

**RELATIONSHIP BETWEEN ADMINISTRATORS' LEADERSHIP
AND ORGANIZATIONAL CLIMATE IN SUIHUA NIVERSITY
UNDER HEI LONGJIANG PROVINCE**

Yuan Honghai
Master of Education

Leadership in Educational Administration
Faculty of Education, Bangkokthonburi University

6633302004@bkkthon.ac.th

ABSTRACT

The objectives of this research were:(1) to study the level of administrators' leadership in Suihua University School under Hei Longjiang Province; (2) to study the level of organizational climate in Suihua University under Hei Longjiang Province; and (3) to study the relationship between administrators' leadership and organizational climate in Suihua University School under Hei Longjiang Province.

The research was survey research. The population was 310 teachers in Suihua University School under Hei Longjiang Province, The People's Republic of China. The sample consisted of 169 teachers in Suihua University. The sample size was determined by Krejcie and Morgan's table, and obtained by simple random sampling method. The instrument used for data collection was a five-point rating scale questionnaire. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation, and correlation coefficient

The results of the research were found that: (1)administrators leadership in Suihua university School under Hei Longjiang Province, overall and in each aspect was at a high level; (2) organizational climate in Suihua university under Hei Longjiang Province, overall and in each aspect was at a high level; and (3) relationship between administrators' leadership and organizational climate in Suihua University under Hei Longjiang Province, overall and in each aspect had a moderate positive correlation at the statistical significance of the.05 level.

Keywords: Relationship, Administrators' Leadership, Organizational Climate, Suihua University, Hei Longjiang Province

INTRODUCTION

The theory of learning organization originated in the late 20th century and has attracted widespread attention, especially in the knowledge economy and rapidly changing environment. The core figure of this theory is Peter Senge, who first systematically proposed the concept of learning organization in his book *The Fifth Discipline: The Art and Practice of the Learning Organization* published in 1990. Senge proposed a specific model and framework for the practical operation of learning organizations. He emphasized action learning, that is, promoting learning and growth through the process of solving practical problems. His theory provides operational guidance for the practice of learning organizations and helps organizations better achieve learning goals in practice. Gareth Morgan is famous for his book *Images of Organization*. He emphasizes looking at organizations from multiple perspectives, especially viewing organizations as a "learning brain." His metaphor theory provides a figurative perspective for understanding learning organizations and promotes the establishment of a learning culture. The theory of learning organization was founded by Peter Senge, and later scholars such as Argyris, Senge, Noone and Morgan further enriched the relevant theory. These ideas have jointly promoted the development of learning organization theory, making it an indispensable concept in modern organizational management, and providing important theoretical and practical support for coping with rapidly changing environments and complex problems.

Research Objectives

1. to study the level of administrators' leadership in Suihua University School under Hei Longjiang Province;
2. to study the level of organizational climate in Suihua University under Hei Longjiang Province;
3. to study the relationship between administrators' leadership and organizational climate in Suihua University School under Hei Longjiang Province.

Research Framework

In this study, the investigators used Kouzes and Posner (2017) consists of five components: 1) model the way, (2) inspiring shared vision, (3) challenge process, (4) enable others to act, (5) encouraging. For the organizational climate of Stringer (2022) consists of six components: 1) Structure, 2) Standard, 3) Responsibility, 4) Appreciated, 5) Support, and 6) Commitment:

