THE DEVELOPMENT OF CROSS-CULTURAL LEADERSHIP MODEL
FOR ADMINISTRATORS OF HUBEI POLYTECHNIC UNIVERSITY
UNDER HUBEI PROVINCE

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ABSTRACT

The objectives of this research were: (1) to study the components and indicators of cross-cultural leadership model for administrators of Hubei Polytechnic University under Hubei Province, (2) to develop the cross-cultural leadership model for administrators of Hubei Polytechnic University under Hubei Province.

The research was a mixed methodology, including qualitative and quantitative research. The population included 1,095 administrators and full-time teachers of Hubei Polytechnic University. A total of 293 people were sampled using proportional stratified random sampling. The instruments used for data collection were semi-structured interviews and a five-point rating scale questionnaire. The statistics for data analysis were descriptive statistics and confirmatory factor analysis.

The research results reveal that: (1) there were 6 components and 24 indicators of cross-cultural leadership for the administrators of Hubei Polytechnic University, which consisted of expectations and coping strategies, administrator's personality, embrace cross-cultural attitude and organizational support, management ability and cultural distance, (2) The cross-cultural leadership model of administrators established in Hubei Polytechnic University was fit with the empirical data. The value of Chi-square (χ^2) = 249.31, Degree of Freedom (df) =217, Goodness of Fit Index (GFI) = 0.93,Tucker-Lewis Index (TLI) = 0.99, and Root Mean Square Error of Approximation (RMSEA) = 0.02, all in line with specified criteria. And the key components had the weight between 0.765 - 0.932 higher than 0.70.

Introduction

From the perspective of education globalization, China has become one of the first places for other Asian countries, European and American countries to seek cooperation and settle down. At the same time, the issue of leadership in the cross-cultural education environment, with the international principals in the West as a typical carrier, is emerging in transnational education, and is forming a series of new situations and new challenges in the sense of leadership. Based on the disciplinary review of leadership, the researcher noticed that there is an innovative need for existing theories in the interpretation of the new era; on the other hand, cross-cultural leaders are a large system with diverse connotations. Practitioners are the leaders of the main "led objects". In layman's terms, non-local senior Administrators in any multinational institutions and institutions of higher learning are leaders in cross-cultural education.

In the context of globalization, selecting and cultivating suitable talents to serve as leaders of institutions of higher learning is an urgent need for any local Chinese institutions of higher learning. His leadership style and leadership behaviors have largely affected whether the school develops and grows, or stagnates, and even leads to the failure of expansion. (Zhang Junhong, 2015) Whether leadership behaviors that are effective in one culture are effective in another culture, in cross-cultural management, we should not only adopt leadership behaviors that conform to the local culture, but also effectively improve the work efficiency of employees.

The report of the 19th National Congress of the Communist Party of China pointed out that building a strong country in education is the basic project of the great rejuvenation of the Chinese nation. We must give priority to education, speed up the modernization of education, and do a good job in education that the people are satisfied with (Xi Jinping,2017), decisive victory in building a moderately prosperous society in an all-round way and striving for new The Great Victory of Socialism with Chinese Characteristics.

Cross-cultural leadership theory argues that culture influences employees' attitudes and responses to different leadership styles. When we judge whether a leadership is effective, we are actually comparing such leadership behaviors with a leadership archetype

that is inherent in our minds, and this archetype is influenced by culture. (House & Cronshaw, 2004) The expectations that culture places on leaders affect our judgments about leadership. For example, in a collectivist culture like ours, paternalistic leadership is considered more effective; but in an individualistic culture, employees may think that paternalistic leaders do not respect subordinates enough.

Edgar Schein (2014) pointed out in his book "Organizational Culture and Leadership": Culture and leadership are two sides of the same silver coin. When leaders create groups and organizations, they first begin the process of culture creation. After culture emerges, it determines the standards of leadership and who will or cannot be leaders (Edgar Schein, 2014). The bare minimum for leaders is that if they are not aware of the cultures they are in, then those cultures will govern them. Understanding culture is something everyone aspires to, but understanding culture is even more critical for leaders who want to take on leadership roles.

