motivation of female middle administrators of universities in Guangxi was at a high level. The highest mean was female middle administrators pay more attention to the spiritual realm of their subordinates than male middle administrators, followed by female middle administrators were good at mobilizing subordinates' enthusiasm through belief and emotional motivation. Intrinsic motivation, female middle administrators were good at stimulating the work passion and motivation of their subordinates through incentives was the lowest mean. This was due to the respondents believed that female middle administrators of universities in Guangxi were good at motivating the team through inspirational motivation in the process of management. Inspirational incentives focus on spiritual incentives rather than material incentives, inspirational incentives can stimulate subordinates' intrinsic motivation and satisfy their needs, and can promote subordinates' personal growth and improve

organizational performance. Related research as He Shankan and Yang Zheng (2013, p.76) pointed out in their study *On the Development of Female Leadership from the Perspective of the Softening Trend of Modern Leadership*, female leaders paid more attention to groups and interpersonal relationships, and paid more attention to team building. Compared with male leaders, female leaders tend to be more eloquent and more considerate. They were good at encouraging subordinates and cheering up the entire team, so as to achieve organizational goals more effectively. Their leadership style is often more approachable and close to subordinates, which makes them more cohesive, inspiring and friendly. Jean Lipman-Blumen was an American organizational behaviorist and leadership expert who focuses on the emotional intelligence and influence of leaders. Jean Lipman-Blumen (1996, p.43) proposed in *Connective Leadership: Managing in a Changing World* that female leaders tend to be more empathetic and interpersonally sensitive, could better understand the needs of subordinates, and motivate subordinates to take positive actions through encouragement and support. Margaret J. Wheatley (1999, p.47) emphasized in *Leadership and the New Science: Discovering Order in a Chaotic World* that female leaders were good at creating emotional connections and resonance in the organization. She believes that female leaders pay more attention to the emotional needs of subordinates and motivate their work performance by giving them trust, support and recognition. As the COO of Facebook and a well-known female leader, Sheryl Sandberg (2013, p.126) proposed the leadership style of female leaders in her book *Lean In: Women, Work, and the Will to Lead*. She emphasized the advantages of female leaders in encouraging subordinates to realize their potential, building support networks and promoting teamwork. In conclusion, inspirational motivation can stimulate the enthusiasm and creativity of subordinates through focusing on the emotional needs of subordinates, building support networks and promoting teamwork, and female leaders can achieve organizational success and sustainable development through inspirational motivation.

Intellectual stimulation: The research results showed that the overall score of intellectual stimulation of female middle administrators of universities in Guangxi was at a high level. Among the 10 questions, the highest mean was female middle

administrators were willing to spend time teaching subordinates at work and conveying new ideas to subordinates", followed by female middle administrators allow subordinates to correct shortcomings among members, Help members grow with each other, female middle administrators have a strong sense of innovation, allowing subordinates to see problems from different perspectives and inspiring subordinates to express new insights was the lowest mean. This was due to the respondents believe that female middle administrators of universities in Guangxi were good at encouraging subordinates to dare to question the beliefs and values of themselves, leaders and organizations at work. female middle administrators of universities in Guangxi encourage their subordinates to be innovative at work and be good at independent thinking and problem solving. The female middle administrators of universities in Guangxi were good at communication and intellectual stimulation in their management work, and had unique advantages in stimulating the thinking and creativity of their subordinates. Related research as Michael David Mumford (2000, p.53) proposed that female leaders had strong communication and conflict resolution skills and were good at creating a culture and environment that supports innovation. Michael David Mumford proposed an innovative leadership model that emphasizes that leaders need to have specific knowledge, skills and abilities to promote innovation. Mumford emphasized the importance of social skills in leading innovation, including communication, conflict resolution and team building skills. Diana Bilimoria and Sandy Kristin Piderit (2019, p.89) pointed out in *Handbook on Women in Business and Management*, female leaders were good at stimulating the intellectual and creative potential of their subordinates, emphasizing that female leaders were more inclined to adopt an inspiring and encouraging leadership style. Chinese scholar Xu Man (2019, p.77) pointed out, in the management of university departments, school culture and good communication and interaction among all faculty and staff were very important to the daily operation and development of the school. Although the research and perspectives of these scholars do not specifically focus on the intellectual stimulation abilities of female leaders, they provide insights into the potential strengths of female leaders in this area, and by promoting learning and



innovation among their followers, female leaders can make important contributions to the development and success of organizations.

Ethical management: The research results showed that the average score of moral management of female middle administrators of universities in Guangxi was at a high level. Among the 10 questions, the highest mean was female middle administrators set an example for their subordinates with their excellent moral character, followed by female middle administrators pay attention to discussing professional ethics and values with their subordinates during the management process, female middle administrators can lead by example was the lowest mean. This was due to the respondents believe that the moral value of female middle administrators of universities in Guangxi was high. Many scholars have put forward the view that female leaders were good at using moral management in their works, emphasizing the moral and ethical values displayed by female leaders in management. Related research as Joanne B. Ciulla (2005, p.97) pointed out in *Ethics, the Heart of Leadership*, explored the relationship between leadership and ethics, and how leaders should exercise moral responsibility, build trust, and shape organizational culture. She believed that female leaders tend to pay more attention to the well-being of their subordinates and the social responsibility of the organization. In her book *The Importance of Being Humble: Self-Understanding in Leadership*, Joanne also explored the role of humility in leadership, emphasizing that leaders need to had self-awareness and humility to better guide the team, and proposed that female leaders showed better moral sensitivity and integrity in management. Deborah L. Rhode (2006, p.53) pointed out in *Moral Leadership: The Theory and Practice of Power, Judgment, and Policy*, female leaders have advantages in ethical management, emphasizing the attention and sense of responsibility of female leaders to ethical issues, and believing that female leaders tend to pay more attention to following moral principles and values. Chinese scholars Man Jianyu et al. (2020, p.112) pointed out, whether it was managing teachers or educating students, the cultivation of moral values is always the core. These scholars provide important theoretical and practical guidance for us to understand the advantages of female leaders in ethical management. By demonstrating ethical leadership, caring about the well-being of subordinates and

practicing social responsibility, female leaders can make important contributions to the long-term development and sustainable success of organizations.

Personalized care: The research results showed that the average score of personalized care of female middle administrators of universities in Guangxi was at a high level. Among the 10 questions, the highest mean was female middle administrators were more concerned about the lives, work and career growth of their subordinates, followed by female middle administrators were good at motivating subordinates with care, female middle administrators were good at encouraging subordinates to develop their personal strengths was the lowest mean. This was due to the respondents believe that female middle administrators of universities in Guangxi care about the lives, work and career growth of their subordinates in the process of management, pay attention to differentiated training and guidance according to the different situations and needs of their subordinates, were good at using care to motivate their subordinates, and are more willing to consider the needs and perceptions of their subordinates when making decisions. Related research as Edgar Schein (1985, p,76) pointed out in *Organizational Culture and Leadership*, female leaders create a supportive and positive work environment through personalized care. Edgar Schein was a famous organizational scientist whose "Organizational Culture" theory emphasizes the importance of leaders in shaping organizational culture and building trusting relationships. Richard Boyatzis (2002, p.132) argues in his book *Primal Leadership: Realizing the Power of Emotional Intelligence*, co-authored with Daniel Goleman and Annie McKee, personalized care was the key to improving employees' emotional intelligence and performance. Richard Boyatzis was a psychologist and leadership expert whose theory of "emotional intelligence" emphasizes the important role leaders play in caring for, understanding, and supporting their employees. The research and opinions of these scholars emphasize the importance of personalized care in leadership and organizational development. By caring about employees, understanding their needs and providing support, female leaders can inspire employees' enthusiasm, creativity and performance, and promote the continued development and success of the organization.

**Part 2: to provide development models of female leadership for female middle administrators of universities in Guangxi.**

The models for developing the female leadership of female middle administrators of universities in Guangxi from 5 aspects, which contain 26 measures. There were 5 measures for flexible leadership charisma, 4 measures for inspirational motivation, 6 measures for intellectual stimulation, 6 measures for moral management, and 5 measures for personalized care. These measures were mainly proposed after interviews on the lowest level questions in the questionnaire.

Flexible leadership charisma: The research results among the 11 questions about flexible leadership charm, female middle administrators have the advantage of appearance was the lowest mean. This was due to the female middle-level managers in Guangxi universities do not pay much attention to appearance in the process of management, but appearance has an important impact on the management effect of female managers. Related research as Chinese scholar Jiuzhou (2018, p.39) put forward, "building your image is a very important part of female leadership", "the influence of female managers' clothing and temperament on their own leadership was far more important than that of men. Female middle administrators were good at relying on non-job influence was the second lowest mean. This was due to it was difficult to rely on non-job influence to motivate subordinates at work. female middle administrators of universities in Guangxi had gradually rationalized the emotionality and sensibility brought by physiological attributes at work, so they did not avoid compulsory leadership at work, but rely on job power to manage. Chinese scholars He Shankan and Yang Zheng (2013, p.58) proposed, female leaders should improve their soft leadership charm in terms of decision-making ability, communication ability, motivation ability and affinity ability. Chinese scholar Zhang Shuxia (2018, p.38) also proposed that female leaders should combine hardness and softness with the work environment and work objects, control personal emotions at work, and improve personal charm. According to the low levels and interview results, the researchers proposed five measures: 1) improve emotional intelligence, 2) strengthen communication skills training, 3) cultivate team spirit, 4) flexibly adapt to changes in

the organizational environment, and 5) focus on personal brand building and improve personal charm.

