

THE MODERATING AND MEDIATING EFFECTS OF ORGANIZATIONAL
CLIMATE ON THE RELATIONSHIP BETWEEN STUDENT FACTORS
AND FEMALE LEADERSHIP IN LIAONING PROVINCE

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ABSTRACT

With the development of economic globalization and the information age, women leaders have become increasingly influential as a unique group of leaders in the management structure of today's world organizations. More and more women are taking up leadership positions in government departments and institutions, and female teachers and administrators are the main force in the development of colleges and universities, and they are also responsible for improving the quality of higher education.

The research design employed in this research was quantitative research methodology. The population was arts students who study in Year 3 and Year 4 of universities in Liaoning Province, the People's Republic of China in academic year 2023, totaling 1500. The sample size was determined by G*power software, the sufficient sample was 600 sample, obtained by stratified random sampling method. The instrument used for data collection was a five-point Likert's rating scale questionnaire. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation, Confirmatory Factor Analysis, and Structural Equation Model.

The research finding showed that: (1) organizational climate had positively moderated the relationship between student factors and female leadership in a manner of when organization with good climate the relationship will be positive meanwhile in the organization with not good climate the relationship will be negative; and (2) the relationship of student factors on female leadership model fit well to the empirical data.

Keywords: Mediating Effects, Female Leadership, Organizational Climate, Art Students in Liaoning Province

INTRODUCTION

With the development of economic globalization and the information age, women leaders have become increasingly influential as a unique group of leaders in the management structure of today's world organizations. More and more women are taking up leadership positions in government departments and institutions, and female teachers and administrators are the main force in the development of colleges and universities, and they are also responsible for improving the quality of higher education. For a long time, higher education has been a male-dominated field, and women's access to higher education has been very short.

Over time, as society has developed, many of the restrictions and discrimination against women have faded or disappeared. Today, women occupy an important place in higher education. Women can also be seen in important leadership positions in the country. Women promote the orderly development of work in organizational activities, showing outstanding leadership qualities and charisma as female leaders. But according to worldwide statistics, only nine of the world's 190 heads of state are women. Women make up 13 percent of parliamentarians worldwide (Association, 2019). In the corporate sector, the number of women in senior positions, board seats and executive positions is estimated at around 15 percent and is declining. In terms of educational structure and academic background, there is not much difference between men and women in many countries. There are not a few women who can serve as university presidents and other leadership positions, but the number of women elected is far less than that of men. Women account for 20% of university presidents in the US and 18% in Australia. Enhancing women's leadership skills can reduce gender discrimination, promote the sustainability of women's careers, and increase the social recognition and developmental advancement of contemporary women leaders.

China is currently the country with the largest scale of higher education in the world. Among the 75 colleges and universities directly under the Ministry of Education, female leaders accounted for 12.39% of the total number of college leaders (97). Even though the proportion of female leaders in the entire leadership team in colleges and universities is still

not high, the proportion of female leaders in the leadership team of many colleges and universities has broken through single digits. The occupational distribution of women in colleges and universities in my country has the following characteristics: 'more women at the grassroots level, less at the senior level'; 'more deputy positions, and few principal positions'. In terms of quantity, the number of female leaders in higher education institutions is relatively low; From the perspective of personnel composition, the majority of women leaders are unevenly distributed in the higher education management system, with more in lower and mid-level leadership positions and less in management decision-making positions (Liu, 2018). The disparity between the number of female and male leaders in higher education has led to the dilemma of "women teaching and men running the university", with men still being the majority of leaders in higher education.

RESEARCH QUESTIONS

1. Is the relationship model fit well to the empirical data?
2. Is the students factor affecting women's leadership when controlling the organizational climate constant?
3. Is organizational climate has positively affected on women leadership?
4. Is organizational climate has positively affected students' factors?
5. Is the organizational climate moderate the relationship between students' factors and women's leadership?