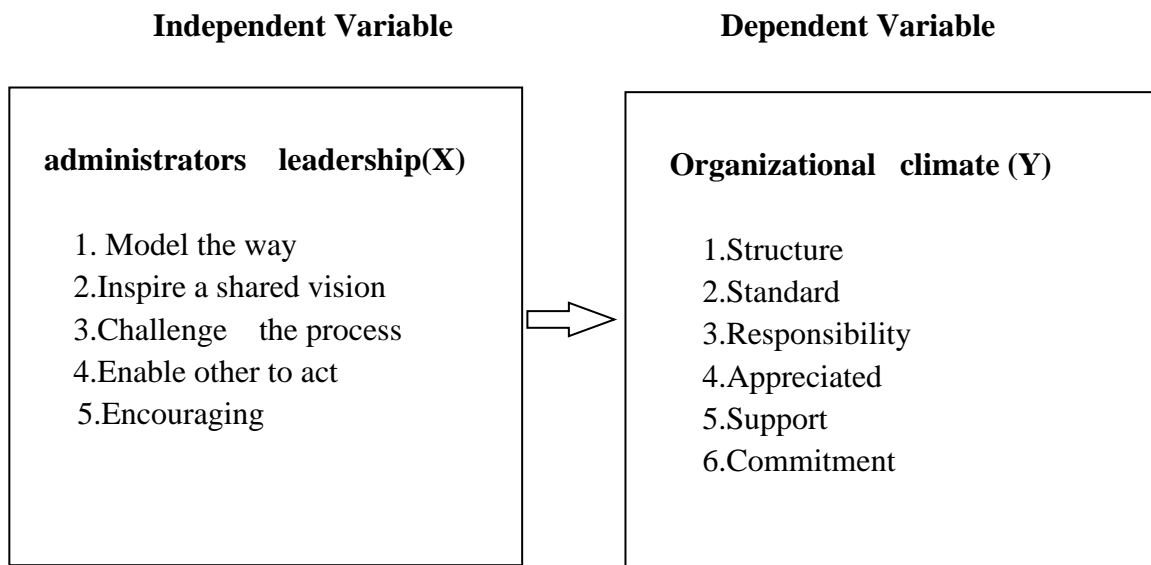


Figure 1 Conceptual Framework

Methods of conducting research

The research was survey research. The population was 310 teachers in Suihua University School under Hei Longjiang Province, The People's Republic of China. The sample consisted of 169 teachers in Suihua University. The sample size was determined by Krejcie and Morgan's table, and obtained by simple random sampling method. The instrument used for data collection was a five-point rating scale questionnaire. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation, and correlation coefficient

Research instruments

The instrument used in this study was a questionnaire. Created by researchers from studies of administrators' leadership and organizational atmosphere. Divided into the following three parts:

Part I: A questionnaire survey on the general information of the respondents.

Part 2: The questionnaire tool used for data collection is a valid point scoring

standard, used for teacher perception of manager leadership in five aspects: (1) model method for research; (2) stimulate shared vision;(3) the challenge process; (4) allowing others to act; (5) encouraging people.

The questionnaire was defined as ranked. Rating Scale (Likert, 1970), from;

1. means that there is the highest level of practice
2. means having a high level of practice
- 3.means having a moderate level of practice
4. means that the low of practice
5. means having the lowest level of practice

Part 3: The questionnaire tool used for data collection is graded and used for teacher perception of the organizational atmosphere. aspects: (1) Structure, (2) Standard, (3) Responsibility, (4) Appreciated, (5) Support, and (6) Commitment.

The questionnaire was defined as ranked. Scores were divided into 5 points

Rating Scale (Likert, 1970), from:

1. means that there is the highest level of practice
2. means having a high level of practice
3. means having a moderate level of practice
4. means that the level of practice is very low
5. means that they have the lowest level of practice

Data analysis

The investigators performed the pre-examination using the returned questionnaire. The data were organized and analyzed with a computer program for further statistical calculations.

1) The frequency distribution method was used to analyze the general status data of the respondents and find the percentage classified by education level and work experience. The results of the analysis are presented in the form of the attached table.

2) Questionnaire data led by the system manager.1 Suihua College of Heilongjiang Province was analyzed according to the mean and standard deviation.

Fisher, (1960), and the criteria for the insertion of the study results are as follows:

4.50-5.00 means that manager leadership is the highest level of practice

3.50-4.49 means that manager leadership is a high level of practice

2.50-3.49 means that manager leadership is a moderate level of practice

1.50-2.49 means that manager leadership is a low-level practice

1.00-1.49 means that the leadership is a minimum level of practice

3) The organizational environment of Heilongjiang Suihua University was analyzed by using the mean method and the standard deviation method.

