

A COMPARATIVE STUDY OF EDUCATIONAL ADMINISTRATORS' LEADERSHIP STYLES IN THREE TYPES OF UNIVERSITIES IN CHINA: NORMAL UNIVERSITY, UNIVERSITY OF SCIENCE AND TECHNOLOGY, AND MEDICAL UNIVERSITY

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Abstract: This study compares educational administrators' leadership styles in three types of universities in China: Normal University, University of Science and Technology, and Medical University. The research objectives were to: (1) Identify the dominant leadership styles of the educational administrators in three types of universities in China, Normal University, University of Science and Technology, and Medical University. (2) Compare the educational administrators' leadership styles in three types of universities in China: Normal University, University of Science and Technology, and Medical University. (3) Compare the leadership styles of the educational administrators classified by demographic background in three types of universities in China: Normal University, University of Science and Technology, and Medical University. This research used the House Path-Goal Theory and related theories and models. The researcher used quantitative survey methodology to compute and analyze the research data. The dominant leadership style of educational administrators in three types of universities in China was directive leadership style. The results revealed that the educational administrators recognized their leadership styles as of high importance. It also found that there were no significant differences in the educational administrators' leadership styles in three types of universities in China. Besides, there were no significant differences in the leadership style of the educational administrators classified by demographic background in three types of universities in China. However, there was a significant difference between female educational administrators and male educational administrators under achievement-oriented leadership style in University of Science and Technology in China.

Keywords: Educational Administrator, Leadership Style, Three Types of Universities in China, Normal University, University of Science and Technology, Medical University.

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Introduction

A school administrator can promote students' success by improving the level of educational administrators' management of the organization, operation, and resources for a professional, effective, efficient and excellent learning climate and environment (Gorton, Alston, & Snowden, 2007). Kouzes and Posner (2010) asserted that accountable, dedicated, powerful educational administrators could not accomplish good and vital things alone and that they acknowledge that leadership capability is broadly distributed within the population and is accessible to subordinates or followers or members. Educational administrator has direction, passion and purpose to alter environments, climates, and things as they are. Leadership is the manner that educational administrator employ in dealing with and managing the university or college. Therefore, to deal with the relationship between educational administrator and leadership is vital to university or college administration. English (2011) stated "the art of inspiring leadership is that for which we are aiming as higher education institution and must articulate for our students and us as faculty. Clinically based practices that are evidence based are not the standards of the profession" (p.196). Universities or colleges should make sure the gap between theory and practice is self-addressed, manufacturing not solely effective academic directors however particularly sacred university or college administrator or leader. To outline and refine the rising of theory and practices is what we need to do now. That is the educational administrator's role during this brave new world. If we do not heed this decision, the tenure-track department of academic administration/leadership could become extinct. There is an adage about success in administration: the proper person in the right job at the right time.

Style could be a means to realize an accomplishment. Successful, effective and professional educational administrator continuously considers new ways in which to collaborate with subordinates or followers or members in any situation. This researcher, inspired by this topic, decided to make a study on educational administrators' leadership styles in three types of universities in China. The researcher made a study of leadership styles of educational administrators in Chinese university (Glickman, Gordon, & Ross-Gordon, 2013).

The researcher aims to investigate the similarities and differences of educational administrators' leadership styles in three types of universities in China. In some universities, some educational administrators may not administrate and manage their school efficiently, effectively and successfully. The effectiveness of school administration needs to improve. The function of educational administrator' leadership styles was neglected in some schools. The researcher chose Gannan Normal University as Normal University in China, Jiangxi University of Science and Technology as University of Science and Technology in China and Gannan Medical University as Medical University in China. The researcher chose these three Chinese universities in China, not only because of their famous reputation and excellent academic achievement, but also because of their efficient, professional, successful administration of educational leaders by using the proper and effective leadership styles.

Research Objectives:

There are three objectives

1. To identify the dominant leadership styles of the educational administrators in three types of universities in China: Normal University, University of Science and Technology, and Medical University.
2. To compare the educational administrators' leadership styles in three types of universities in China: Normal University, University of Science and Technology, and Medical University.
3. To compare the leadership styles of the educational administrators classified by demographic background in three types of universities in China: Normal University, University of Science and Technology, and Medical University.