RESEARCH OBJECTIVES

1. To propose a model of mediating effects relationship between female leadership and students' factor of art students in Liaoning province.
2. To evaluate the model fit with the empirical data and focus to the variables were influenced the female leadership of art students in Liaoning province.

RESEARCH CONCEPTUAL FRAMEWORK

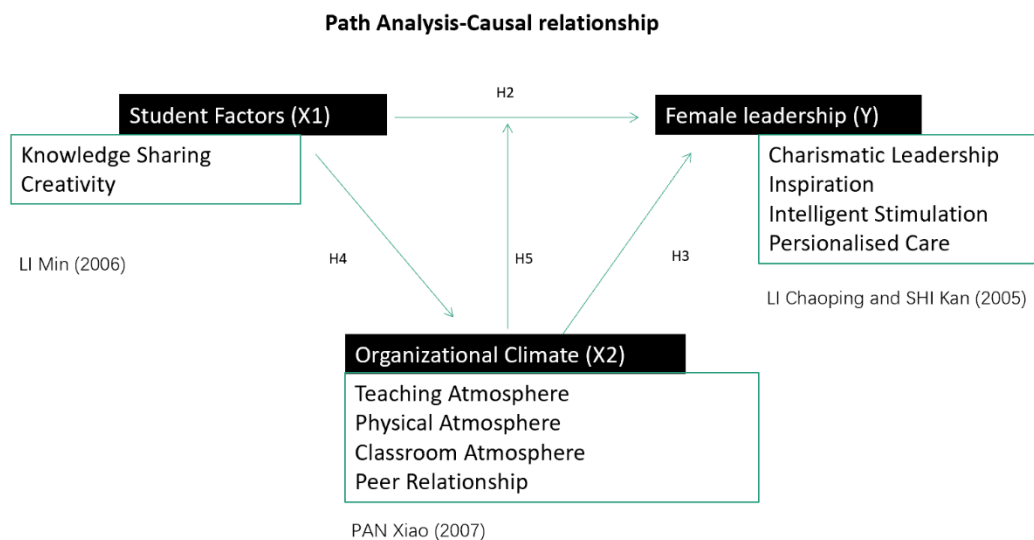


Figure 1. Conceptual framework

Female leadership

In a narrow sense, female leadership is referred to the students' perception about charismatic leadership, inspiration, intelligent stimulation, and personalized care.

Charismatic leadership: is defined by a leader who uses his or her communication skills, persuasiveness, and charm to influence others. Charismatic leaders, given their ability to connect with people on a deep level, are especially valuable within organizations that are facing a crisis or are struggling to move forward.

Inspiration: refers to the process of being mentally stimulated to do or feel something, especially something creative. It can be a feeling of excitement, enthusiasm, or motivation that arises from something that we see, hear, read, or experience.

Intelligent stimulation: is about providing an environment that challenges individuals to think beyond their current understanding and abilities and encourages them to continuously learn and grow.

Personalized care: refers to a healthcare approach that is tailored to an individual's unique needs, preferences, and circumstances. It involves considering factors such as a person's medical history, lifestyle, and cultural background to develop a personalized treatment plan that addresses their specific health concerns and goals.

Organizational Climate

Organizational climates refer to the Teaching atmosphere, Physical atmosphere, Classroom atmosphere, and Peer relationship.

Teaching atmosphere: refers to the overall environment and conditions in a classroom or educational setting that can significantly impact the teaching and learning experience.

Physical atmosphere: in an educational setting refers to the physical environment of the classroom or learning space. It encompasses the physical layout, design, and organization of the space, as well as the materials and resources available to support teaching and learning.

Classroom atmosphere: also known as classroom climate, refers to the overall emotional, social, and psychological environment within a classroom. It encompasses the interactions, relationships, and feelings among students, between students and the teacher, and among all individuals in the learning space.

Peer relationships: refer to the interactions and connections that individuals form with their peers, who are individuals of similar age, social status, or developmental level.