Fisher, (1960) and determine the results as follows:

4.50-5.00 means that the organizational atmosphere is the highest level of practice

3.50-4.49 means that the organizational atmosphere is a high level of practice

2.50-3.49 means that the organizational atmosphere is a medium level of practice

1.50 – 2.49 means that the organizational environment is a low-level of practice

1.00-1.49 means that the organizational environment is a minimum practice level

4) Analyzed the relationship between administrators and organizational atmosphere of Suihua University in Heilongjiang Province under Heilongjiang Province. The Pearson's correlation coefficient method was used, and the significance of this coefficient was tested. These correlation factors (Pearson's correlation coefficient) show the correlation coefficient explained using the lecture table as follows:

From 70 upward, we believe that this pair of variables is correlated at a high level.

.30- .69 was considered to be moderately correlated for the pair of variables.

less-than. 30 considered the variables pair correlation at a low level.

If the correlation coefficient (r) is, then the direction of the correlation is positive to indicate that the two variables are correlated in the same order. The correlation coefficient (r) is negative, indicating the opposite correlation of the two variables (Unaromlert T., 2015)

Data analysis result

Table 1 General information of the respondents:

(n=169)

General Information	Frequency	Percentage
1.Educational Level		
1.1 Bachelor's degree	75	44.4
1.2 Postgraduate	94	55.6
overall	169	100
2.Work Experience		
2.115 years and below	99	58.6
2.2 more than 15 years	70	41.4
overall	169	100

From Table 1, it can be seen that the respondents with the highest level of education are graduate students, accounting for 55.6%, followed by 75 people with a bachelor's degree, accounting for 44.4%. 99 people have 15 years or less of work experience, accounting for 58.6%, and 70 people have over 15 years of work experience, Accounting for 41.4%.

Table 2 The value, standard deviation and teachers cognitive level of Suihua University in Heilongjiang Province.

Province: Challenge the farm.

(n=169)

No.	Challenge the process	X	S.D.	Level
	Leaders actively seek and practice new and effective educational methods	3.70	0.78	High
2	Leaders encourage and support you to challenge existing educational methods and models	3.68	0.78	High
3	Encountering difficulties and setbacks, da leaders persist in promoting change and innovation	3.65	0.93	High
4	Leader have provided sufficient resources And support for teachers to try new teaching methods	3.46	0.84	Moderate
	overall	3.62	0.56	High

From Table 2. it can be seen that the perception of teachers by the management leaders of Suihua College in Heilongjiang Province is generally at a high level (X=3.62). Considering that the Leader provides sufficient resources and support for teachers, try new teaching methods in a moderate manner Level, (X=3.70), while the rest are at a high level.

Table 3 : Comparison of the transformational leadership of administrators at Baicheng Normal College under Jilin Province by educational level,overall aspect.

(n=169)

No.	Transformational Leadership of Administrators	Educational level				t	P
		Bachelor's degree		Higher than Bachelor's degree			
		\bar{X}	S.D.	\bar{X}	S.D.		
1	Integrity	3.95	0.92	3.97	0.97	-0.133	0.89
2	Dedication	3.94	0.97	3.94	1.03	-0.022	0.98
3	Magnanimity	3.98	0.96	3.92	0.95	0.486	0.63
4	Humility	3.96	0.91	3.90	0.93	0.519	0.60
5	Openness	3.97	0.94	3.94	0.93	0.289	0.77
6	Creativity	3.98	0.94	3.86	0.96	0.942	0.35
Total		3.96	0.88	3.92	0.90	0.366	0.71

Table 3: t-test shows that teachers with different educational level came to recognize the transformational leadership of administrators at Baicheng Normal College under Jilin Province, classified by educational overall, which was not different.