**Inspirational motivation:** The research results among the 10 questions on inspirational motivation, female middle administrators are good at inspiring subordinates' work passion and motivation through incentives was the lowest mean, followed by female middle administrators are good at mobilizing subordinates' work enthusiasm and creativity through incentives, but the level of these two questions were high, This was due to that female middle administrators in universities of Guangxi were good at motivation, but to improve their subordinates' work passion, enthusiasm and creativity, they need to make continuous improvements. Related research as Chinese scholars He Shankan and Yang Zheng (2013, p.77) pointed out, female leaders pay more attention to groups and interpersonal relationships, and pay more attention to team building. They were good at encouraging subordinates and cheering up the entire team, so as to achieve organizational goals more effectively. Chinese scholar Zhang Jing (2018, p.84) proposed that it was necessary to create a democratic, healthy and positive organizational environment and work atmosphere to actively promote the growth of female leaders. According to the low levels and interview results, the researchers proposed four measures: 1) establish organizational goals and vision, 2) build trust and support, 3) motivate team members' personal development, and 4) establish a positive working atmosphere.

**Intellectual stimulation :**The research results among the 10 questions about intellectual stimulation, female middle administrators have a strong sense of innovation, let subordinates look at problems from different perspectives, and inspire subordinates to express new insights was the lowest mean, followed by female middle administrators encourage subordinates to dare to question their own, leaders' and organizational beliefs and values at work, but the level of these two questions were high. This was due to female middle administrators of universities in Guangxi encourage subordinates to dare to raise questions and opinions, but female middle administrators must continue to improve their innovation in the process of management. Related research as Chinese scholar Wang Wei (2017, p.96) pointed out in "Difficulties in Developing Women's Leadership and Methods of Adjustment", female leaders have

disadvantages such as insufficient decisiveness in decision-making, weak comprehensive regulation ability, and insufficient development of innovation ability. Therefore, they should learn from the experience of other departments, keep in touch and communicate with employees of other departments with a positive attitude, and exercise their ability to deal with problems in unfamiliar environments. Chinese scholar Zhang Yixi (2021, p.54) proposed in "The Significance of Cultivating Elite Women and Improving Women's Leadership in the United Nations" that women's innovative spirit should be promoted. According to the low levels and interview results, the researchers proposed 6 measures: 1) Provide challenging tasks and projects, 2) Encourage independent learning and growth, 3) Promote knowledge sharing among teams, 4) Provide diverse ways of thinking, 5) Empower and motivate subordinates, and 6) Advocate exploration and experimentation.

**Ethical management:** The research results among the 10 questions about ethical management, female middle administrators can lead by example was the lowest mean, followed by female middle administrators were more able to be consistent in their words and deeds, and do what they say, but the level of these two questions are high. This was due to although the ethical management of female middle administrators of universities in Guangxi was good, they still need to make higher demands on themselves. Related research as Chinese scholar Chen Chunhua (2020, p.68) pointed out, "in the performance evaluation of women, the probability of mentioning words such as affinity, empathy, helpfulness and dedication was almost twice that of men", but managers need to improve their leadership. They must not only had high demands on their own ethics, but also manage the moral qualities of team members and convey clear moral standards and values to team members. According to the low levels and interview results, the researchers proposed 6 measures: 1) Establish clear ethical standards and values, 2) Make upright and honest decisions, 3) Pay attention to the welfare of subordinates, 4) Cultivate the team's moral sensitivity, 5) Deal with ethical challenges and conflicts, and 6) Establish an ethical risk management mechanism.

**Personalized care:** The research results among the 10 questions about personalized care, female middle administrators were good at encouraging

subordinates to give full play to their personal strengths was the lowest mean, followed by female middle administrators pay more attention to creating a harmonious and united working environment for subordinates, but the scores of these two questions were high. This was due to female middle administrators of universities in Guangxi could treat their subordinates differently in the management process, help their subordinates in a targeted manner, and gain recognition from their subordinates. However, in order to enable each subordinate to give full play to their personal strengths, it was necessary to be "people-oriented" and "teach students in accordance with their aptitude". Therefore, managers should understand the personal information of team members, communicate with team members frequently, and pay attention to the individual development needs of team members in order to provide differentiated guidance and help. Related research as Chinese scholar Sun Hongxia (2018, p.89) proposed, female leaders should "be interpersonally oriented and implement democracy and emotional care" in the management process. Chinese scholar Zhou Shitao (2022, p.69) also proposed that female leaders should pay attention to understanding the situation and needs of employees, helping employees solve problems, and creating a harmonious and united working environment for employees to give full play to their strengths. According to the low levels and interview results, the researchers proposed five measures: 1) understand team members personal information, 2) listen to and support team members, 3) personalized rewards and recognition, 4) regular communication and feedback, and 5) focus on personal development.

**Part 3:to evaluate the suitability and feasibility of the model for development female leadership of female middle administrators of universities in Guangxi.**

The purposed of evaluate the suitability and feasibility of the female leadership development model for female middle administrators of universities in Guangxi, the researcher invited 9 experts to conduct an evaluation. The evaluation results showed that the suitability and feasibility of the five aspects of the female leadership development model among experts were at the highest level, with values ranging from

4.50 ~ 5.00, indicating that the female leadership development model for female middle administrators is suitable and feasible.

Flexible leadership charisma: The suitability and feasibility assessment level of the 5 measures of flexible leadership charisma were the highest. Among them, the highest mean of feasibility was strengthening communication skills training. This was due to the strengthening communication skills was the most important and most feasible in implementing flexible leadership charisma. Related research as Chinese scholar Zhang Jing (2018, p.67) proposed, Female leaders were more likely to contact the masses, communicate with superiors and subordinates in various work affairs, and are good at using non-power influence (encouragement, motivation, guidance, coordination and other implicit methods) to win trust for the organization." Flexibly adapt to changes in the organizational was the lowest evaluation mean among the 5 measures. This was due to the organizational environment changes rapidly, and the organizational environment had many objective factors that cannot be changed by individual abilities, so experts believe that it was difficult to adapt to changes in the organizational environment.

Inspiring motivation: The suitability and feasibility assessment level of the 4 measures of inspiring motivation were the highest. Among them, building trust and support was the highest mean of feasibility. This was due to that experts recognize that building trust and support was the most important for inspiring motivation. Related research as Margaret Jane Wheatley (1992, p.34) proposed, female leaders were good at motivating employees' work performance by giving them trust, support and recognition. Establishing organizational goals and vision was the lowest evaluation mean among the 4 measures. This was due to the design of organizational goals and vision was difficult, the organizational goals and vision were too high and difficult to achieve, and subordinates would quit and become discouraged, and the organizational goals and visions were too low and easy to achieve, subordinates would lose their creativity.

Intellectual stimulation: The suitability and feasibility assessment level for the 6 measures of intellectual stimulation were the highest. Among them, "providing challenging tasks and projects" and "encouraging independent learning and growth"

had the highest feasibility evaluation level among the 6 measures. This was due to middle administrators would face different task challenges all the time in the management process and must through continuous independent learning, we could continue to grow and improve our management capabilities. Related research as Abraham Harold Maslow (1943, p.76) proposed, people's potential and self-actualization need to be developed in a supportive environment, which means they need opportunities to grow through challenging tasks, and requires autonomy to explore and learn. Therefore, challenging tasks and independent learning were the main ways for female middle administrators to realize themselves. Providing diverse ways of thinking was the lowest evaluation score among the 6 measures. This was due to in busy management work, it was difficult for managers to "provide diverse ways of thinking" to their subordinates, and managers prefer their subordinates ability to solve problems by oneself.

Ethical management: The suitability and feasibility assessment level for the 6 measures of ethical management were the highest. Pay attention to the well-being of subordinates was the highest suitability and feasibility evaluation score among the 6 measures. This was due to that pay attention to the well-being of subordinates was the easiest to implement. Related research as Christine Katharina Krämer (1992, p.88) proposed, female leaders tend to pay more attention to the well-being of their employees and the social responsibility of the organization. The lowest evaluation score among the 6 measures were "establishing clear moral principles and values", "cultivating the moral sensitivity of the team" and "establishing a moral risk management mechanism". This was due to establishing ethical principles and values, cultivating ethical sensitivity the implementation of sexual and ethical risk management mechanisms was the most difficult. Standards with moral principles and moral sensitivity were difficult to clarify, and there were many uncertain factors.

Personalized care: The suitability and feasibility assessment level for the 6 measures of personalized care were the highest. Focus on personal development was the highest suitability and feasibility evaluation mean among the 5 measures. This was due to that focus on personal development was the easiest to implement in management. Related research as Richard Boyatzis (2008, p.89) pointed out, focusing



on individual development was key to improving employees' emotional intelligence and performance. Understand the personal information of team members was the lowest evaluation score among the 5 measures. This was due to personal information had a wide range, and some information involving personal privacy was difficult for managers to understand.

## **Recommendations**

### **Implications**

1. About flexible leadership charisma, the researchers suggest that female middle administrators of universities in Guangxi should strengthen their ability to learn and grow continuously, and strengthen their ability to reflect and adjust themselves. They should constantly learn and develop their skills and knowledge, including leadership skills and industry knowledge, to maintain competitiveness and adapt to the changing environment. They should often reflect on their leadership style and behavior, accept feedback and make adjustments to continuously improve their flexible leadership charm.