Student factors Student's factor refers to any variable that is related to or influences a student's academic performance or overall success in school. It is about the students' perceptions on female leadership and organizational climate. In this paper, the researcher defined the student factors as knowledge sharing and creativity.

Knowledge sharing: refers to the act of exchanging information, insights, expertise, skills, and experiences with others in order to benefit and empower them. It involves individuals or groups willingly and actively sharing their knowledge with others to expand collective understanding, foster learning, and promote growth.

Creativity: refers to their ability to generate original and imaginative ideas, thoughts, and solutions to problems.

RESEARCH SIGNIFICANCE

Few research studies have been conducted in Liaoning to examine applied female leadership. Moreover, since there is a lack of research in this province, are different from those in earlier studies, and may produce new findings, enabling administrators to become more innovative, experimental, and communicative with students. This was the first study to investigate the relationships between female leadership traits, organizational climate, and student factors within colleges. This will be a significant contribution to the others art schools, because die widespread development of these facilities is a relatively new occurrence in that country.

Firstly, at the theoretical significant, the academic research on female leadership in higher education is still in the developing stage in China. Research on the improvement of female leadership in colleges and universities from the perspective of social gender will help to further understand the issue of female leadership in colleges and universities. It is also conducive to changing the traditional feudal ideology of male power and the inferiority of men to women, and further inherits and develops the Marxist view of women.

Secondly, it further enriches the connotation of leadership, deepens the knowledge of women's leadership, promotes the continuous improvement and development of leadership theory and the discipline of leadership, and enriches the theories related to the cultivation and management of leadership talents in universities.

Thirdly, this study can help that discussing the female leadership style as a decision-maker in colleges and universities, and then expanding to the relationship between the female leadership traits shared by male and female executives on the team atmosphere and the sustainable growth of the organization, is essential for us to understand the impact of female leadership traits and charm on organizational climate.

LITERATURE REVIEW

This study conducted literature review and related research. The details are as follows:

3 Variables in this study.

Female Leadership

In the process of leadership activities, female leaders make full use of their own power, unique female qualities, charisma, and behavioral styles to influence the leader and his/her joint role in a certain leadership situation to maximize the effectiveness of the leadership of the formation of a joint force. From this definition, female leadership exists in the dynamic system process of the three-way interaction between female leaders, the led and the leadership environment, and female leadership is a comprehensive force, which is reflected in the combined force of the three-way interaction between female leaders, the led and the leadership environment. The following is a summary of the characteristics of women's leadership compared to men's leadership: First, the formation process of women's leadership is more democratic. Secondly, non-powerful influence has an outstanding advantage in the development and promotion of women's leadership. Third, keen intuition plays an important role in the development and promotion of female leadership. Fourth, in the process of

developing female leadership, the image, character and emotional charms of female leaders play an important role. In fact, from our daily life experience, we can also feel that female leaders tend to be more emotional and non-centralized than male leaders.

Organizational Climate

"Atmosphere" is originally a meteorological term, which refers to the stable climatic characteristics of an area containing multiple elements over a long period of time. The earliest application of the word atmosphere in the field of organizational behavior can be traced back to the concept of the cognitive map of the environment. He found that through learning, individuals will have some understanding of the surrounding environment, and form a cognitive map that relates to these understandings in the brain, to obtain a general understanding of the surrounding environment.

Student Factors

Knowledge needs to be owned and acquired through learning and is a fundamental tool for problem solving (Senge, 1997). Grant and Spender showed that knowledge is a resource of competitive advantage because it represents an intangible asset, unique and irreplaceable (Grant, 1996). However, (Alavi & Leidner, 2001) found that the resource of competitive advantage is not only the knowledge that exists at any given time, but more importantly the ability of the organization to be more effective in generating a collision of existing knowledge into something new, i.e., a change in the perspective of analysis, or an improvement in the content or influencing factors. Knowledge creation is knowledge; the final part of management is, firstly, knowledge sharing. The second is the internalization of knowledge. Arthur Anderson (2000) proposes a model of the multiplier effect of knowledge management, which states that through sharing among members, a better integration of people and knowledge can lead to the creation of This model suggests that through sharing between members, better integration of people and knowledge can maximize the effects of creativity.