Liu Furen (2011:). first combined principals with the two concepts of cross-cultural management are connected together, and it is proposed that cross-cultural management must become an important topic that the educational management theory circle and the school management practice circle must face. The article analyzes and lists the main cultural conflicts in the process of school internationalization as conflicts in concept, mechanism, personnel administration, thinking mode and language expression, and describes the adverse consequences of these conflicts in school management, and finally puts forward what the principal needs to have A series of abilities to deal with conflicts in cross-cultural environments, such as understanding communication, environmental transformation and innovation, etc.

The development of education in China today also requires the ability of education administrators to match it. Management is an art, including decision-making, coordination, employment, etc. Only by mastering this art can we manage scientifically and improve management efficiency (Chen Jing, 2000). The cross-cultural leadership of leaders and Administrators is bound to become a new topic in the theoretical research and practical operation of leadership. Institutions of higher learning need Administrators with cross-cultural leaders, and these cross-cultural leaders need to have cross-cultural leadership.

No matter which country, there is a complete education system that belongs to its own country. In today's economic globalization and world integration, openness and

exchanges have become the mainstream melody. For example, the Belt and Road Initiative proposed by China in recent years, countries can only fully absorb the education systems of other countries. The advantages of Chinese education can be supplemented into the education system of the country, so as to facilitate the cultivation of talents and form a virtuous circle, so as to promote the research and practice of international cooperation in China's education sector from point to point.

First of all, this paper will start from the components of administrators' cross-cultural leadership, and conduct an in-depth study on the composition and indicators of administrators' cross-cultural leadership in Hubei Polytechnic University. This paper will develop a model of cross-cultural leadership to help university administrators, providing Problem-solving paths and skills. Second, create a cross-cultural leadership scale for more university administrators in Hubei Province, and provide managers with leadership self-evaluation tools. Establish a cross-cultural leadership model for the education industry in Hubei Province and even the whole of China, as well as the administrators and related personnel of Chinese local universities. And enable managers to fully realize the importance of interculturality. It's about the country. The development of society and universities has extensive influence and reference value. Finally, a general discussion of administrators leading across cultures hopes to play a role in attracting new ideas. Let the administrators of Hubei Polytechnic University pay attention to new situations and problems in the management process, and take more reasonable management measures.

2. Research Questions

(1) What are the components and indicators of cross-cultural leadership model for administrators of Hubei Polytechnic University in Hubei Province?

(2) What is the cross-cultural leadership development models for administrators of Hubei Polytechnic University in Hubei Province?

3. Research Objectives

(1) To study components and indicators of cross-cultural leadership for administrators of Hubei Polytechnic University under Hubei Province.

(2) To develop the cross-cultural leadership model for administrators of Hubei Polytechnic University under Hubei Province.

4.Research Hypothesis

The cross-cultural leadership model for administrators of Hubei Polytechnic University under Hubei Province was fit with the empirical data.

5. Research Methodology

5.1.1 Research Design

Research design used mixed research method, first phase used qualitative methods to collect data from 20 relevant documents and filter through semi-structured interviews by 5 key informants, in order to determine the cross-cultural leadership components and indicators with the content analysis technique. Then, using a quantitative method, the empirical data of the respondents were collected through questionnaires.

5.1.2 Population and Sample

The population consists of administrators and teaching staff of Hubei Polytechnic University, with a total of 1,095 persons. The sample group was used to select respondents by proportional stratified random sampling using the G*Power procedure. (Set up as chi-square test: Df = 217, α err prob = .05, effect size w = 0.4, power = 0.8), a total of at least 293 sample size.

5.1.3 Research Instruments

A 5-level scale questionnaire was created using the Chinese website "WJX.cn" and administered on a professional platform for online data collection. It consists of the following three parts.

Part I: Demographic variables, the general information of the respondents, a total of 5 items including gender, age, education level, position, and working years.

Part II: Rating scale questionnaire (5-point rating scale), discusses the development of the cross-cultural leadership model of managers in Hubei Polytechnic University, with a total of 57 items.