2. About inspirational motivation, the researchers suggest that female middle administrators of universities in Guangxi should give subordinates responsibility and autonomy, provide support and resources to subordinates, and formulate feasible incentive plans. Because giving team members enough responsibility and autonomy can make them feel trusted and valued, thereby stimulating their enthusiasm and creativity. Providing support and resources to subordinates could ensure that the team had sufficient support and resources to complete the task, including training, technical support, time and financial support. Formulating a feasible incentive plan can reward team members for their outstanding performance and achievements and ensure that the incentive plan was fair and just.

3. About Intellectual stimulation, the researchers suggested that female middle administrators of universities in Guangxi should learn to establish an open-minded atmosphere in the team, provide subordinates with learning opportunities, set some challenging tasks for subordinates, provide timely feedback on subordinates' behavior,

encourage subordinates to think in a diversified way, and improve their problem-solving ability.

4. About ethical management, the researchers suggest that female middle administrators of universities in Guangxi should establish a moral culture, strengthen moral education, set up clear moral codes, promote teamwork and mutual respect, establish a moral feedback mechanism, and encourage honest behavior.

5. About personalized care, the researchers suggest that female middle administrators of universities in Guangxi build trusting relationships and encourage self-expression and development. By building relationships of mutual trust and respect, team members can feel free to express their thoughts and feelings without worrying about being criticized or blamed, thus creating a harmonious working environment. Team members should be encouraged to express their ideas and opinions, support their personal development and growth, and provide the necessary resources and support to help them achieve their career goals.

### **Future Researches**

1. Cross-cultural comparative research: Conduct cross-cultural comparative research to explore the leadership characteristics and effects of female middle administrators in different cultural backgrounds.

2. Leadership research in the digital era: Focus on the leadership of female middle administrators in universities in the digital era. Capacity development, researching the impact of digital technology on leadership models, organizational culture and teamwork, and exploring how to use technological means to improve the management effectiveness and influence of female leaders.

3. Research on gender equality and inclusive leadership: in-depth research on gender equality. Related to inclusive leadership, explores how to promote gender equality and diversity within organizations, create inclusive cultures and leadership styles, and examine how female leaders can play a role in driving gender equality and contribute to closing the gender gap.

4. Research on leadership development paths: Explore the leadership development paths of female middle administrators in colleges and universities,

research the development characteristics and challenges at different stages, formulate targeted leadership development strategies, take into account factors such as career development and family responsibilities, and explore how to balance personal life and career development to achieve continuous development of leadership.

5. Research on the relationship between leadership and organizational performance: research the relationship between the leadership of female middle administrators and organizational performance, and explore the impact of female leaders on organizational performance mechanisms and paths, analyze the role of female leadership in developing organizational effectiveness, employee satisfaction and innovation capabilities, and provide organizations with guidance and support for leadership development.

6. Research on education and training of leadership development: research on leadership education and training on female middle administrators in colleges and universities, explore the effects of different training models and methods on leadership development, design targeted leadership training courses, and improve the leadership skills and management capabilities of female leaders.

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## Appendices

## Appendix A

List of Specialists and Letters of Specialists Invitation  
for IOC Verification

## List of Specialists and Letters of Specialists Invitation for IOC Verification

1. Professor Dr. Ma Huanling, Guangxi Normal University
2. Professor Dr. Zhang Haiyan, Beibu Gulf University
3. Professor Dr. Li Maochang, Beibu Gulf University
4. Professor Dr. Huang Jianyi, Guangxi Normal University for Nationalities
5. Associate Professor Dr. Chen Peng, Beibu Gulf University

## Appendix B

### Official Letter



Ref.No. MHESI 0643.14/ 1173

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

February 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Ma Huanling, Guangxi Normal University

Mrs.Weng Shaojuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Development The Female Leadership of Female Administrators of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Akaranun Asavarutpokin)  
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)





Ref.No. MHESI 0643.14/174

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

February 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Zhang Haiyan, Beibu Gulf University

Mrs.Weng Shaojuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Development The Female Leadership of Female Administrators of Universities in Guangxi"

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[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 1175

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

February 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Li Maochang, Beibu Gulf University

Mrs.Weng Shaojuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Development The Female Leadership of Female Administrators of Universities in Guangxi"

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With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

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E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/ ||76

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

February 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Huang Jianyi, Guangxi Normal University for Nationalities

Mrs.Weng Shaojuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Development The Female Leadership of Female Administrators of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

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[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/177

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

February 2024

RE: Invitation to validate research instrument

Dear Associate Professor Dr. Chen Peng, Beibu Gulf University

Mrs.Weng Shaojuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Development The Female Leadership of Female Administrators of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Akaranun Asavarutpokin)  
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/1163

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

February 2024

RE: Request for Data Collection

Dear Sir or Madam

Mrs.Weng Shaojuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Development The Female Leadership of Female Administrators of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Akaranun Asavarutpokin)  
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/ 1164

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

February 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Wang Xianggao, Guangxi University

Mrs.Weng Shaojuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Development The Female Leadership of Female Administrators of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Akaranun Asavarutpokin)  
Vice Dean of Graduate School

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E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/ 1165

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

February 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Ma Huanling, Guangxi Normal University

Mrs.Weng Shaojuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Development The Female Leadership of Female Administrators of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,  


(Assistant Professor Akaranun Asavarutpokin)  
Vice Dean of Graduate School

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E-mail: grad@bsru.ac.th





Ref.No. MHESI 0643.14/1166

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

February 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Huang Heqing, Guangxi Normal University

Mrs.Weng Shaojuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Development The Female Leadership of Female Administrators of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

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Ref.No. MHESI 0643.14/1167

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

February 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Qin Yongling, Hechi College

Mrs.Weng Shaojuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Development The Female Leadership of Female Administrators of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

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Sincerely,

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Ref.No. MHESI 0643.14/ 1163

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

February 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Lu Heng, Beibu Gulf University

Mrs.Weng Shaojuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Development The Female Leadership of Female Administrators of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

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Ref.No. MHESI 0643.14/1169

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

February 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Zhang Haiyan, Beibu Gulf University

Mrs.Weng Shaojuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Development The Female Leadership of Female Administrators of Universities in Guangxi"

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Ref.No. MHESI 0643.14/113

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

February 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Li Maochang, Beibu Gulf University

Mrs.Weng Shaojuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Development The Female Leadership of Female Administrators of Universities in Guangxi"

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E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/117

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

February 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Huang Jianyi, Guangxi Normal University for Nationalities

Mrs.Weng Shaojuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Development The Female Leadership of Female Administrators of Universities in Guangxi"

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E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)



Ref.No. MHESI 0643.14/ ๗๗

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

February 2024

RE: Invitation to Evaluate the Model

Dear Associate Professor Dr. Chen Peng, Beibu Gulf University

Mrs.Weng Shaojuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Development The Female Leadership of Female Administrators of Universities in Guangxi"

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E-mail: [grad@bsru.ac.th](mailto:grad@bsru.ac.th)

## Appendix C

### Research Instrument

## 1.Survey Questionnaire

### Survey Questionnaire on the female Leadership of female middle administrators of Universities in Guangxi

#### Instructions:

The purpose of this questionnaire is to understand the current mode of female leadership of female middle administrators of Universities in Guangxi, provide the reference mode for improving the female leadership of female middle administrators of Universities in Guangxi, and evaluate the feasibility and adaptability of the female leadership promotion mode of female middle administrators of Universities in Guangxi. This questionnaire is divided into two parts, with a total of 59 questions. The first part is "basic information research", and the second part is "research on the status quo of female leadership of female middle administrators". Please judge the actual feelings and understanding of yourself or the female middle administrators around you. "1" means "very disagree", "2" means "disagree", "3" means "average", "4" means "agree", and "5" means "very agree".

#### Part 1: Respondent Status (Personal Information)

##### 1.Work unit: ( )

- A.Hezhou University
- B. Yulin Normal University
- C. Baise University
- D. Hechi University
- E. Guangxi University
- F. Guangxi University of Finance and Economics
- G. Beibu Gulf University
- H. Guangxi Normal University for Nationalities
- I. Guangxi University of Science and Technology
- J. Guangxi Normal University

##### 2. Your age: ( )

- A. Under 25 years old
- B. 25~35 years old
- C. 36~45 years old



- D. 46~55 years old
- E. Over 55 years old
- 3. Gender: ( )
  - A. Male B. Female
- 4. Educational level: ( )
  - A. Doctoral degree
  - B. Master degree
  - C. Undergraduate degree
  - D. Undergraduate degree or below
- 5. Administrative level: ( )
  - A. The division level
  - B. Deputy division level
  - C. Section level
  - D. Section below
- 6. Work experience as a middle administrator ( )
  - A. 5 Years and below
  - B. 6-10 years
  - C. 11-15 years
  - D. 16-20 years
  - E. 21-25 years
  - F. 26 years and above
- 7. Professional titles: ( )
  - A. Professor
  - B. Associate Professor
  - C. Lecturer
  - D. Assistant teacher
  - E. Other
- 8. Working years: ( )
  - A. 5 years and below
  - B. 6-10 years
  - C. 11-15 years
  - D. 16-20 years
  - E. 21-25 years
  - F. 26 years and above