Conceptual Framework

Given the research questions and objectives of this study, this researcher attempted to compare the educational administrators' leadership styles in three types of Chinese universities using data collection (questionnaire instrument) and data analysis (descriptive statistics and inferential statistics). The main "input" elements were Path-Goal Theory.

The conceptual framework of this research was focused on the following variables. The independent variables were the demographics that consisted of job position, gender, age, educational background and years of work experience. The dependent variables were the leadership styles that consisted of directive leadership style, supportive leadership style, participative leadership style and achievement-oriented leadership style. The conceptual framework of the study was illustrated as follows in Figure 1:

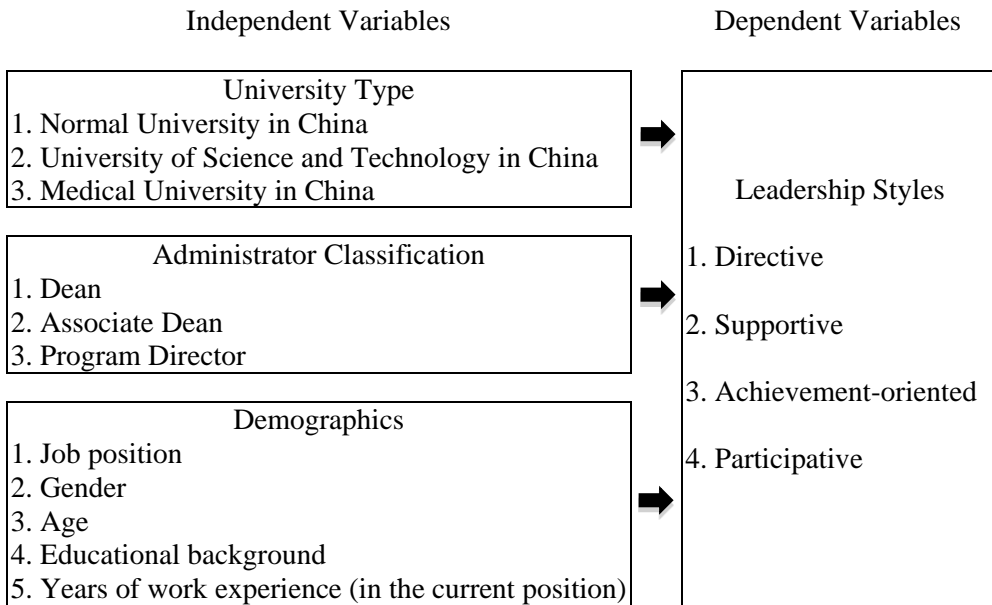


Figure 1: Conceptual Framework of The Study

Research Methodology

This research utilized a quantitative approach to analyze the data and draw the conclusion of statistical analyses of data. This research was a comparative study, which aimed to compare the educational administrators' leadership styles in three types of Chinese universities. To meet this objective, the researcher initially identified the educational administrators and leadership styles in three types of universities in China: Normal University, University of Science and Technology, and Medical University. To collect more accurate information and ensure that the data collection proceeded according to plan, the researcher went back to China and distributed 401 (population size) questionnaires to the targeted participants as a group team member (Dean, Associate Dean and Program Director) and collected the completed questionnaires during October-November, 2013. There were no missing questionnaires on completion of the data collection process. Out of the total questionnaires, 294 questionnaires were returned for a total response rate of 98.7%.

Findings/Results

Table 1 focuses on the frequency and percentage of job position, gender, age, educational background and years of work experience of educational administrators.

(See Table 1 on the next page)

In total, 294 participants responded in this survey, 32.7% from Normal University in China, 35.7% from University of Science and Technology in China, and 31.6% from Medical University in China. Of the respondents, 8.2% were deans, 15.3% were associate deans while the other 76.5% were program directors. Males made up 64.3% of the overall sample, and females 35.7%. When profiled by age, participants were 35 years old and below made up 16.3% of the sample; 36–45 years, 29.3%; 46–55 years, 31.6%; Above 55 years old, 22.8%. The participants also represented various levels of educational background: 55.1% had completed lower than master degree or master degree; 44.9% had already achieved a higher than master degree. The participants differed in their work experience: 19.1% had less than 5 year-experience or 5 year-experience, and 80.9% with more than 5 year-experience.