Table 4: Show results analyzed the correlation between management leadership and the organizational atmosphere of Suihua University in Heilongjiang Province

*Statistical significance level at the 0.05 level

Variable	model the way (X ₁)	inspire a shared vision (X ₂)	Challenge the process (X ₃)	Enable other to act (X ₄)	Encourage the heart (X ₅)	Administrators leadership (X)
1.Structure(Y ₁)	.223**	.066	.338**	.228**	.630**	.351**
2.Standard(Y ₂)	.261**	.061	.305**	.161*	.524**	.429**
3.Responsibility	.205**	.144	.350**	.254**	.640**	.493**
Variable	model the way (X ₁)	inspire a shared vision (X ₂)	Challenge the process (X ₃)	Enable other to act (X ₄)	Encourage the heart (X ₅)	Administrators leadership (X)
(Y ₃)						
4.Appreciated (Y ₄)	.324**	.342**	.320**	.255**	.599**	.517**
5.Support(Y ₅)	.445**	.484**	.321**	.311**	.383**	.571**
6.Commitment (Y ₆)	.334**	.177*	.573**	.469**	.584**	.351**
Organizationa Climate(Y)	.375**	.265**	.462**	.347**	.724**	.528**

*P < 0.05

Table 4: There is a moderate correlation between management leadership (X) and organizational climate (Y), with an overall positive correlation ($r=0.528^{**}$). Among them, the relationship between management leadership of different variables is positively correlated with organizational atmosphere, encouragement (X₅) is highly correlated with organizational atmosphere ($r=0.724^{**}$), challenge process (X₃) is moderately correlated with organizational atmosphere ($r=0.462^{**}$), and has a low correlation with organizational atmosphere ($r=.375^{**}$). Therefore, the correlation between other behaviors (X₄) and organizational atmosphere is low

($t = 0.347^{**}$), and the correlation between inspiring shared vision (Xz) and organizational atmosphere is low ($r = 0.347^{**}$).

Discussion

Discussion Based on the study objectives, the results are discussed as follows 1.

1. Management leadership level. Suihua University of Heilongjiang Province. Management leadership of Suihua University in Heilongjiang Province. Suihua University of Heilongjiang Province is generally at a high level. Overall, we find that challenging the process, enabling others to act, and encouraging the heart is at a high level. The moral level is the model that inspires a common vision. Because the high level of challenge process and motivating others to act demonstrates the success of school administrators in encouraging employees to be proactive and innovative. Furthermore, a high level of encouragement and intrinsic motivation also means that leadership performs well in fostering employee self-motivation and self-motivation. However, setting an example at the middle level and inspiring a shared vision may mean that there is still room for improvement where leaders can further focus on efforts to shape examples and a share vision to improve employee engagement and cohesion. Research teachers consistent with Liu Xiaoming, Ning Guomin (2016) often see leaders as role models and role models. Only by persuading full-time staff and staff can the administrators work together. As leaders of managers, their status and power also require them to have a higher ideological level and professional ethics than ordinary teachers, students and employees, which is consistent with the research of Xu Sulan (2022), that is, active managers Leadership is the main important factor in promoting the career development of managers; For active management leadership, can play an important role in promoting managers and differences.

2. Level of organizational atmosphere. There is one Suihua College in Hei Longjiang Province. The overall organizational atmosphere of Hei Longjiang Suihua University is at a high level. In general, the structure, standards, responsibility and commitment are all at high levels. Praise and support. Since Hei Longjiang Suihua University has achieved remarkable results in establishing a clear organizational structure, setting high standards, clarifying responsibilities and commitments, employees may feel strong support and active participation in these areas. In addition, in Suihua University of Heilongjiang Province, we have shown a certain degree of mutual appreciation and support, and participated in the discussion. Despite moderate performance in these areas, but leaders in promoting positive interaction and cooperation between employees still a certain degree of effort, consistent with Putter, L research, the influence of senior management on organizational atmosphere perception should not be underestimated. Therefore, participate in senator management, make employees feel also are their value and support. This can be achieved by scheduling meetings to allow employees from lower levels to get in touch with Senator administrators. It is essential that management understand the workplace. If management wants their support to be appreciated, they know what is essential. Therefore, acting as an administrator, Talk to your subordinates every week. Do this in a structured way, but try to avoid these seemingly planned chats. For the most important employees to think of this as an informal conversation. The organizational atmosphere that organizational members appreciate relies heavily on the ability to provide the necessary management support to subordinates. Keep this in mind when assigning people to managerial positions. An expert in a certain field is not necessarily a good expert. State of employee engagement leads to caution. Thus, actions were introduced to challenge the people involved to do additional work beyond their normal activities. We can improve employee engagement by increasing the perception of responsibility. Therefore, giving employees power, information and resources to their work effectively will prove effective in improving employee engagement