Part 2: Questionnaire on the Current Situation of Female Leadership of Female Middle Administrators of Universities in Guangxi

| No.                                 | Question  | Satisfaction Judgment |   |   |   |   |
|-------------------------------------|---|-----------------------|---|---|---|---|
|                                     |   | 1                     | 2 | 3 | 4 | 5 |
| <b>Flexible leadership charisma</b> |   |                       |   |   |   |   |
| 1                                   | Female middle administrators are good at relying on leading subordinates and organizations through non-position influence to achieve organizational goals in the management process.                |                       |   |   |   |   |
| 2                                   | Female middle administrators are better at communication and collaboration in the management process.   |                       |   |   |   |   |
| 3                                   | Female middle administrators are more intuitive and more rigorous than male middle administrators.  |                       |   |   |   |   |
| 4                                   | Female middle administrators are more compassionate and empathetic than male middle administrators.   |                       |   |   |   |   |
| 5                                   | Female middle administrators have a physical advantage over male middle administrators.   |                       |   |   |   |   |
| 6                                   | Female middle administrators are more democratic and patient than male middle administrators.   |                       |   |   |   |   |
| 7                                   | Female middle administrators are more likely to be emotional and emotional than male middle administrators.   |                       |   |   |   |   |
| 8                                   | Female middle administrators pay more attention to humanistic care than male middle administrators.   |                       |   |   |   |   |
| 9                                   | Female middle administrators are better at building an interactive, human, equal, caring, and flexible organizational culture atmosphere and relationship structure than male middle administrators |                       |   |   |   |   |
| 10                                  | Female middle administrators have a strong adjustment to  |                       |   |   |   |   |

| No.                         | Question   | Satisfaction Judgment |   |   |   |   |
|-----------------------------|--|-----------------------|---|---|---|---|
|                             |  | 1                     | 2 | 3 | 4 | 5 |
|                             | the working environment and avoid mandatory leadership in work.  |                       |   |   |   |   |
| 11                          | Female middle administrators have a natural attraction, appeal and influence to subordinates, which can stimulate the confidence, trust and belief of subordinates.  |                       |   |   |   |   |
| <b>Inspiring motivation</b> |  |                       |   |   |   |   |
| 1                           | Female middle administrators are good at stimulating their work passion and motivation through motivation.   |                       |   |   |   |   |
| 2                           | Female middle administrators are good at mobilizing the work enthusiasm and creativity of their subordinates.  |                       |   |   |   |   |
| 3                           | Female middle administrators are good at enabling subordinates to complete organizational tasks and achieve organizational goals through stimulation and motivation. |                       |   |   |   |   |
| 4                           | Female middle administrators focus on the spiritual domain of their subordinates.  |                       |   |   |   |   |
| 5                           | Female middle administrators are good at mobilizing the inner motivation of their subordinates through faith and emotional motivation.                               |                       |   |   |   |   |
| 6                           | Female middle administrators are good at encouraging their subordinates to set higher work goals.  |                       |   |   |   |   |
| 7                           | Female middle administrators inspire their subordinates to develop their talents and wisdom through encouraging incentives.  |                       |   |   |   |   |
| 8                           | Female middle administrators use encouraging incentives to attract and retain outstanding people.  |                       |   |   |   |   |
| 9                           | Female middle administrators enhance team spirit through inspiring incentives.   |                       |   |   |   |   |
| 10                          | The motivation of female middle administrators can create  |                       |   |   |   |   |

| No.                             | Question   | Satisfaction Judgment |   |   |   |   |
|---------------------------------|--|-----------------------|---|---|---|---|
|                                 |  | 1                     | 2 | 3 | 4 | 5 |
|                                 | a healthy competitive environment for organizations.   |                       |   |   |   |   |
| <b>Intellectual stimulation</b> |  |                       |   |   |   |   |
| 1                               | Female middle administrators encourage subordinates to work to question the beliefs and values of themselves, their leaders, and organizations.                            |                       |   |   |   |   |
| 2                               | Female middle administrators encourage subordinates to innovate in their work and be good at independent thinking and problem solving.                                     |                       |   |   |   |   |
| 3                               | Female middle administrators spend their time teaching their subordinates and spreading new ideas to them.   |                       |   |   |   |   |
| 4                               | Female middle administrators have a strong sense of innovation, which enables subordinates to see problems from different angles and inspire them to express new opinions. |                       |   |   |   |   |
| 5                               | Female middle administrators encourage subordinates to use new methods to solve problems at work.  |                       |   |   |   |   |
| 6                               | Female middle administrators encourage subordinates to re-evaluate and address problems at work.   |                       |   |   |   |   |
| 7                               | Female middle administrators allow subordinates to have different opinions at work, telling them new ways to accomplish tasks.   |                       |   |   |   |   |
| 8                               | Female middle administrators allow subordinates to correct deficiencies and help them play to their strengths  |                       |   |   |   |   |
| 9                               | Female middle administrators improve subordinate behavior by thinking, rather than emotional, influences on their subordinates.  |                       |   |   |   |   |
| 10                              | Female middle administrators focus on stimulating the potential and creativity of employees, and changing the  |                       |   |   |   |   |



| No. | Question   | Satisfaction Judgment |   |   |   |   |
|-----|--|-----------------------|---|---|---|---|
|     |  | 1                     | 2 | 3 | 4 | 5 |
| 1   | In the management process, female middle administrators pay attention to different training and guidance according to the different situations and needs of employees. |                       |   |   |   |   |
| 2   | Female middle administrators will help employees solve problems according to their different situations and needs.   |                       |   |   |   |   |
| 3   | Female middle administrators focus on creating a harmonious and united working environment for their employees.  |                       |   |   |   |   |
| 4   | Female middle administrators are good at encouraging employees to play their personal strengths in the management process.   |                       |   |   |   |   |
| 5   | Female middle administrators are good at motivating employees with care in the management process.   |                       |   |   |   |   |
| 6   | Female middle administrators are more patient to listen to the needs of their subordinates than male middle administrators   |                       |   |   |   |   |
| 7   | Female middle administrators are more concerned about the life, work and career growth of their subordinates than male middle administrators.                          |                       |   |   |   |   |
| 8   | Female middle administrators are more willing to discuss their future development plans with their subordinates in the management process.                             |                       |   |   |   |   |
| 9   | Female middle administrators are more sincere to provide suggestions and opinions for the development of subordinates in the management process.                       |                       |   |   |   |   |
| 10  | Female middle administrators are more willing to consider the needs and perceptions of their subordinates when making decisions.                                       |                       |   |   |   |   |

## 2. Interview outline

### Interview outline of female Leadership Training mode of female Middle administrators of University in Guangxi

#### Instructions:

The respondents in this study were 13 female middle administrators from 10 public undergraduate institutions in Guangxi. The requirements of respondents are as follows: (1) more than 5 years working experience in middle-level administrators in public universities; (2) rich management experience; (3) master's degree or above. Using the method of semi-structured interviews.

#### Part 1: Respondent Status (Personal Information)

- 1.Name (interviewee):
- 2.Position:
- 3.School:
- 4.Date of Interview:
- 5.Length of interview:

#### Part 2 : Interview outline

| Content   | Question   |
|---|--|
| Female leadership:<br>specific content and<br>characteristics | 1. Do you think there are differences between female middle administrators and male middle administrators in the process of management? If there is a difference, where is the main manifestation? What do you think is all about female leadership? |
|   | 2. What female leadership qualities do you think female middle administrators of universities in Guangxi should have?  |
| Self-evaluation of<br>women's leadership<br>qualities         | 3. In Flexible Leadership Charisma, how do you think female middle administrators can improve their non-positional influence through external advantages in management work?   |
|   | 4. In the context of inspirational motivation, how can female middle administrators improve their motivational abilities, thereby increasing their subordinates work passion and work creativity?  |

| Continue the above table  |   |
|---|---|
| Content   | Question  |
| Self-evaluation of women's leadership qualities                               | 5. In the process of intellectual stimulation, how should female middle administrators improve their innovation capabilities so as to drive the innovation of their subordinates? |
|   | 6. In ethical management, how can female middle administrators improve their ability to lead by example and be consistent in their words and deeds in management work?            |
|   | 7. In personalized care, how do female middle administrators encourage their subordinates to use their personal strengths in the management process?                              |
| The main factors of improving women's leadership                              | 8. What factors do you think hinder the development of female leadership among female middle administrators of Universities in Guangxi? Please give specific examples.            |
| Assessment and continuous improvement of female leadership development models | 9. How do you think the female leadership of female middle administrators of Universities in Guangxi should be developed?   |



### 3.interview

#### Interview of female Leadership Training mode of female Middle administrators of University in Guangxi

##### Interviewer 1

I think female administrators, as women, have different characteristics from men in management. First, in terms of the management goals of the organization, it is goal-oriented, but goals are achieved by people. We female leaders tend to pay more attention to people in management. Female administrators pay more attention to cooperation and harmonious relationships in the way they work , rather than just achieving certain performance through goal orientation. Of course, performance is also very important, but performance is accomplished through people and cooperation , so Department personnel are required to be harmonious and united. The second is the work attitude. Women's traits are more serious, rigorous and careful, and their working methods are more patient, detailed and enthusiastic than men's, such as affinity. The third is cooperation. Now is an era of cooperation, and it is equality. Only cooperation can lead to win-win results. The fourth is innovation. As leaders, we should be innovative, but innovation is precisely the weakness of female leaders. The fifth is communication and coordination skills. Now is the digital age, where there is less emphasis on hierarchical power than in the past. Department work relies on equal cooperation among all personnel. The prerequisite for equal cooperation is to be good at communication and coordination, so communication and coordination skills are also a trait of our female leaders. Ours is an era of uncertainty. Unlike in the past, where the goal was always there, now the goal is constantly changing, so the times will also change. The unique flexible leadership of female leaders is very suitable for the changes of the times, because flexibility means being able to be flexible, which is the advantage of our female leaders. In addition, female leaders are good at communication, guidance, and have strong empathy, which can build trust with their subordinates.