In the three types of Universities in China, most educational administrators were program directors and the smallest numbers were deans. It means that program directors represent a large part of faculty, department, school, college and university. However, the number of deans and associate deans was much smaller than the number of program directors. Usually in China, there was only one dean in every faculty, but for the associate dean, the researcher found that there was one or two or three associate dean in every faculty according to the current related research university. For the program director, they occupied the largest proportion. For gender distribution, the educational administrators were mostly male in three Chinese universities. We can conclude that most educational administrators were male. The number of female educational administrators is smaller than the number of male educational administrators. As society and economy develop, females have more rights and power to control, lead and administrate the related educational organization, department, college and university.

Table 1: Number and Percentage of Educational Administrators' Demographic Background among Normal University in China, University of Science and Technology in China and Medical University in China

Demographic Background	Normal University in China			University of Science and Technology in China			Medical University in China			Total Number of Educational Administrators in Three Types of Universities in China Relative to Demographic Background		
	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
Dean	8	8.3	8	7.6	8	8.6	24	8.2				
Associate dean	14	14.6	19	18.1	12	12.9	45	15.3				
Program director	74	77.1	78	74.3	73	78.5	225	76.5				
Total	96	100.0	105	100.0	93	100.0	294	100.0				
Gender												
Female	31	32.3	38	36.2	36	38.7	105	35.7				
Male	65	67.7	67	63.8	57	61.3	189	64.3				
Total	96	100.0	105	100.0	93	100.0	294	100.0				
Age												
35 years old and below	16	16.7	15	14.3	17	18.3	48	16.3				
36-45 years old	24	25.0	39	37.1	23	24.7	86	29.3				
46-55 years old	31	32.3	33	31.4	29	31.2	93	31.6				
Above 55 years old	25	26.0	18	17.2	24	25.8	67	22.8				
Total	96	100.0	105	100.0	93	100.0	294	100.0				
Educational Background												
Lower than master degree and master degree	53	55.2	59	56.2	50	53.8	162	55.1				
Higher than master degree	43	44.8	46	43.8	43	46.2	132	44.9				
Total	96	100.0	105	100.0	93	100.0	294	100.0				
Years of Work Experience												
Less than 5 year-experienced or 5 year-experienced	16	16.7	17	16.2	23	24.7	56	19.1				
More than 5 year-experienced	80	83.3	88	83.8	70	75.3	238	80.9				
Total	96	100.0	105	100.0	93	100.0	294	100.0				

Research Objective 1: To identify the dominant leadership styles of the educational administrators in three types of universities in China: Normal University, University of Science and Technology, and Medical University.

Directive leadership style was the first leadership style that educational administrators used in Normal University in China with the mean 4.18 (SD=0.67), University of Science and Technology in China with the mean 4.28 (SD=0.71), and Medical University in China with the mean 4.19 (SD=0.76). The second leadership style of Normal University in China was supportive leadership style (Mean=3.99, SD=0.77), University of Science and Technology in China with the mean 4.14 (SD=0.77), and Medical University in China with the Mean=4.00 (SD=0.71). The third rank of leadership style that educational administrators used was participative leadership style with the mean 3.98 (SD=0.83) in Normal University in China and University of Science and Technology in China with the mean 4.07 (SD=0.87), while that of Medical University in China was achievement-oriented leadership style (Mean=3.89, SD=0.88). Achievement-oriented leadership style (Mean=3.84, SD=0.96) came as the last leadership style that educational administrators used in Normal University in China, and University of Science and Technology in China with the Mean=4.05 (SD=0.83), whereas participative leadership style was the ranked last in the Medical University in China (Mean=3.87, SD=0.89). Overall, the significant findings of this research were that out of the total number of educational administrators in three types of universities in China the majority used the directive leadership style most frequently, followed by the supportive leadership style, then the participative leadership style, and finally the achievement-oriented leadership style. The results revealed that the educational administrators recognized their leadership style as high consideration.