RESEARCH METHOD

Research Tool

The research of this study is to study 20 public undergraduate colleges and universities in Liaoning Province, which contain art related majors, and to carry out research on the moderating effects between students and women's leadership. In this paper, the fine arts

students at colleges and universities in Liaoning Province are taken as the research objects. The quantitative research will adopt the method of stratified random sampling to determine the data collection in the quantitative research. About 600 ordinary art students were randomly selected to the following methods: literature research; investigation and research methods; Quantitative analysis and other methods. Based on a questionnaire survey, sample interview was employed in this research.

Population and sample

The population in this study will be bachelor art students who are studying in public colleges and universities in Liaoning Province. In 2023, Liaoning has 63 undergraduate university. In this research, 20 public colleges with art majors will be selected by the multistage random sampling method. To assure the accuracy of the data and the idea of regional universality, it is crucial to include at least the major nuclear city universities in Liaoning Province, including Shenyang, Dalian, Jinzhou, Anshan, and Dandong.

The sample will be selected by using the multi-stage random sampling technique, and the sample will be selected from 20 universities in Liaoning Province. Sample size will be 600 students, which is calculated by using G-power software.

Instrument Development

The main instruments used in this research is a questionnaire that the researcher created from the review of literature and documents related to the concept. related theories and research by having a questionnaire of other researchers used by developing modifications to appropriately in accordance with the research studies. The questionnaire is both checklist and the 5-levels of Likert Scale.

A questionnaire Validity, the content validity refers to the extent to which the items on a questionnaire are representative of the entire domain the questionnaire seeks to measure. In this study the researcher will be use 5 experts to judge the content validity. The Item Objective Congruence (IOC) Index was deployed to evaluate the item quality in this study. And for each item, experts were required to give a score to determine the item's validity (Rovinelli & Hambleton, 1997).

Data Collection

Five-Point Rating Scale Questionnaire: The sample has been directly informed of its content scope and research objectives and has received a formal permission letter from the university to the administrator, allowing them to conduct and collect data from faculty in

accordance with a letter of approval issued by the relevant authority. After the unification of managers, researchers and related personnel were allowed to distribute questionnaires online and on-site at the same time. The questionnaire was accompanied by research guidelines, criteria, participation information sheets, and research project summaries for each response section.

Data analysis

Five-Point Rating Scale Questionnaire: Data for demographic variables were analyzed using descriptive statistical methods; frequencies and percentages. Confirmatory factor analysis (CFA) is used to verify the model of the moderation and mediating of organizational climate. First, the researcher must calculate the reliability and validity of the questionnaire. Through the above data, it is proved that the questionnaire used is stable and reliable. Afterwards, item analysis is required to analyze each subject and keep those that do a good job of dividing the test population into high and low scores and modify or eliminate other subjects that are indistinguishable.

RESEARCH RESULTS

Sample characteristics

Table 1. Frequencies and percent of personal characteristics of respondents

Variables	Values	Frequency	Percent	Valid Percent	Cumulative Percent
Gender	male	261	43.5	43.5	43.5
	female	339	56.5	56.5	100
Age range	Below 20	275	45.8	45.8	45.8
	20	162	27	27	72.8
	More than 20	163	27.2	27.2	100
Grade	Third Year	213	35.5	35.5	35.5
	Fourth Year	387	64.5	64.5	100

Variables	Values	Frequency	Percent	Valid Percent	Cumulative Percent
Discipline attribute	China's professional	39	6.5	6.5	6.5
	National first-class specialty	98	16.3	16.3	22.8
	Provincial first-class specialty	78	13	13	35.8
	Others	95	15.8	15.8	51.7
	I don't know	290	48.3	48.3	100
Professional category	Art	228	38	38	38
	Design	104	17.3	17.3	55.3
	Music Dance	128	21.3	21.3	76.7
	Radio, film, and television	131	21.8	21.8	98.5
	Others	9	1.5	1.5	100
Total		600			100

According to the table's findings, 600 students were questioned. The figures for the male and female groups were comparable when split down by sex. (43.5%:56.5%). By age. 275 respondents (45.8%) to the study were below the age of 20. 162 persons (27%) in the age 20. 163 (27.2%) people were over 20 years old.