As a middle administrators in a university, I believe ethical management is very important. Ethical management is first based on social ethics, and then on professional ethics. From this point of view, I personally feel that both male administrators and female administrators are relatively consistent, and there is not much difference. For example, there is a difference, such as dedication. In our current society, women actually play more social roles than men, especially in a family. She has to bear the heavy burden of not only doing her job well, but also taking care of the house. If you want to talk to men about this, Equality, I think it is difficult to implement. Chinese women have the responsibility of keeping the household and need to invest more energy than men. Therefore, it is quite difficult to balance work and family. Also, in the process of management, we discuss professional ethics and values with our subordinates. I think whether it is a male leader or a female leader, we will still do it. The key is to look at the personality of the leader. For example, in the communication process, if the person has a strong personality, the tone may be commanding; if the person has a gentle personality, the tone may be softer. This has nothing to do with gender.

### **Interviewer 2**

Having worked in middle management for so many years, I think there are still some differences between female leadership and male leadership in terms of characteristics. It can be said that today's female leaders are breaking through the traditional male-dominated leadership model with their unique gender potential, and through their delicate, friendly, good at communication, and skillful balanced leadership practices, they are creating a personalized, the emotional charm management model is quietly forming in the workplace. Especially in today's era of economic globalization and information, we have given full play to the role of "half the sky". Today's management requires "flexibility", which is marked by "humanity" and emphasizes leaps and changes, speed and response, agility and flexibility. It focuses on equality and respect, creativity and intuition, initiative and entrepreneurial spirit, foresight and value control. , it realizes the transformation of knowledge from implicit to explicit and creates competitive advantages based on information sharing, virtual integration, competitive cooperation, differential complementation, virtual

practice communities, etc. And women have all the requirements for flexible management. Because they are more able to reflect flexible characteristics such as "harmony, harmony, collaboration, flexibility, agility, and resilience" in management. Women's gentle, considerate, coordinated and communicative nature and caring and considerate work style are highly consistent with the people-oriented thinking required by modern management, and can effectively enhance the affinity and cohesion of the team. When I give my subordinates spiritual motivation, I will create some visions for them, or goals. I prefer the word goal. For example, the goals of the school and the goals of the college. I like to do ideological work for my subordinates. When doing ideological work, I will incorporate my ideas, or what I hope they can do, into the school's development goals and serve the development of the school. As leaders of secondary colleges, what level should we teachers achieve in our profession, and what should we do? How to produce results to prove your achievements and development must be within the school's development framework and consistent with the school's development goals.

When it comes to balancing family and work, I think this should be viewed in two. The family is not composed of a woman alone. She needs to form a whole with her other half and his family members. If the family is supportive as a whole, then I think she can have more time and energy to devote to her work, which will be beneficial to her career development. In addition, if women themselves can realize that it is actually the most simple thing, whether you are at work or at home, use it well. In fact, there are similarities in the operating concepts or methods of work and family. If this can be connected, it may not be an obstacle. However, if we do not realize that this can be connected, we will isolate family and work. If you want to develop, it will definitely consume your energy and time, and it will become an obstacle.

Improve the development of female leadership. I think women are a very special group. Although she seems to feel that women's status is rising in society as a whole, in fact, at the leadership level, especially senior leaders, I think there is still a difference. Why? Because leaders are trained layer by layer, most middle-level women now have more deputy positions and fewer full-time positions, so it is

difficult to get to senior management. There is also the training of female leaders. In addition to external targeted training, it also requires us female leaders to have role awareness. Only by positioning our roles well can we know what we are lacking and how to improve. Of course, recognition and management by senior leaders are also important. If senior leaders treat female administrators and male administrators equally, there will be no difference and they can manage or handle a job equally, but this is difficult. , because there are deeper cultural influences. I think the influence of culture is deep-rooted, so as women, including ourselves, we cant help but think that women are not good. We know it is biased, but the influence of culture goes deep into our minds. Therefore, this requires senior leaders to have a high position and women to have self-awareness . In addition, we are now a learning society, which is very friendly to women. Therefore, female administrators must continue to learn and improve themselves. There are also some organizations in the school, such as labor unions, party branches, etc. Some training for womens self-improvement should also be designed. Only by constantly improving themselves can women grow up in an all-round way , which is the inner strength of women themselves .

### **Interviewer 3**

In my many years of administrative work, I have come to believe that there are differences in the leadership traits that women and men present in the management process. This is not a difference in ability. I think there is no difference between men and women in terms of ability, but there is a difference in style. I think women are generally not that strong, maybe a little softer, and their management strength and management style are a little more approachable, but male leaders are more courageous in management, cut through the mess faster, and feel tougher. Some. The female middle-level administrators I talked about have a softer heart, and they also have a bad side. For example, during the communication process, they are more easily affected by emotions. But I think the emotional of female leaders is actually a shortcoming and an advantage. We women are good at ideological work because we can easily empathize with our subordinates. In the process of work communication, we can take care of his emotions, and then let him trust us and let

him open up. Only in this way can we communicate better, and we can understand his problems and then be able to motivate him. I think that in management, many female administrators around us possess such leadership qualities.

When I give my subordinates spiritual motivation, I will create some visions for them, or goals. I prefer the word goal. For example, the goals of the school and the goals of the college. I like to do ideological work for my subordinates. When doing ideological work, I will incorporate my ideas, or what I hope they can do, into the school's development goals and serve the development of the school. As leaders of secondary colleges, what level should we teachers achieve in our profession, and what should we do? How to produce results to prove your achievements and development must be within the school's development framework and consistent with the school's development goals.

In fact, I think the most important thing for people living in this world is to be recognized, including recognition from the outside world and from within oneself. This is very important, and inspirational motivation, I personally think, is an affirmation of personal value. , so I think this is very important and necessary . One more thing to add is this incentive mechanism . I personally think it requires some methods and methods. Many of our female leaders may be based on empathy and provide some support and support based on this principle. Encourage, but if your subordinates are different types of people from you and are not exactly the same as you, it will be difficult to achieve the effect. Therefore, we also need to master some basic methods to truly motivate subordinates with different personalities and types. , this is where I think we still have shortcomings, that is, our methods are actually relatively simple.

#### **Interviewer 4**

Years of administrative work have taught me that in fact, the evaluation system of this society has requirements for women. However, in the actual work process , from the perspective of purpose, sometimes others may think that women are not as good as men. OK, from this perspective there will be more prejudices and misunderstandings, and these prejudices and misunderstandings will make me take care of them . It makes me less courageous to fight forward . This is a shackle

imposed by social gender stereotypes on women's ability to work. I think this must be made clear. I think that women themselves should have a basic awareness of what is the difference between men and women. This is to clarify the differences between the genders from a scientific perspective. I personally think that every woman still needs to understand What are your own characteristics and advantages? I cannot say that work is not divided into men and women. I personally think that work is definitely divided into men and women. Because women are women and men are men. They have things in common and differences, so women should look at their differences objectively. In other words, what are the characteristics of women themselves, and then they carry out their work based on this characteristics. I think this is the best way to perform, instead of requiring us women to work like men. I think this It's just a prejudice. I think it is most fundamental for female middle-level administrators to clearly understand their own positioning and characteristics, that is, the positioning and perception of their roles. Moreover, as a woman, as long as your core strength is strong, you can radiate some of the charm and characteristics you should have from the inside out.

#### **Interviewer 5**

As a female middle administrators, I think I have flexible leadership charisma, and I think it is quite obvious. In the process of management, I may be better at playing the emotional card than other male middle administrators, which is the kind of "female alliance". Because they are all women, in this high-intensity environment and work, it is easier for everyone to stick together, because this way they can exchange information and complete the work more smoothly. In the process of doing ideological work for subordinates, I usually start from personal emotions. This is an instinct unique to women. I think subordinates are easily moved in this way. There is also the fact that female administrators like to do persuasive or motivating work.

Regarding incentives, I personally think that because it is an incentive mechanism, it actually belongs to the level of humanistic care and is not necessarily a purely material incentive. However, inspirational incentives often do not have immediate effects. It requires a long-term period to be effective, so I think we need

to give us enough time to implement inspirational incentives, including our own insistence on doing them. matter . I think it can be summed up in one word very accurately : the unity of knowledge and action . The first is the level of cognition. In fact, when we do administrative work , we are always faced with new problems and brand-new things. So first of all, lets talk about our cognition from the perspective of our own cognition. To keep up with the requirements of this era and the development of schools, you must first reach that level of cognition, and then the second step is action. We need to learn new knowledge, learn new methods, and then change from mentality to From this perspective of action, let yourself grow comprehensively. Only in this process can you see what you need . And because you have experienced this work and understand this work , you can guide your subordinates to complete this work. . Another key point of intellectual stimulation is that in addition to growing yourself , you must also bring your subordinates to grow together . Only in the process of growing together can you be receptive and tolerant to listen to how your subordinates express their ideas . I believe that the relationship between administrators and subordinates should be equal . It is not just about me instructing subordinates to do things, but letting subordinates know the reasons for doing things, thereby stimulating their intrinsic motivation and then growing with you. . Regarding the existing shortcomings, the first point is cognition. As mentioned just now, whether a matter can be solved well in the end is not only a matter of short-term effects, but also a long-term one . That is to say, in the long-term process of this matter , it may have a What kind of role it plays depends on a person's cognition , which is what we often call the pattern . I personally think that the current middle-level administrators may not have a big enough structure , that is, their positions are not high enough. In other words , their own cognition is still relatively short-sighted, so they will not be able to lead the team in the process of leading the team. Doing some so-called quick success and quick benefits, but not much planning for the long-term development and planning of the organization . The second point is that there are no channels for improvement . Take the work environment around us as an example. For example, our leaders in charge and senior administrators, the only guidance they can give is point-to-point guidance. For

example, if you do things with him , he will give you some opinions and suggestions , but if you dont do things with him , you dont know where to learn, or even if you have the idea of learning , you dont know . Where to start . Therefore, neither middle administrators nor our subordinates have many channels through which they can learn to improve themselves . This promotion channel , for example, we now have some training for middle-level leaders every year, but these trains are not rooted in female middle-level administrators, and are not designed based on the actual work and actual needs of middle-level leaders . Instead, they are some ideas. At the ideological level , our training lacks practicality, but apart from annual training , what channels can we have to understand and improve ?