Part III: Suggestions and additional comments (Open Ended).

All type of questionnaires will be Likert's rating scale with 5 choices (Likert, R. 1932 p. 1-55), and each choice the meaning as follows :1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

All of these develop are to use the IOC and Cronbach's alpha coefficient to find the validity and reliability. Through the design of the questionnaire, a total of 60 items were

obtained. After the IOC conducted by 5 experts, it was found that there were 57 items that were greater than 0.60 and remained. And the scale reliability, refer to the extent that the measurement instrument will consistently yield similar results when administered to the same sample under similar testing conditions. Cronbach's alpha coefficient will be used to measure the degree of the scale reliability. In this study, Cronbach's alpha coefficient above 0.70 is acceptable. In this study, 57 items were statistically analyzed and the data were obtained. All items were higher than 0.80, and the Cronbach's alpha coefficient was 0.98, indicating that the reliability of this questionnaire is very high.

5.1.4 Data Collection

The steps of data collection are as follows:

Step 1: Apply for permission to collect data for research at Hubei Polytechnic University.

Step 2: Apply for a letter of recommendation from a researcher at Hubei Polytechnic University.

Step 3: Select a coordinating faculty member to assist in coordinating data collection across institutions. These tasks will be geared toward understanding the details of questionnaire administration and data collection.

Step 4: Data collection for the selected sample by sending a questionnaire to the coordinator teacher who will help collect data for the selected sample for each school/college/department.

5.1.5 Data Analysis

5.1.5.1 Data analysis and statistics used in the research are as follows:

The analysis of the perception level of the respondents using a scale was estimated at 5 levels using the mean and the standard deviation. Whether the mean of the respondent's questionnaire scores fell within any behavioral range was shown that the characteristics of the practice that meet the actual conditions are like that by using the opinion evaluation criteria according to Bests' analysis concept of average stratification which divided into 5 levels as follows: (Best, John W. and Kahn, James V. (1998). 4.50–5.00 means characterizing the administration was at highest level, 3.50–3.49 means characterizing the administration was at high level, 2.50–3.49 means characterizing the administration was at moderate level. 1.50–2.49 means characterizing the administration was at low level, and 1.00–1.49 means characterizing the administration was at lowest level

1. Analyzing the model that the resilientt leadership of administrators should be developed. The arithmetic mean was used by the researchers in Best' analysis (John W. Best, 1997: 190).

2. Data analysis for frequency and percentage in order to know the status of the sample group, i.e., gender, age range, educational level, position level, professional title, work experience, professional attribute, etc.

3. Average data analysis, Standard deviations and coefficients distribution to determine the suitability of the indicators for the selection of indicators in the model. by specifying the following criteria, the mean value is equal to or more than 3.00 and the distribution coefficient (CV.) is equal to or less than 20% (Suthitt Khonkan, 2004).

5.1.5.2 Inferential statistics, for development model of resilient leadership for administrators. Confirmatory factor analysis (CFA) will be employed for finding and estimate the parameter in this situation as follows:

1. Data analysis to take into account the suitability of variables to be analyzed for further components by analyzing the Pearson correlation coefficient. In order to determine the degree and direction of correlation, if the variables are not correlated then there is no common component. There was a statistically significant correlation at the .01 level (p< .01) (Nongluck Wiratchai, 1999). Bartlett's statistical analysis, which is a statistical test of the correlation matrix hypothesis between variables and Identity Matrix, considering the Bartlett's test of Sphericity and the probability that Is there an appropriate correlation to be used for further component analysis. By considering the statistical significance and analysis of the Kaiser-Myers-Allkil index. (Kaiser-Mayer-Olkin Measurers of Sampling Adequacy: MSA) Considering the criterion, a value greater than .80 indicates very good, less than .50 indicates invalid (Kim & Muclle, 1978 cited in Somkiat Thanok, 1996)