Sort by grade level. 213 (35.5%) students in the third year and 387 (64.5%) students in the fourth year of bachelor. When these schools are broken down based on their unique qualities, 39 (6.5%) believe their institution to be the best major in China, 98 (16.3%) believe it to be the national level major, 78 (13.0%) believe it to be the provincial level major, and 95 (15.8%) believe it to be a major that does not fit into any of the aforementioned categories. 290 individuals (48.3%) did not know the kind of school they study at Majors at the national and provincial levels, close to 30%.

228 (38%) of the students majored in art, while 104 (17.3%) majored in design science. 128 (21.3%) of them studied in the music and dance industries, 131 (21.8%) in radio, film, and TV dramas, and 9(1.5%) in other professions. According to the afore mentioned data, film and art students make up the majority of those studying art in Liaoning Province, with music and dance coming in second and third.

Descriptive statistics of variables

Table 2. Descriptive statistics of quantitative variables:

	95% Confidence			SD	%CV	Skewness		Kurtosis	
	Mean	Lower	Upper			Skewness	SE	Kurtosis	SE
CL	3.88	3.83	3.93	0.644	16.598	-1.136	0.0998	1.516	0.199
IN	3.68	3.6	3.75	0.911	24.755	-0.904	0.0998	0.2	0.199
IS	3.77	3.7	3.84	0.847	22.467	-0.82	0.0998	0.448	0.199
PC	4.04	3.98	4.11	0.777	19.233	-1.358	0.0998	2.156	0.199
TA	3.96	3.89	4.03	0.827	20.884	-1.14	0.0998	1.352	0.199
PA	4.08	4.01	4.14	0.794	19.461	-1.634	0.0998	2.985	0.199
CA	3.72	3.66	3.79	0.831	22.339	-0.818	0.0998	0.396	0.199
PR	4.01	3.95	4.08	0.76	18.953	-1.318	0.0998	1.995	0.199
KS	3.88	3.82	3.94	0.786	20.258	-1.076	0.0998	1.393	0.199
Creat	3.8	3.74	3.86	0.774	20.368	-0.764	0.0998	0.392	0.199

Model evaluation

Table 3. Model fit evaluation

Measure	Estimate	Threshold	Interpretation
χ^2	61.2	--	--
d.f.	28	--	--
$\chi^2/d.f.$	2.18	Between 1 and 3	Excellent
CFI	0.992	>0.950	Excellent
TLI	0.987	>0.900	Excellent
SRMR	0.039	<0.080	Acceptable
RMSEA	0.044	<0.080	Acceptable

From the table above, in the model fit evaluation of the original model, χ^2 is 61.20, d.f. is 28, $\chi^2/d.f.$ refers to the chi-square divided by the degree of freedom, $\chi^2/d.f.$ is 2.18, which conforms to the threshold between 1 and 3, which is very good. CFI refers to the comparison fitting index (Hair, 2010). Its value is between 0-1. The closer it is to 0, the worse the fitting is. The closer it is to 1, the better the fitting is. In this table, CFI is 0.992 more than Threshold 0.950, the interpretation was excellent. TLI refers to the Tucker-Lewis Index should

more than 0.900, the higher the better (McDonald & Marsh, 1990). SRMR represents the square root of the sum of squares of normalized residuals (Browne & Cudeck, 1992). It is good that the SRMR value of this model is 0.039, which is less than the Threshold 0.08. Root Mean Square Error of Approximation (RMSEA) was 0.044 less than Threshold 0.08, the interpretation was good. Thus, indicating that the structural equation model of this study was reasonable and can be analyzed. (Hu & Bentler, 1999) examines the adequacy of the "rules of thumb" conventional cutoff criteria and several new alternatives for various fit indexes used to evaluate model fit in practice.