Research Objective 2: To compare the educational administrators' leadership styles in three types of universities in China: Normal University, University of Science and Technology, and Medical University.

In Normal University of China, usually, there were 30 educational administrators rated the directive leadership style at highest score and they preferred directive leadership style, 24 educational administrators rated participative leadership style at highest score and they preferred participative leadership style, 23 educational administrators rated supportive leadership style at highest score and they preferred supportive leadership style, and 19 educational administrators rated achievement-oriented leadership style at highest score and they preferred achievement-oriented leadership style. In University of Science and Technology in China, usually, there were 39 educational administrators preferred the directive leadership style, 27 educational administrators preferred supportive leadership style, 21 educational administrators preferred participative leadership style, and 18 educational administrators preferred achievement-oriented leadership style. In Medical University in China, usually, there were 40 educational administrators preferred the directive leadership style, 22 educational administrators preferred supportive leadership style, 18 educational administrators preferred participative leadership style, and 13 educational administrators preferred achievement-oriented leadership style.

style. Thus, the number of directive leadership styles that educational administrators used was the ranked first in three types of universities in China.

This study found that educational administrators in three types of universities in China toward leadership style were more directive, educational administrators became less supportive and participative, while the educational administrators were the least achievement-oriented. The calculated value of Chi-value statistic was 3.663 at 6 degrees of freedom. Because the significance level (.722) was greater than the rejection threshold of 0.05, H1 could be rejected. Hence, there were no significant differences in the educational administrators' leadership styles in three types of universities in China: Normal University, University of Science and Technology, and Medical University.

Research Objective 3: To compare the leadership styles of the educational administrators classified by demographic background in three types of universities in China: Normal University, University of Science and Technology, and Medical University.

The leadership styles of the educational administrators classified by demographic background including job position, gender, age, educational background, and years of work experience (in the current position) were not significantly different. However, from SPSS output, there were some significant differences between female educational administrators and male educational administrators in terms of achievement-oriented leadership style in University of Science and Technology in China. The gender demographic reflects significant differences in University of Science and Technology in China. Males rated more highly than females in directive leadership style, supportive leadership style and achievement-oriented leadership style in University of Science and Technology in China. This is an indication that both males and females do not apply leadership styles of educational administrators uniformly.

The results of this research indicated that, in general, participants in Normal University in China, University of Science and Technology in China, and Medical University in China agreed on the leadership styles of educational administrators within their university. These results presented that the respondents perceived high level of four leadership styles. This research agreed that their educational administrators manifest effective, efficient, and successful leadership styles practices. These findings are reinforced by the findings of the survey with the educational administrators' leadership styles in three types of universities in China. The purpose of this research was to compare the educational administrators' leadership styles in three types of universities in China, with emphasis on leadership styles of educational administrators classified by demographic background in a comparative study among Normal University in China, University of Science and Technology in China, and Medical University in China.

Discussion

To accomplish the goal of this study, a quantitative research approach has been used. The discussion will begin with the most important result of this research.

The Dominant Leadership Style: Directive Leadership Style

Directive leadership style was the main leadership style that the educational administrators from these three Chinese universities used in their daily work. This finding could then be used in understanding the practices of leadership styles related to the educational administrator in universities or colleges. The responses of the participants in the study give a clear indication the educational administrators used the directive leadership style most often, and the educational administrators used the achievement-oriented leadership style less often. Additionally, the educational administrators can use either style.