2. Confirmatory Factor Analysis by testing the conformity of the structural correlation model and weighting the sub variables used to generate the empirical data indicators obtained from the weighted analysis of the data from the questionnaire. The sub-variables used to generate the indicators and to verify the coherence of the research model are the theoretical models created by the researcher analysing first Order and According order confirmation component with the empirical data. Thereafter, the coherence of the research model with the empirical data was examined. If the results of the first data analysis do not meet the specified criteria, the researcher must adjust the model to meet the

specified criteria. According to the viewpoint of Diamantopoulos & Siguaw, 2000; Schumacker & Lomax, 2010; Jöreskog & Sörbom, 2012; Kelloway, 2015; Hair, et al, 2019; Pulpong Sooksawang, 2021), the statistical values to be used as the audit criteria are as follows:

(1) Chi-square, used to test the statistical hypothesis that the function Harmony is zero. The lower of Chi-square closer to zero the model is consistent with the empirical data.

(2) Goodness-of- Fit Index (GFI), which is the ratio of the difference between the harmonious functions from the model before and after the model was adjusted to the harmonization functions before the model was adjusted, values 0.90-1.00 indicate that the model was consistent with the empirical data.

(3) Adjusted Goodness-of-Fit Index (AGFI), in which the GFI is adjusted taking into account the size of freedom (df), which includes the number of variables and the sample size if the AGFI values from 0.90-1.00 indicate that the model is consistent with the empirical data.

(4) Root Mean Square Error of Approximation (RMSEA) error indicates the dissonance of the model generated with the population covariance matrix which is A value of RMSEA less than 0.05 indicates that the model is consistent with the empirical data.

(5) Apply the results of the analysis to verify the consistency of the model. The following criteria were selected for indicators showing Factor Loading: 1) equal to or greater than 0.7 for parent component (Farrell & Rudd, 2011), and 2) equal to or greater than 0.30 for sub-element and identifier (Tacq, 1997).

6. Research Results

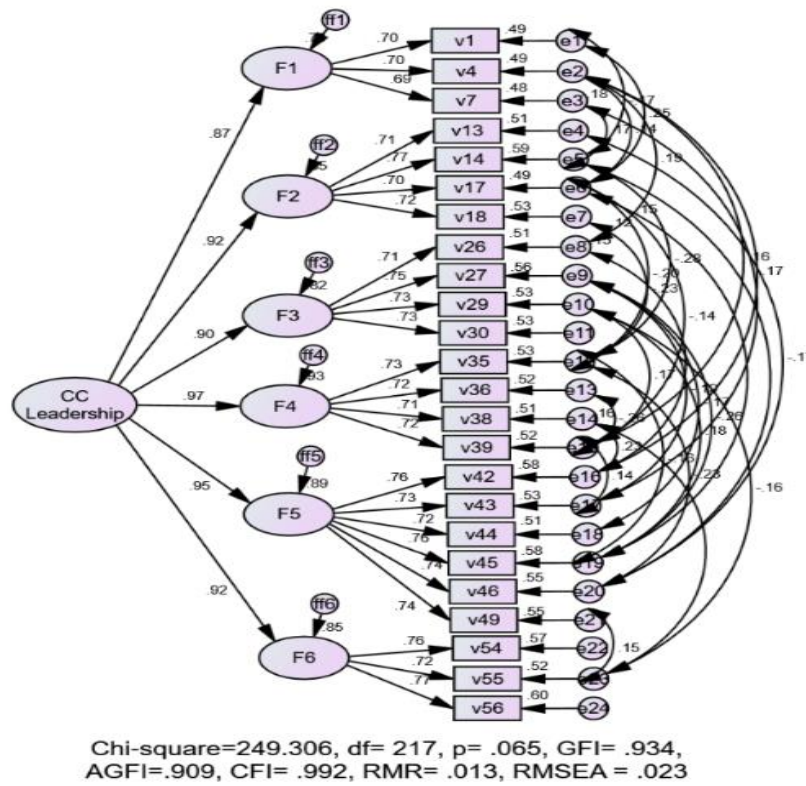**Figure 1 Show the second order CFA of cross-cultural model for administrators**

Chi-square=249.306, df= 217, p= .065, GFI= .934,
AGFI=.909, CFI= .992, RMR= .013, RMSEA = .023