Hypothesis testing

Table 4. Hypothesis testing of direct effects

Dep	Pred	Estimate	SE	95% Confidence Intervals		β	z	p	Hypothesis
				Lower	Upper				
W_Led	Moder	0.03	0.01	0.02	0.04	0.41	6.38	< .001	H5
W_Led	St_Fc	-0.02	0.01	-0.03	-0.01	-0.03	-3.78	< .001	H2
W_Led	Org_Cl	-0.10	0.04	-0.17	-0.03	-0.13	-2.7	0.007	H3
Org_Cl	St_Fc	0.53	0.05	0.44	0.63	0.59	11.47	< .001	H4

There were 5 hypotheses set to be tested in this study. As presented in Table 4, the result of hypothesis 2 is the students' factors had negative effects on women's leadership when controlling the organizational climate constant. The result of hypothesis 3 is the organizational climate had negative affected on women leadership when controlling the students' factor constant. The result of hypothesis 4 is students' factor had positive effect on organizational climate. The result of hypothesis 5 is organizational climate had positive moderated the relationship between students' factors and women's leadership in a manner of when organization with good climate the relationship will be positive meanwhile in the organization with not good climate the relationship will be negative.

Table 5. Hypothesis for indirect effects

Label	Description	Parameter	Estimate	SE	95% Confidence Intervals		β	z	p
					Lower	Upper			
IE1	St_Fc \Rightarrow Org_C \Rightarrow W_lead	p22*p21	-0.053	0.02	-0.091	-0.014	-0.078	-2.694	0.007

As can be seen from Table 5, the students' factors had no indirect effect on woman's leadership via organizational climate. The estimated path coefficient was 0.00 and had no significant ($p=0.007$), the beta is -0.078, which showed there are no indirect effects.

Moderation and Mediating Effect

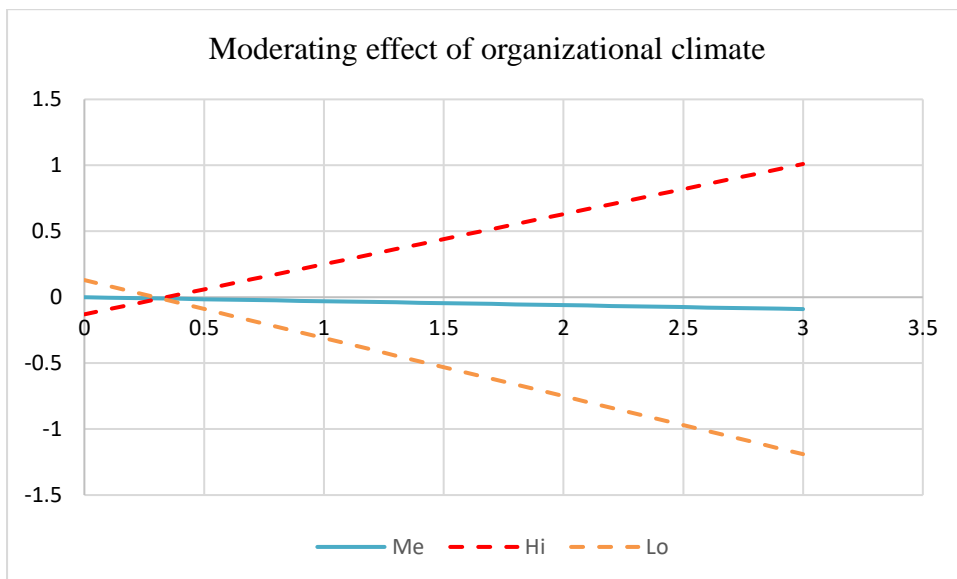


Figure 2. Moderating effects of organizational climate

When examining the relationship between student factors and female leadership within an educational or organizational context, the organizational climate can play a significant role as a moderator and mediator. The moderating effect of organizational climate suggests that the relationship between student factors (such as knowledge sharing, prior experiences,) and female leadership outcomes (e.g., charisma leadership, career advancement) can be influenced or conditioned by the prevailing climate in the organization or educational institution. If the organizational climate is supportive of diversity and gender