The respondents in this research reflected traditional Chinese leadership, theories as well as current Western leadership style of leadership theory. Almost all the respondents expressed that power and position are linked to leadership. An educational administrator is the person who has power in a hierarchy and exercises it in a directive manner. People generally describe educational administrators are 'head', 'director', 'organizer', 'guide', and 'decision-maker'. Concepts like 'accomplishing tasks' and 'directing subordinates towards a set goal' were emphasized. Usually, participants placed a strong emphasis on the authoritative and unquestioned role of educational administrators. This idea was shared across all sampled institutions, faculties and departments. The relationship between the educational administrator and subordinates tends to focus on controlling and obeying. The respondents admitted the strong influence of Chinese leadership traditions on their opinions in general. It noted that the respondents tended to use 'traditionally' or 'generally speaking' to indicate this conception. This presents that respondents may operate from inherited Chinese traditions and from their own individual experiences and expectations. This study indicated that the notions of a directive, solitary and instrumental leadership focus on task accomplishment. It seems that many respondents in this study still held conceptions of leadership as positional power or scientific management. House (1971) discerned that a directive leadership style provides guidance to subordinates about the task to be accomplished and ways to do it. The results revealed that educational administrators choose a directive leadership style that best fits the needs and wants of subordinates or followers or members and the work they are doing. This research introduced the idea that directive leadership style is best in situations in which subordinates or followers are dogmatic and authoritarian. Malik, Aziz, and Hassan (2014) explored the relationship between leadership behavior and the acceptance of the leader by subordinates. This research revealed that directive leader behavior has strong relationship with acceptance of a leader, which is in conformity with path goal theory, which states that subordinates are more satisfied with directive leader behavior when the task is not structured. Path-goal theory posits that directive leader behavior increases subordinates' acceptance of a leader by clarifying roles and responsibilities, therefore, helping their subordinates to perform their work smoothly. Highly stressed subordinates had greater acceptance when a manager displayed directive leadership behavior. Thus, this research confirmed the assumptions of path-goal theory and supports the findings of studies.

This study attempted to examine educational administrators' leadership styles capability to influence school administration. The researcher compared the

educational administrators' leadership styles in three types of Chinese universities. These theories stress that for effective results proper balance between educational administrator and leadership styles must be maintained. These theories direct and open appeals for proper leadership styles will motivate better administration and management in education of universities or colleges. The educational administrators in these three types of universities in China maintain directive leadership style that is pleasing to their subordinates' or followers' performance was high. The directive leadership style promotes the educational management in these three Chinese universities. Hence, the researcher found the directive leadership style was the effective style. This study demonstrated that the educational administrators always give guidance and directions on how the given tasks are to be achieved.

The educational administrators who use the directive leadership style tell subordinates and staffs what they are expected to do and how to perform and act the expected tasks and goals. In an educational organization, a directive leadership style could be helpful and useful for an educational administrator. When their subordinates, followers, and staffs have jobs and they are not particularly specialized, the educational administrator gives them more guidance and direction to avoid uncertainty. Most of the educational administrators in this study held a directive leadership style in leading, managing and administrating a college or university in this study. We can observe that educational administrators in educational organizations always direct subordinates or followers or members to achieve the great and powerful goals and objectives. However there were not so many educational administrators who used achievement-oriented style. The educational administrators also always use supportive leadership style to make their subordinates happy to be a member of the group, help their subordinates overcome problems that stop them from carrying out their tasks, and behave in a manner that is thoughtful of subordinates' personal needs. Furthermore, the educational administrator shouldn't hurt subordinates' personal feelings.

It was suggested that the educational administrators should maintain a friendly and good working relationship with the subordinates or followers or members and help them solve the problems they meet in their daily working. For the achievement-oriented leadership style, the educational administrators used this style at the lowest level. So they should set challenging goals in order to let subordinates perform better, and they encourage their subordinates continually. For the participative leadership style, the educational administrators used this type of style at a high level. It means the educational administrators consult with subordinates when they face specific problems, listen receptively to subordinates' ideas and suggestions, act after consulting their subordinates, and ask for suggestions from their subordinates.

Educational Administrator and Leadership Styles Practices

The researcher studied objective 2 and did not find any differences in the educational administrators' directive leadership style, supportive leadership style, achievement-oriented leadership style and participative leadership style in three types of universities in China. Research conducted on leadership styles practices of educational administrators included several studies below: Polston-Murdoch (2013), who explored the leadership styles from the subordinates' perspective instead of the

leader's perspective. The findings of this research indicated that subordinates' perception of their leader's leadership styles does predict subordinates' commitment to a superior; however, gender does not impact that relationship. Awan and Zaidi (2009) found that leadership styles were positively related to job expectations and negatively related to the acceptance of a leader and job satisfaction. There were no significant differences between male participants and female participants on any dependent measure. The independent variables were leadership styles, which consist of directive, supportive, achievement-oriented and participative. They had significant effect on dependent variables of the acceptance of a leader, job expectations and six facets of job satisfaction. The four leadership styles were negatively related to the acceptance of a leader and job satisfaction but positively related to job expectations.