Table 1 Show statistical value of administrators' cross-cultural leadership model of Hubei Polytechnic University in Hubei Province

	Latent and observable	Standardized Factor loading	S.E.	C.R.	A.V.E.	p	R^2
Administrator 's Cross-cultural Leadership	Component F1	0.874	0.35	0.89	0.50	0.00	0.765
	- V1	0.703					
	- V4	0.700					
	- V7	0.693					

	Latent and observable	Standardized Factor loading	S.E.	C.R.	A.V.E.	p	R^2
	Component F3	0.904	0.35	0.82	0.54	0.00	0.818
	- V26	0.714					
	- V27	0.747					
	- V29	0.727					
	- V30	0.731					
	Component F4	0.965	0.37	0.81	0.53	0.00	0.932
	- V35	0.730					
	- V36	0.723					
	- V38	0.711					
	- V39	0.724					
Administrator 's Cross-cultural Leadership	Component F5	0.945	0.34	0.89	0.56	0.00	0.893
	- V42	0.764					
	- V43	0.729					
	- V44	0.717					
	-V45	0.764					
	-V46	0.741					
	-V49	0.741					
	Component F6	0.920	0.35	0.80	0.57	0.00	0.847
	- V54	0.757					
	- V55	0.720					
	- V56	0.774					

Note: F1: Expectations and coping strategies   F2: Administrator's Personality

F3: Embrace cross-cultural attitude   F4: Organizational support

F5: Management ability   F6: Cultural distance

From Figure 1and Table 1. above the results of the second order by CFA with the AMOS program, the following confirmative index values were obtained: Relative Chi-square (χ2/df) = 1.149, Degree of Freedom (df) = 217, p-value = 0.065, Goodness of Fit Index (GFI) = 0.934, Tucker-Lewis Index (TLI) = 0.989, Comparative Fit Index (CFI) = 0.992, Root mean square residual (RMR) = 0.013,Root Mean Square Error of Approximation (RMSEA) =0.023. By this evaluate index meet the specified criteria, Relative Chi-square (χ2/df) < 2 (Diamantopoulos, A. et al.,2000; Schumacker, R. E. and Lomax, R. G.,2010), p > 0.05, GFI, AGFI, CFI, TLI, ≥ 0.90, RMR and RMSEA ≤ 0.08 (Jöreskog and Sörbom,1996; Diamantopoulos, A. et al., 2000; Fan and Sivo, 2009; Hair et al, 2010, Poonpong Suksawang, 2020).

Therefore, based on the results of this analysis, it can be concluded that cross-cultural leadership model for administrators from theory and research related and empirical data was consistent. It was based on research assumptions. It can be concluded that the administrator' s cross-cultural leadership that have 6 components, there are (1) Expectation and coping strategies, (2) Administrators' personality, (3) Embrace cross-cultural ability, (4) Organizational support, (5) Management ability, and (6) Cultural distance.

Table 2 Show the rank order of Squared Multiple Correlations

Components	Squared Multiple Correlations or R^2	Rank order	% Explain
F4: Organizational support	0.932	1	93.20
F5: Management ability	0.893	2	89.30
F2: Administrators' personality	0.851	3	85.10
F6: Cultural distance	0.847	4	84.47
F3: Embrace a cross cultural ability	0.818	5	81.80
F1: Expectation and coping strategies	0.765	6	76.50

From Table 2: in these components that important listed in the following rank order were the component F4: Organizational support, the component F5: Management ability, the component F2: Administrators' personality, the component F6: Cultural distance, the component F3: Embrace a cross cultural ability, and the component F1: Expectation and coping strategies and, respectively. And the Standardized Regression Weights or Factor loading were 0.965, 0.945, 0.923, 0.920, 0.904, and 0.874 respectively.