equality, students may feel more encouraged to pursue leadership roles and may have greater access to opportunities for advancement. On the other hand, in an organization with a less inclusive or gender-biased climate, students' qualifications and skills might be undervalued, limiting their chances of achieving leadership positions despite their potential.

The mediating effect of organizational climate suggests that the organizational climate can act as an intermediary factor that helps explain the relationship between student factors and female leadership outcomes. In this case, the organizational climate plays a mediating role between the two variables. For instance, a positive and empowering organizational climate can foster an environment that supports the development of leadership skills and provides equal opportunities for both male and female students. As a result, female students who possess the necessary skills and motivation are more likely to be encouraged to pursue leadership roles and be successful in attaining them.

In summary, the moderating effect of organizational climate focuses on how the organizational climate influences or shapes the relationship between student factors and female leadership outcomes, while the mediating effect of organizational climate highlights how the organizational climate acts as an intermediary in explaining this relationship.

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

Conclusion

The research mainly uses literature research methods, survey research method, quantitative analysis method, comparative research method, post-explanatory text method and so on. In 2023, the total amount of undergraduates who are in the senior year of 63 universities in Liaoning Province are more than 100,000. The sample selection of the research adopts polymorphic random sampling method. The 20 universities, as the total number of samples, will be randomly selected.

The researcher determined sample size with G*power software, the sample size was approximate 550. Selected the student from each university, from stage one by using the sample random. The number of samples in each university will be proportional to the population in each university. In order to have the total sample size of 600 students. The researcher employed a questionnaire which composed of four parts; Part I: Demographic variables (Checklist), general information of the respondents, total 5 items, Part II: Variables of Female Leadership Traits (five-level rating scale), Part III: Variables of Organizational Climate

(five-level rating scale), Part **IV**: Variables of Students factor (five-level rating scale). The instrument was developed from step (1) as a questionnaire. The quality of questionnaires was assessed by content validity and reliability. For the content validity, it was checked by five experts and analyzed by Item-Objective Congruence (IOC). The item value was ≥ 0.60 . For the reliability, it was analyzed by Cronbach alpha at .80. The questionnaires were sent online, mail, and researcher. The data of demographic variables were analyzed by descriptive statistics, frequency, and percentage. The variables of Female Leadership, Organizational Climate, Students factor were analyzed by descriptive statistics; mean, Standard Deviation (S.D.). The components of all variables were analyzed by Confirmatory Factor Analysis (CFA) to reduce irrelevant variables. After the completion of data collection, content analysis was used to analyze the collected data.

The questionnaire was measured and judged by the Likert scale. Firstly, experts and scholars in this field are invited to review the completed questionnaire, and gradually revise and improve it. After that, several universities were selected to conduct a small-scale pre - survey on art students. According to the feedback of the respondents, the questionnaire was revised again, and the formal questionnaire was finally determined. The questionnaire contains 3 variables and 73 measurement items.

From the research objectives, major findings were revealed as follows:

1. Organizational climate had positive moderated the relationship between students' factors and women's leadership in a manner of when organization with good climate the relationship will be positive meanwhile in the organization with not good climate the relationship will be negative.
2. The relationship of students' factor on woman leadership model fit well to the empirical data.