#### **Interviewer 6**

As a female leader, I am a person with a softer personality and appearance. At work, I will combine my flexible qualities as a woman with the flexibility of the organization, that is, changes in the organizational environment. In the process of managing work, I rely not only on the position power given to me by the organization, but also on To do a good job, I also need to use the influence that my non-position gives me to lead my subordinates. Because in this college, my major is not here , but I can lead my subordinates to do a lot of work. Maybe these tasks are not what they want to do , but I can lead them to do it . This is who I am. influence, which will involve my communication skills, including my keenness of intuition, the meticulousness with which I do things, my compassion and empathy as a female leader, and the humanity I present in my daily management work. care.

But we also have shortcomings, and there are three that stand out: first, lack of courage, second, tendency to become emotional, and third, insufficient social resources for female leaders. I am relatively weak, especially in terms of emotional worries about gains and losses. I often get entangled and am not decisive enough in doing things and making decisions. I also know the reason. In addition to my personality, the underlying reason is actually the lack of social resources and ability. Sometimes I act on impulse when I get emotional, which makes me easily get emotional and not rational enough. The lack of social qualifications of female leaders has its social reasons, which is because society does not support women.



Female leaders cannot treat guests to dinner or drinks in order to obtain resources like male leaders. This is something women are not good at. Therefore, a female leader can only fight for social resources in her own way. Of course, I think female leaders are not pioneering enough and lack the ability and courage to take on responsibilities. This has its roots. Regarding professional authority, I think authority comes from many aspects. If people agree with you, you will have this kind of authority, which is different from the scientific research field. In the field of management leadership, your authority is given to you by your position, or comes from your character, or from your professional abilities, or even from the resources you obtain.

#### **Interviewer 7**

In the management process, I feel it is important to build trust. The first is to build trust with your subordinates, open your heart, and then discover his strengths and characteristics, and then tell him about them to make him feel that you are trustworthy; the second is to pay attention to him and what he is thinking. , what he needs, it is important for you to understand this, especially to see his advantages. Some subordinates dont even know where their strengths are, but as a leader, you see it and pay attention to it, and then you motivate him and give him continuous follow-up and supervision. He will find that he is better than expected. well done. This is what female leaders do best in terms of intellectual stimulation. Be good at discovering the strengths of your subordinates, be good at paying attention to their strengths, and provide them with encouragement and positive feedback in a timely manner . Of course, there are times when I dont do a good job in this regard. For example, I cant target a person deeply and continuously. Sometimes my subordinates perform well at work, but because I work in a wide range of fields, I fail to provide timely feedback on my opinions, and my encouragement and motivation are not deep enough or timely enough. If this happens for a long time, it will dampen the enthusiasm of my subordinates for work. and initiative. In terms of ethical management, although we often emphasize dedication, especially the ethics of lecturers. But female leaders dont want to offend others and like to be good people. They are even embarrassed to tell their subordinates directly about some

immoral things. Of course, I think this is a bad performance. I am not good enough in this regard. I know In my management, sometimes I am too lenient and have the mentality of a good old man.

#### **Interviewer 8**

I think female leaders work differently than male leaders. Female leaders will not use authority to pressure others , or directly tell their subordinates, "I will reward you as long as you do a good job." We will not use this direct material motivation method, but rather talk to our subordinates. Say, "If you encounter any difficulties, I will help you." In the workplace, there is no "ladies first", there is only "ability first". Therefore, female leaders need to accurately position themselves, liberate themselves from the traditional subordinate position, build self-confidence, and improve their awareness of self-motivation. I think our female leaders still lack a certain amount of courage and innovation ability, so female leaders should strengthen their ability to quickly adapt and integrate into the environment, actively and dare to make appropriate and timely adjustments, and should not rest on their laurels. Only in this way can leadership work be better be successful. In management, there are many ways to motivate. For example, there is support from social resources and emotional resources. Personally, I focus more on emotional resource support. Focus on emotional communication . For example, the Ph.D. students in our college. I will give him suggestions and support based on the professional characteristics of the college. For example, if a teacher needs to do a project, I will contact him with the support from other colleges that he needs. If he produces results, I will not take credit for it. Because of this, the teachers have a kind of trust in me. They will feel that they are not fighting alone in anything they do. There is also the care of the leaders behind them and they will give them resources to support them. Even if there is no money, I will give them other things. support. I feel that my job is often not that of a leader, but more often that of a facilitator and motivator. Stimulate the potential, motivation and creativity of subordinates. The most important thing is that this kind of inspirational motivation can enhance the spirit of the team, including retaining and attracting talents.

#### **Interviewer 9**

I think that the leadership characteristics displayed by female middle-level administrators in the management process still have certain gender characteristics compared with male middle-level administrators. For example, female middle-level administrators are more pro-democratic, more flexible when communicating with subordinates, and like to do some ideological work, such as persuasion. I believe that middle-level leaders should be facilitators and servants, and middle-level leaders should be service-oriented leaders. What factors promote or hinder the development of female leadership among female middle administrators? I think this should be divided into two parts: external factors and internal factors. External factors: In fact, what we mentioned just now is the evaluation of the entire society. After all, China still has traditional concepts. Although it has now opened up the country and integrated with international standards, there are still some inherent impressions. For women, sometimes it may really become a shackles, so this external view of the entire society will restrict the leadership development of female middle-level leaders. Intrinsic factors, I think it is still the same word just now - cognitive ability. In terms of self-discovery, not every female manager has cognitive abilities. Our female leaders are more driven and developed by other people's ideas. What kind of person is she herself? What are her strengths and expertise? Lack of self-awareness may not be able to support her development. So from the perspective of internal factors, I think personal cognition is a factor that hinders development. There is also a specific implementation level, that is, the environment in which we are trained does not have a targeted training model, and we do not have training content and methods for female leaders. I have been a middle administrator for more than ten years, and I have found that in the process of growing up, I personally think that female leaders are not so friendly, both from the outside and inside.

Regarding female leadership training, our school has never carried out training specifically for female leadership cadres, or even training on management science and management capabilities. So many of our middle-level leaders don't know what types of leadership there are? As a middle-level leader, how should we communicate and coordinate conflicts in management work? Organizational

departments should provide targeted training. Another thing is that the organization's evaluation of middle-level leaders should not only be based on the traditional evaluation of virtue, ability, diligence, performance, and integrity, but also management capabilities and knowledge capabilities. This is only scientific.

#### **Interviewer 10**

From my more than 10 years of middle-level management experience, I believe that there is no difference in ability between female middle-level administrators and male middle-level administrators. Female leaders have strong and decisive leadership characteristics. They also have the characteristics of being easy to understand their subordinates and willing to work with others. Flexible leadership potential in communication, diligence and pragmatism. Kindness and gentleness are characteristics of most women. Affected by the concept of "men are superior to women" in feudal society, it is difficult for women to fully express their personalities. However, women's soft character has not degenerated with the development of civilization, but has been accepted by people as stereotyped gender characteristics. In fact, flexible personality traits do not prevent women from taking leadership positions. On the contrary, many female leaders often achieve leadership improvement by virtue of their rich emotions and excellent communication skills and other character advantages.

It can be said that the entire society still has certain roles or stereotypes about women. They all hope that women will be kinder, make more contributions, and do more auxiliary work. This actually gives women some of their potential abilities. Covered. If some female leaders take on more work, others will say that the female leader is strong, which is derogatory. But if it is a male leader, others will think that he is courageous. Why is this? This is society's potential unfair evaluation of female leaders, or it is the influence of society's deep-seated culture. There is also the balance between family and work, and role conflicts. As women, we have to raise children, but the years when we have children happen to be the best time for career development, but for the sake of the family, we have to give up. Therefore, women will sacrifice more than men. The third is the position service corresponding to the position. At present, it is definitely that the proportion of female leaders is

lower than that of male leaders, and the proportion of female full-time leaders is lower than that of male full-time leaders. Why do women have lower positions than men? This is because the organization provides relatively few platforms or opportunities for women. It will be much less. But male leaders are not subject to such confusion and limitations.