As follows from the criteria of Farrell & Rudd (2011), Pett, Lackey, and Sullivan (2003), factor loading is basically the correlation coefficient for the variable and factor. Factor loading shows the variance explained by the variable on that particular factor. In the SEM approach, as a rule of thumb, 0.7 or higher factor loading represents that the factor extracts sufficient variance from that variable. As the same mentioned from many academic scholars the factor loading value should be equal to or greater than 0.7 and equal to or greater than 0.30 for subcomponents or indicators (Tacq,1997; Alan Agresti, 2015). Therefore, in these 6 components and 24 indicators, the value of factor loading was very high. The most important was Organizational support, the value of factor loading = 0.965 and R2 = 0.932. Followed by Management ability, factor loading = 0.945 and R2 = 0.893, followed by , factor loading = 0.923 and R2 = 0.918, followed by Administrators' personality, factor loading = 0.887 and R2 = 0.851, followed by Cultural distance, factor loading = 0.920 and R2 = 0.847, followed by Embrace a cross cultural ability, factor loading = 0.904 and R2 = 0.818, and the last component with the least importance in the group Expectation and coping strategies, factor loading = 0.874 and R2 = 0.765, respectively. And all of 6 main components included the indicators were statistically significant at .01 (p < .01).

The first component that showed the most importance was Organizational support (factor loading = 0.965), the importance of the indicator by rank order were the indicator of V1, V4, and V7 , the factor loading were 0.703, 0.700, and 0.693, respectively.

The second component that showed the follow importance was Management ability (factor loading = 0.945), the importance of the indicator by rank order were the indicator of V42, V43, V44, V45, V46, and V49, the factor loading were 0.764, 0.729, 0.714, 0.764, 0.741, and 0.741, respectively.

The third component that showed the follow importance was Administrators' personality (factor loading = 0.923), the importance of the indicator by rank order were the indicator of V13, V14, V18, and V17, the factor loading was 0.714, 0.766, 0.725 and 0.701, respectively.

The fourth component that showed the follow importance was Cultural distance (factor loading = 0.920), the importance of the indicator by rank order were the indicator of V56, V54 and V55, the factor loading was 0.774, 0.757, and 0.720, respectively.

The fifth component that showed the follow importance was Embrace a cross cultural ability (factor loading = 0904), the importance of the indicator by rank order were

the indicator of V27, V30, V29, and V26, the factor loading were 0.747, 0.731, 0.727, and 0.714, respectively.

The sixth component that showed the follow importance was Expectation and coping strategies (factor loading = 0.874), the importance of the indicator by rank order were the indicator of V1, V4 and V7, the factor loading was 0.703, 0.700, and 0.693, respectively.

In conclusion, the cross-cultural leadership model for administrators of Hubei Polytechnic University in Hubei Province as showed in Figure2
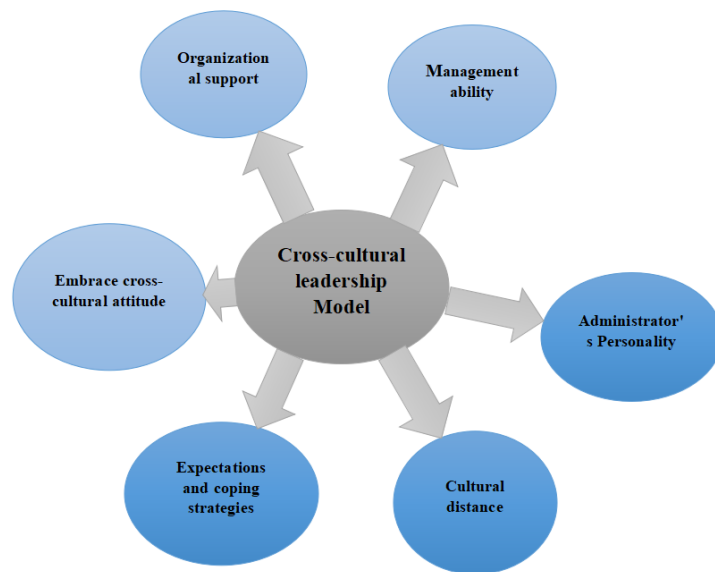

Figure 2 Cross-cultural Leadership model Conceptual Chart
for Administrators of Hubei Polytechnic University in Hubei Province

7. Discussion

Discussion about major findings of determining the components and indicators of Cross-cultural Leadership required by Administrators:

There were 6 components and 24 indicators of Cross-cultural Leadership required by Administrators which consisted of (1) Expectations and coping strategies, (2) Administrator's Personality, (3) Embrace cross-cultural attitude, (4) Organizational support, (5) Management ability, (6) Cultural distance. Discussion on the main findings of the managerial cross-cultural leadership model of Hubei Institute of Technology: The reason for this revelation is that the development of the managerial cross-cultural leadership model can help administrators enhance the ability to discern the value and relevance of various information. In the process of multiple cultures colliding with each other, through the strengthening of self-awareness, effective leadership concepts and scientific decision-making

are implemented in the entire organization. Cross-cultural leadership is an intellectual pursuit. Since cross-cultural leadership is formed in the process of cultural exchanges with differences, the understanding of various values, customs, and institutional inertia has become a unique requirement for cross-cultural leaders. Compared with the leadership in the original monocultural system, cross-cultural leadership has higher requirements for the knowledge and quality of leaders. Advantage, the findings of this study are consistent with the theory or research of L.A.McArtur&F.Forstrin (2001), who found that: "The emphasis on environment, in short, is external attribution, environmental attribution, and the belief that the reasons for others' behavior are derived from situational factors, Such as the individual's surrounding environment and the role and influence of other individual behaviors. These factors outside the individual are extraverted attributions." In addition, the findings are consistent with those of Barnard (2007), Chen Binliang (2012), Zhang Qianwen (2014) and others.

Model fitting index was used to analyze the validity of the overall model fitting. it is recommended to use several common indicators, including chi-square degree of freedom ratio, CFI, TLI, RMSEA, SRMR.Relative Chi-square ($\chi2/df$) = 1.149, Degree of Freedom (df) = 217, p-value = 0.065, Goodness of Fit Index (GFI) = 0.934, Tucker-Lewis Index (TLI) = 0.989, Comparative Fit Index (CFI) = 0.992, Root mean square residual (RMR) = 0.013,Root Mean Square Error of Approximation (RMSEA) =0.023. By this evaluate index meet the specified criteria, Relative Chi-square ($\chi2/df$) < 2 (Diamantopoulos, A. et al.,2000; Schumacker, R. E. and Lomax, R. G.,2010), p > 0.05, GFI, AGFI, CFI, TLI, ≥ 0.90, RMR and RMSEA ≤ 0.08 (Jöreskog and Sörbom,1996; Diamantopoulos, A. et al., 2000; Fan and Sivo, 2009; Hair et al, 2010, Poonpong Suksawang, 2020).The above values of the model fitting index are above the standard values, indicating that the model fitting is better.

8. Recommendations

8.1. Recommendation for Practical Application

By sorting out relevant literature on cross-cultural leadership at home and abroad, and interviewing key information providers. Through content analysis, the components and indicators of cross-cultural leadership required by managers are obtained. Understand the importance of these indicators, their application and practical effect in different management fields. Design a questionnaire and apply it to a specific population and sample.

Through empirical research and statistical data analysis, a cross-cultural leadership model of managers in Hubei Polytechnic University is established. This model has a certain guiding role and influence on university administrators in Hubei Province and even the whole of China. Through statistical data, the elastic leadership mode of managers in Hubei Polytechnic University is verified. By comparing the corresponding normative values and hypothesis testing, it is found that the established cross-cultural leadership model is consistent with the empirical data. Finally, a viable set of development models is identified that can be applied to management practice.

8.2. Recommendation for Further Research

1) In the group discussion, get more ideas and further improve the theoretical basis of cross-cultural leadership in Hubei Polytechnic University, Huangshi City, Hubei Province.

2) In the study, create a cross-cultural leadership scale for more college administrators in Hubei Province, and provide Administrators with tools for self-assessment of leadership.

3) The research will further carry out questionnaire survey on the basis of this study, expand the sample size, improve the data quality, and apply the cross-cultural leadership development model of school administrators. In the context of universities, as far as research focus is concerned, the general discussion on cross-cultural leadership of Administrators hopes to play a role in attracting new ideas.

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