Discussion on the objective 1

The mediating effects relationship between female leadership and students' factors among art students in Liaoning province is an intriguing area of research. Art education plays a significant role in fostering creativity, self-expression, and critical thinking among students. The presence of female leadership in this domain may have unique implications for students' development and experiences. Investigate how the organizational climate in art institutions mediates the relationship between female leadership and students' factors. For

example, does a positive and supportive organizational climate led by female leaders positively influence art students' self-esteem, motivation, and academic performance? By exploring the mediating effects relationship between female leadership and students' factors among art students in Liaoning province, researchers can shed light on the potential impact of gender dynamics in art education. Such research can offer valuable insights to educators, policymakers, and stakeholders seeking to create an inclusive and empowering environment for art students, regardless of gender, and promote female leadership in the arts.

Discussion on the objective 2

The measurement model was analyzed by employing the CFA model. Showed the convergent validity of all constructs was as high as the value of AVE at more than .50 and the composite reliability was also as high as more than .70 .Therefore, the CFA model fitted well to the empirical data. The structural equation model was also found to fit the empirical data with the ration of chi-square and degrees of freedom within less than 5 (Buyucek, Knox, & Rundle-Thiele, 2019), and with the CFI more than .90 , which verified that the hypotheses can be tested.

As data has been found in this study, organizational climate has significant direct effect on woman's leadership and students' factors. Thus, in terms of the indirect effect, it can be concluded that the indirect effect here was total effect which gave us a picture that there is a moderating effect between woman's leadership and students factors. Therefore, it was concluded that our hypothetical model fits to the empirical data, so the structural equation model was right and the hypothesis within the model was meaningfully tested.

Recommendations

By data analysis, this study on the characteristics of organizational climate in the woman's leadership to students factors for mediation effect, when the organizational climate in the middle and lower levels, organizational climate impact on the leadership of the characteristics and students adjust function is extremely remarkable, when in high levels of organizational climate , organizational climate for woman's leadership and the influence on the leadership of the adjustment effect is not significant. That's to say, organizational climate will shape the woman's leadership, and likewise, organizational climate will shape the students. Therefore, organizational climate, students' factors and woman's leadership are a benign internal cycle. For example, if the organizational climate of a university is very high, the woman's leadership will be relatively less obvious, and the shaping of teachers' leaders

will be more influenced by the organizational culture, so the moderating effect will be very low. On the contrary, if the organizational culture is at a medium or low level, the characteristics of teachers will be very obvious, so that the teacher leadership will be affected by both the organizational culture and the personal characteristics of teachers, so the moderating effect will be strong (Zeng & Wu, 2012)

Based on the findings of this study, the following recommendations are made to further strengthen the level of creativity of university students at the level of university organizational climate and knowledge-sharing behaviors with regard to university students, teachers and universities. For university students, firstly, university students should allocate their time wisely and conduct academic research while when they do, they strengthen their bonds and communication with their peers. Secondly, by enriching their daily life and academic activities, university students enhance friendship and trust among their peers. Finally, university students should reflect to the relevant authorities any problems that arise in their daily student life or suggestions for the management of the university, to promote the improvement of the level of the university's organizational climate and the increase of knowledge-sharing behavior.

For teachers, they play a pivotal role in developing students' creative abilities. Therefore, teachers need to understand what creativity is and what teaching styles and learning activities can stimulate creativity in their students (Sun, 2019). This is an important prerequisite, because only when teachers have a stock of knowledge and competence in this area can they seize and make the most of every opportunity to stimulate students' creative thinking and develop their creative abilities. Firstly, teachers should strengthen their own professional knowledge, diversify, and flex their teaching methods, and guide students' awareness and ability to think for themselves. Secondly, teachers should allocate classroom teaching practices in a reasonable manner, create an atmosphere for learning and discussion, and involve students in discussion and learning as much as possible. For universities, firstly, they should invest more in material giving and establish good channels of communication with students and effective incentives and punishments. Secondly, teachers also face the problem of understanding the importance of student creativity and the need to nurture it, but they do not know what to do to nurture it (Hui, 2010). Therefore, universities should organize regular learning sessions for teachers so that they can understand what tools are effective in fostering students' creativity. Finally, universities should conduct surveys on

students' suggestions about their management, establish a sound feedback mechanism and adjust relevant policy measures in a timely manner.

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