#### **Interviewer 11**

After many years of working in middle management, I believe that there are certain differences in leadership qualities between female middle administrators and male middle administrators. This may be related to the natural flexibility of women. If I express it in one word, I think female leadership is more beautiful. The softness of female leadership is often reflected in the convincing power of female leaders in the management process. This kind of power can make employees consciously obey and identify with the leader's behavior and decisions, and consciously link their own goals with the organizational vision in the process of achieving collective goals. These can not only ensure that many individuals in the organization form synergy, but also ensure that everyone The stability of striving for a common goal. The flexible leadership style of female leaders pays more attention to the influence of non-power factors. The biggest advantage is that it focuses on people-oriented and personalized leadership style, which reflects more humanistic care and pays more attention to two-way communication, coordination and motivation. Most female leaders are good at building harmonious relationships, which is demonstrated by patient reporting, patient listening, and patient coordination. On this basis, female leaders can often take the initiative to establish prestige, be full of passion for work, and better care about the work and life of employees, and enhance collective work enthusiasm and efficiency with harmonious interpersonal relationships. Female leaders' magnanimity and sincerity in treating others make it easy to coordinate relations between all parties and promote the smooth development of work.

For cultivating female leadership, I hope there will be targeted training. Although we often have training for leading cadres, none of it is specifically for female leaders. I think many female leaders don't know their strengths and weaknesses. I hope that female leadership training can be tested through some

scales like psychological assessment, and then let everyone know what our own strengths are, what our shortcomings are, how we should improve, and it is recommended that schools pass There are some activities or specific projects to conduct female leadership training. Only through specific projects and participating in project advancement can you discover your shortcomings and strengths and continuously improve yourself, so you must reflect and summarize frequently. There is also a platform for female leaders. This platform is specially designed for the growth of female leaders. It is also a platform for female cadre candidates. These female cadre candidates can do some auxiliary work and mature when they mature. Can be assigned to challenging positions. The platform must provide female reserve cadre candidates with certain resources and rights, not just responsibilities. Power and responsibility are complementary to each other. Only with sufficient training can female leaders truly grow and take on responsibilities.

#### **Interviewer 12**

As a female middle administrators, I believe that female administrators leadership styles, such as the use of power, work coordination, conflict resolution, and communication, are significantly different from male middle-level administrators. In management work, I believe that female middle-level administrators should be moderately firm and soft, and should combine affinity with decisiveness, caring and decisive decision-making ability; they should not only make scientific and decisive decisions about things with a strategic vision; at the same time We must also improve leadership efficiency and give full play to womens natural advantages of being delicate, observant, responsive, and caring. Flexible management is the development trend of future organizations, so female leaders should give full play to their "soft" advantages and combine rigid leadership activities with flexible factors to achieve better leadership results.

In management work , female leaders will have requirements for themselves, which means they have requirements for their own qualities. Of course, I cannot claim to lead by example or set an example myself, but I definitely have high requirements, including in terms of discipline and conduct. There are also requirements for etiquette and behavior, because it is a kind of respect for others.

She does not rely on the majesty given by her position and power, but on her own charm. I think subordinates will like leaders who are elegant, clean, meticulous, and respectful in their interactions.

### **Interviewer 13**

I happened to read an article some time ago that talked about the topic of female leadership. In fact, "female leadership" has become a hot topic now . Many domestic researchers have also conducted research on "her" leadership and proposed the concept of "her-type leadership" , which also helps us understand the leadership traits possessed by women. But I think that after so many years of social development, today's female leadership is different from what it was in the past. Therefore, "her-type leadership" does not only refer to women. Here, " her-type leadership " is not an absolute gender attribute, but only leadership traits that appear in female leaders in stages. These traits are dynamic , adaptable, and learnable. Therefore, " her-type leadership " includes three aspects of leadership traits: Holistic, Empathetic and Resilient. But these shouldn't be exclusive to women, male leaders can have them too. That said, I don't think gender differences determine leadership style differences . Of course, from many years of management practice, female leaders are indeed more willing to communicate actively at work, are good at controlling details, are more adaptable to the environment, have relatively high flexibility , are more empathetic, and pay more attention to interpersonal interactions. Work in harmony with the team and have greater stress resistance and resilience. I think that when our organizational department selects and trains management talents , we can optimize the team mix for the organization based on the three characteristics of her-type leadership. I also hope that leadership will eventually be de-gendered and no longer distinguish between her-type and her-type leadership. Other types - only ask about excellence, regardless of gender.







## Appendix D

### The Results of the Quality Analysis of Research Instruments

## 1. Reliability Analysis

| Simplified Format of Cronbach's Reliability Analysis |             |                              |
|--|-------------|------------------------------|
| Number of Items                                      | Sample Size | Cronbach's Alpha Coefficient |
| 50   | 283         | 0.989                        |

| Variable name  | Corrected Item-Total Correlation (CITC) <input type="text"/> | Cronbach's alpha with item deleted <input type="text"/> | Cronbach's Alpha Coefficient <input type="text"/> |
|--|--|---|---|
| 1.Female middle administrators are good at relying on leading subordinates and organizations through non-position influence to achieve organizational goals in the management process. | 0.533  | 0.989   | 0.989   |
| 2.Female middle administrators are better at communication and collaboration in the management process.  | 0.733  | 0.989   |   |
| 3.Female middle administrators are more intuitive and more rigorous than male middle administrators.   | 0.701  | 0.989   |   |
| 4.Female middle administrators are more compassionate and empathetic than male middle administrators.  | 0.822  | 0.989   |   |
| 5.Female middle administrators have a physical advantage over male middle administrators.  | 0.635  | 0.989   |   |
| 6.Female middle administrators are more democratic and patient than male middle administrators.  | 0.738  | 0.989   |   |
| 7.Female middle administrators are more likely to be emotional and emotional than male middle administrators.  | 0.551  | 0.99  |   |

| Connect to the table  |  |   |                              |
|---|--|---|------------------------------|
| Variable name   | Corrected Item-Total Correlation (CITC) <input type="text"/> | Cronbach's alpha with item deleted <input type="text"/> | Cronbach's Alpha Coefficient |
| 8.Female middle administrators are better at building an interactive, human, equal, caring, and flexible organizational culture atmosphere and relationship structure than male middle administrators | 0.821  | 0.989   | 0.989                        |
| 9.Female middle administrators have a strong adjustment to the working environment and avoid mandatory leadership in work.  | 0.741  | 0.989   |                              |
| 10.Female middle administrators have a natural attraction, appeal and influence to subordinates, which can stimulate the confidence, trust and belief of subordinates.                                | 0.744  | 0.989   |                              |
| 11.Female middle administrators are good at stimulating their work passion and motivation through motivation.   | 0.816  | 0.989   |                              |
| 12.Female middle administrators are good at mobilizing the work enthusiasm and creativity of their subordinates.  | 0.842  | 0.989   |                              |
| 13.Female middle administrators are good at enabling subordinates to complete organizational tasks and achieve organizational goals through stimulation and motivation.                               | 0.893  | 0.988   |                              |
| 14.Female middle administrators focus on the spiritual domain of their subordinates.  | 0.753  | 0.989   |                              |
| 15.Female middle administrators are good at mobilizing the inner motivation of their subordinates through faith and emotional motivation.   | 0.867  | 0.989   |                              |
| 16.Female middle administrators are good at encouraging their subordinates to set higher work goals.  | 0.789  | 0.989   |                              |

| Connect to the table  |  |                                    |                              |
|---|--|------------------------------------|------------------------------|
| Variable name   | Corrected Item-Total Correlation (CITC) <input type="checkbox"/> | Cronbach's alpha with item deleted | Cronbach's Alpha Coefficient |
| 17.Female middle administrators inspire their subordinates to develop their talents and wisdom through encouraging incentives.  | 0.831  | 0.989                              | 0.989                        |
| 18.Female middle administrators use encouraging incentives to attract and retain outstanding people.  | 0.841  | 0.989                              |                              |
| 19.Female middle administrators enhance team spirit through inspiring incentives.   | 0.836  | 0.989                              |                              |
| 20.The motivation of female middle administrators can create a healthy competitive environment for organizations.   | 0.816  | 0.989                              |                              |
| 21.Female middle administrators encourage subordinates to work to question the beliefs and values of themselves, their leaders, and organizations.                            | 0.815  | 0.989                              |                              |
| 22.Female middle administrators encourage subordinates to innovate in their work and be good at independent thinking and problem solving.                                     | 0.89   | 0.988                              |                              |
| 23.Female middle administrators spend their time teaching their subordinates and spreading new ideas to them.   | 0.761  | 0.989                              |                              |
| 24.Female middle administrators have a strong sense of innovation, which enables subordinates to see problems from different angles and inspire them to express new opinions. | 0.854  | 0.989                              |                              |
| 25.Female middle administrators encourage subordinates to use new methods to solve problems at work.  | 0.879  | 0.989                              |                              |
| 26.Female middle administrators encourage subordinates to re-evaluate and address problems at work.   | 0.816  | 0.989                              |                              |