Malik (2012) found that leader behavior influences subordinates' job expectations. The situational factors, which consist of task structure, role ambiguity, stress, need for autonomy, locus of control, need for achievement and perception about abilities influence subordinates' job expectations. While subordinates' attributes/characteristics including age, gender, qualification, rank, experience and length of service under the current supervisor do not influence job expectations except for rank and position. Aris (2009) found that supportive leadership styles were presented at the Japanese company whilst directive top down leadership behaviors were found at a Singaporean company. Malik, Aziz, and Hassan (2014), explored directive leader behavior that has a strong relationship with acceptance of a leader, which is in conformity with path goal theory, which states that subordinates are more satisfied with directive leader behavior when a task is not structured. Chacko (2008) demonstrated the relationship between principals' leadership styles and teachers' job satisfaction in mentally challenged schools in Kerala, India. In addition, the demographic variables including gender, age, marital status, and educational background and teaching experience was explored. There was a significant relationship was found between supportive a leadership style with job satisfaction factors of salary, the work itself and promotion. Regarding the achievement-oriented leadership style with job satisfaction factors of work itself and promotion have positive correlation. There was a significant difference between job satisfaction factors of salary, co-workers, supervision, promotion and the work itself in relation to the demographic data of the teachers' gender, age, marital status, educational background and teaching experience. This study indicated that there was a close relationship between the leadership style of the principals and the job satisfaction of teachers. House Path-Goal theory is the main theory in this study. Path-goal model was developed from motivation theories of goal setting and expectancy. The fundamental principle of this model is that leadership behavior should motivate and satisfy to the extent that it increases goal attainment by subordinates and clarifies the behavior that will lead to goals and rewards.

The findings reflected the path-goal prediction that educational organizations leverage the soundness of their leadership styles practices, through high leadership styles practices. These help educational administrators develop their skills, gain information, deepen motivation and achieve a greater sense of confidence. The present study revealed that leadership style practices in educational organizations are fully effective. In particular, women, older aged and experienced employees are

dissatisfied with current leadership style practices, which can be observed from their neutral levels of commitment towards the educational organization. The higher ratings given by younger employees reflect their high level of expectations rather than experience. Hence, these educational organizations need to employ leadership style practices that make the employees commit towards the educational organizations.

There were some similarities about the leadership style of educational administrators used in these three types of universities. The researcher only conducted research in three types of universities in China. The researcher hopes another researcher will study other types of Chinese universities and identify, determine, compare their leadership styles. Overall, participants viewed leadership favorably. In practice, subordinates feel that their educational administrators encourage slow - working people to greater efforts. They are willing to listen to job - related problems, show how to improve performance, and pay attention to their staff, respecting their opinions and encouraging their efforts. The educational administrators should make their subordinates or followers feel valued and exercise practices that make a positive contribution to the effectiveness of their educational organization.

Job Position and Leadership Styles Practices

Comparing leadership styles of the educational administrators in three types of universities in China showed no significant differences in job position. Respondents in University of Science and Technology in China rated it higher and seem to agree more on leadership styles practice. Deans in University of Science and Technology in China display a greater leadership styles practices than respondents in other two types of universities in China. Associate deans in University of Science and Technology in China seem to display a greater leadership styles practices than the participants in other two types of universities in China, and Program directors in University of Science and Technology in China also display a greater leadership styles practices than the participants in other two types of universities in China. These results indicated that the educational administrators in University of Science and Technology in China sense better leadership styles practices and respond positively to survey questionnaires than those in Normal University in China and Medical University in China. This agrees with findings in the literature, when the educational administrators feel they are receiving strong leadership styles practices. The job position influences satisfaction in three types of universities in China, as shown by comparing mean values what they deem important and what the educational administrators actually perceive.