| Connect to the table   |  |                                    |                              |
|--|--|------------------------------------|------------------------------|
| Variable name  | Corrected Item-Total Correlation (CITC) <input type="checkbox"/> | Cronbach's alpha with item deleted | Cronbach's Alpha Coefficient |
| 27.Female middle administrators allow subordinates to have different opinions at work, telling them new ways to accomplish tasks.  | 0.809  | 0.989                              | 0.989                        |
| 28.Female middle administrators allow subordinates to correct deficiencies and help them play to their strengths   | 0.846  | 0.989                              |                              |
| 29.Female middle administrators improve subordinate behavior by thinking, rather than emotional, influences on their subordinates.   | 0.799  | 0.989                              |                              |
| 30.Female middle administrators focus on stimulating the potential and creativity of employees, and changing the formation of consciousness, beliefs and values of subordinates. | 0.826  | 0.989                              |                              |
| 31.Female middle administrators set an example for employees with their excellent character.   | 0.797  | 0.989                              |                              |
| 32.Female middle administrators can lead by example better than male middle administrators.  | 0.845  | 0.989                              |                              |
| 33.Female middle administrators are more able to influence subordinates with their excellent character.  | 0.876  | 0.989                              |                              |
| 34.Female middle administrators can inspire their subordinates to achieve their organizational goals with their excellent character.   | 0.861  | 0.989                              |                              |
| 35.Female middle administrators are more dedicated than male middle administrators.  | 0.849  | 0.989                              |                              |
| 36.Female middle administrators are more able to sacrifice their own interests than male middle administrators.  | 0.824  | 0.989                              |                              |

| Connect to the table  |   |                                    |                              |
|---|---|------------------------------------|------------------------------|
| Variable name   | Corrected Item-Total Correlation (CITC) | Cronbach's alpha with item deleted | Cronbach's Alpha Coefficient |
| 37.Female middle administrators are better qualified than male middle administrators.   | 0.877                                   | 0.988                              | 0.989                        |
| 38.Female middle administrators are more strict with their moral qualities than male middle administrators.   | 0.815                                   | 0.989                              |                              |
| 39.Female middle administrators focus on discussing professional ethics and values with employees in the management process.  | 0.817                                   | 0.989                              |                              |
| 40.The psychological and behavioral influence of female middle administrators on subordinates is realized through two-way communication and continuous strengthening of moral perception. | 0.817                                   | 0.989                              |                              |
| 41.In the management process, female middle administrators pay attention to different training and guidance according to the different situations and needs of employees.                 | 0.865                                   | 0.989                              |                              |
| 42.Female middle administrators will help employees solve problems according to their different situations and needs.   | 0.887                                   | 0.989                              |                              |
| 43.Female middle administrators focus on creating a harmonious and united working environment for their employees.  | 0.84                                    | 0.989                              |                              |
| 44.Female middle administrators are good at encouraging employees to play their personal strengths in the management process.   | 0.877                                   | 0.989                              |                              |
| 45. Female middle administrators are good at motivating employees with care in the management process.  | 0.832                                   | 0.989                              |                              |
| 46.Female middle administrators are more patient to listen to the needs of their subordinates than male middle administrators.  | 0.842                                   | 0.989                              |                              |

| Connect to the table  |  |                                    |                              |
|---|--|------------------------------------|------------------------------|
| Variable name   | Corrected Item-Total Correlation (CITC) <input type="checkbox"/> | Cronbach's alpha with item deleted | Cronbach's Alpha Coefficient |
| 47.Female middle administrators are more concerned about the life, work and career growth of their subordinates than male middle administrators.    | 0.899  | 0.988                              | 0.989                        |
| 48.Female middle administrators are more willing to discuss their future development plans with their subordinates in the management process.       | 0.835  | 0.989                              |                              |
| 49.Female middle administrators are more sincere to provide suggestions and opinions for the development of subordinates in the management process. | 0.829  | 0.989                              |                              |
| 50.Female middle administrators are more willing to consider the needs and perceptions of their subordinates when making decisions.                 | 0.853  | 0.989                              |                              |

From the table above, it can be seen that the reliability coefficient value is 0.989, which is greater than 0.9, indicating that the quality of the research data reliability is high. Regarding the "CITC value", since the CITC value corresponding to "female middle-level managers are more emotional and sentimental than male middle-level managers" is less than 0.2, it means that the correlation between this item and other analysis items is weak, so it is deleted. After deletion, the CITC values of all analysis items are above 0.4, indicating that there is a good correlation between the analysis items, and also indicating that the reliability level of this item is good. In summary, the reliability coefficient values of the data in this study are all greater than 0.9, which comprehensively shows that the data reliability quality is relatively high and can be used as a basis for further analysis.



## 2. Validity Analysis

| KMO and Bartlett tests       |                    |                               |        |      |   |
|------------------------------|--------------------|-------------------------------|--------|------|---|
| Variable                     | Kaiser-Meyer-Olkin | Bartlett's test of sphericity |        |      | Cumulative variance explained rate after rotation |
|                              |                    | Approximate chi-square        | df     | Sig. |   |
| Flexible leadership charisma | 0.891              | 456.223                       | 55.000 | .000 | 97.59%  |
| Inspiration motivation       | 0.912              | 663.009                       | 45.000 | .000 | 99.41%  |
| Intellectual stimulation     | 0.924              | 674.131                       | 45.000 | .000 | 99.27%  |
| Ethical management           | 0.913              | 701.366                       | 45.000 | .000 | 99.43%  |
| personalized care            | 0.917              | 669.967                       | 45.000 | .000 | 99.40%  |

This research used SPSS 23.0 to conduct Bartlett's test of sphericity and KMO test on 51 scales of 5 variables. The analysis results show that the KMO test results of the scale questions of the five variables are all greater than 0.8 , indicating that the correlation between the variables is strong and the original variables are suitable for factor analysis. The results of Bartlett's sphericity test show that the significant P value is 0.000\*\* ( $P < 0.5$ ), indicating that there is significance at the scale level, there is correlation between the variables, and the factor analysis is effective; the cumulative variance explanation rate after rotation is both Greater than 50%, indicating that the amount of information in all research items can be effectively extracted.

## Appendix E

### Certificate of English



This is to certify that

***Mrs. Weng Shaojuan***

Achieved BSRU English Proficiency Test (BSRU-TEP) level

**C1**

Given on 22<sup>nd</sup> August 2021

A handwritten signature in blue ink, which appears to read 'Ku Ai', is positioned above the official title of the signatory.

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

## Appendix F

The Document for Acceptance Research

ชว.๘๐๒๗/๑๑๙



## มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย

วิทยาเขตนครศรีธรรมราช

๓/๓ ม.๕ ต.มะม่วงสองต้น อ.เมือง จ.นครศรีธรรมราช ๘๐๐๐๐

โทร. ๐๗/๕-๓๔๒๘๙๘ โทรสาร ๐๗/๕-๓๔๕๔๖๒

๘ พฤษภาคม ๒๕๖๗

เรื่อง รับรองการลงบทความวิจัยเพื่อตีพิมพ์ในวารสารมหจุฬานาครทรรศน์

เรียน นางเวียง เช้าเจวียน

ตามที่ นางเวียง เช้าเจวียน และรองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช และผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโฮม ได้ส่งบทความวิจัยเรื่อง "รูปแบบการพัฒนาภาวะผู้นำสตรีของผู้บริหารระดับกลางหญิงของมหาวิทยาลัยในทวาล" เพื่อพิจารณาตีพิมพ์ในวารสารมหจุฬานาครทรรศน์ มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ซึ่งได้รับการคัดเลือกเข้าสู่ฐานข้อมูล ของศูนย์ดัชนีการอ้างอิงวารสารไทย (ศูนย์ TCI) ได้ถูกจัดกลุ่มคุณภาพวารสารประจำปี พ.ศ.๒๕๖๒ ให้เป็นวารสารที่มีคุณภาพกลุ่มที่ ๒ (TCI ฐาน ๒) และอยู่ในฐานข้อมูล TCI จนถึง ๓๑ ธันวาคม ๒๕๖๗ โดยจะดำเนินการจัดพิมพ์ในฉบับต่อไปตามระยะเวลาที่กำหนดไว้ และวารสารมหจุฬานาครทรรศน์ ได้รับบทความวิจัยของท่านเป็นที่เรียบร้อยแล้ว

ในการนี้ วารสารมหจุฬานาครทรรศน์ มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ขอรับรองว่าบทความของท่านได้ผ่านตอบรับเพื่อพิจารณาบทความตีพิมพ์เผยแพร่ในปีที่ ๑๑ ฉบับที่ ๑๐ (ตุลาคม ๒๕๖๗) นี้ ซึ่งภายหลังจากนี้บทความจะผ่านการตรวจสอบความถูกต้องทางวิชาการ โดยกองบรรณาธิการวารสารฯ และผู้ทรงคุณวุฒิต่อไป

จึงเรียนมาเพื่อโปรดทราบและดำเนินการต่อไป

เรียนมาด้วยความเคารพ

๒/๑๖/๑๓

(นางสาวบุญญาดา จงละเอียด)

บรรณาธิการวารสารมหจุฬานาครทรรศน์

มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช

## Researcher Profile

**Name-Surname:** Weng Shaojuan  
**Birthday:** December 21, 1975  
**Place of Birth:** Qinzhou City,Guangxi,China

### Educational background:

- Doctor of Philosophy Program in Educational Administration, Bansomdejchaopraya Rajabhat University, in 2021
- Master of History of Modern Chinese Literature,Guangxi Normal University, in 2010
- Master of Economics and Management, Guangxi University ,in 1998
- Bachelor of Chinese Language and Literature,Nanning Normal University, in 1993

### Work experience:

- Director of the Office of the School of Chinese and Media at Qinzhou University, Guangxi,From 2010 to 2013
- Vice president,College of Literature,Qinzhou University, Guangxi, from 2013 to 2017
- Vice president,College of Education, Beibu Gulf University, Guangxi, from 2017 to 2022
- Deputy Director, Library ,Beibu Gulf University, Guangxi, from 2022 to the present

### Office Location:

Beibu Gulf University

### Current Contact Location:

No. 12 Binhai Avenue, Qinzhou City, guangxi, China