Gender and Leadership Styles Practices

The researcher did not find significant differences between males and females in their leadership styles practices in three types of universities in China. There were significant differences between female educational administrators and male educational administrators under achievement-oriented leadership style in University of Science and Technology in China. Males and Females in these three Chinese universities were equally committed to their educational organizations and are happier with leadership styles practices, and have similar sense of stronger or more

effective leadership. These outcomes are to be expected in a highly patriarchal society such as China, where there is no discrimination by gender even in governmental employment. Awan and Zaidi (2009) also demonstrated that leadership styles were positively related to job expectations and negatively related to acceptance of leader and job satisfaction. There was not significant difference between male and female participants on any dependent measure.

Age and Leadership Styles Practices

The researcher did not find significant differences according to age distribution. This result has not met the expectation that the oldest educational administrators would get higher scores in the areas of leadership style practices in a university. As the older educational administrators stay for a long time within an educational organization, they haven't become accustomed to leadership style practices and leadership norms, among other qualities, and scored highly. The highest score by the older educational administrator may not indicate their higher level of leadership styles practices than the lowest score by the young educational administrator.

Educational background and Leadership Styles Practices

The researcher did not find significant differences among the leadership style groups when classified by educational background. This result did not meet expectations since it was thought that those with higher educational background would tend to be more critical of leadership styles practices in educational organization. Since the educational administrators who had already achieved higher than master degree have more job options, they were also expected to explore other opportunities, compared with those with lower than master degree and fewer options. Educational background as a factor to affect the educational administrator ability to lead, direct, manage and administrate the educational organization effectively, successfully, creatively and powerfully. The educational background didn't play an essential role to judge the level of leadership styles of educational administrators as high or low. If educational administrators want to administrate, lead, and direct educational organization successfully, powerfully, effectively and efficiently, they need to consider and change the way they deal with and lead the educational organization, in order to achieve the great goals.

Years of Work Experience and Leadership Styles Practices

Comparisons of leadership styles of the educational administrators in three types of universities in China showed no significant differences on years of work experience where University of Science and Technology in China respondents rated it higher seem to agree more on leadership styles practice. This result did not meet expectations since it was thought that those with more years of work experience would tend to have more leadership styles practices in educational organization. Only the educational administrators who were more than 5 year-experienced in Medical University in China displayed a greater leadership styles practices than the educational administrators who were less than 5 year-experienced. Because the educational administrators who are more than 5 year-experienced have more job

options, they were also expected to work at other organization, compared with those with less than 5 year-experienced and fewer options.

Therefore, there were no significant differences in the educational administrators' leadership styles classified by demographic background in three types of universities in China. If the educational administrators aim to improve the leadership style of the educational administrators, they should consider which leadership style they use on different situations. In a word, the educational administrators should use proper leadership style at the right time in the appropriate, suitable and fitting situation.

Recommendations

From the finding and summary of this study, there are some recommendations for the following individuals and organizations.

1. Educational administrator: The proper style the educational administrators use needs to depend on the different situation. Educational administrators must be flexible to staff strengths and needs. Educational administrator, who perceives their role as leader of equals instead of as the top of the hierarchy, can provide the kind of leadership that will inspire his colleagues to believe in their work, and feel ownership. This will ultimately enhance the quality of educational provision. Professional training for educational administrators is important. A flexible use of path-goal motivational theory would strengthen such training.

2. Academic organization: educational administrators in academic organization should improve the level of leadership styles of educational administrators, in order to lead, manage and administrate effectively, efficiently and successfully. And then it will be achieved abundant academic achievement and goals, which make more excellent contributions to education area.

Recommendation for Future Research

Some further researches were suggested below:

1. A comparative study of educational administrators' leadership styles in three types of universities in China: University of Foreign languages, University of Science and Technology, and Medical University.
2. A comparative study of deans' leadership styles in three types of universities in China: Normal University, University of Foreign languages, and University of Science and Technology.
3. A comparative study of educational administrators' leadership styles in selected types of universities in selected countries.
4. A study of teachers' leadership styles in selected types of universities in China.
5. The relationship between educational administrators' leadership styles and job satisfaction in selected types of universities in selected countries.

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