3. Relationship between management leadership and organizational atmosphere. Suihua University of Hei Longjiang Province. The administrators of Suihua

University in Hei Longjiang Province are positively correlated with the organizational atmosphere, at a medium level. This means that the way and behavior of managers lead may affect the internal atmosphere of the organization to some extent. Because the way, attitudes and behaviors of managers lead may have an impact on the internal atmosphere of the organization. For example, positive motivation and support from manager leadership may promote a positive organizational atmosphere, while a lack of occupation and support may affect the quality of the atmosphere. With Zheng Xuemei(2015) education management and leadership Ne vadaon university leadership and the relationship between the school property environment shows that school leaders need to face the needs of teachers, including the need to provide their expression, can completely consume insight, and express their vision in a way of authorization, lead them to create a positive climax in school in a positive way. Research consistent with Wang Lei, Huang Fan and Feng Xiaoying (2013) shows that the main leadership is an important factor to promote the organizational atmosphere, which may be because the leaderships own behavior includes organizational elements, such as meeting the needs of subordinates, stimulating subordinates to challenge difficulties and transcend potential, which reflects the spirit of openness; another possible explanation is that the school culture means Guidance is one of the main contents of the principals leadership process, and the two are internally related. If we look at the atmosphere of organ division when a school is a tangible embodiment of the school culture, then the leadership behavior of the principal is the driving force and source of the formation and development of a specific school culture

Recommendations of research

1) Further long-term research to understand changing and evolving trends in the epidemic relationship between manager leadership and organizational climate. The correlation between reader behavior and atmosphere can be better revealed by collecting and analyzing data across time points.

2) A horizontal comparison of the relationship between management leadership and organizational atmosphere among different types of organizations can reveal the influencing factors under different backgrounds and cultures, so as to obtain

a mechanism for a more comprehensive understanding of this relationship.

3) It is suggested that schools should strengthen the training and improvement of manager leadership, which is the core driving force of the organization and has a significant impact on the organizational atmosphere. Therefore, the schools should strengthen the cultivation and improvement of the managers leadership ability. By organizing professional training courses and inviting industry experts for training, the professional quality and management ability of managers can be improved, so that they can better guide and shape the enterprise organisational atmosphere.

4) It is suggested that schools attach importance to the creation and maintenance of organizational atmosphere. The organizational atmosphere is a reflection of the internal culture of the school, and has an important impact on the enthusiasm and creativity of the staff. Therefore, the school should strengthen the attention to the organizational atmosphere, organize multi-cultural activities, humanized management system and mechanism, actively shape the positive cultural values, and establish a positive organizational atmosphere for the development of the school.

References

Sima Chokdee .(1995). has defined leadership as the ability to manage and achieve group goals. Working with a group of people, it also means that the authority and duties attached to the position of the commander are valuable when subordinates respect and trust their superiors.

Song Baoping. .(2015). Educational leadership of the Finnish chancellor [J]. Modern Teaching, No.281 (04): 72-74.

Zhou Xingdong.(2015).Educational Management Leadership and School Development, Beijing: Tsinghua University Press.

Zheng Xuemei.(2015). Empirical Research on Educational Management Leadership, Beijing: Peking University Press.

- Tajasom et al. (2015). School leaders and transformational leadership theory: time to part ways. *Journal of Educational Administration*, 54(5), 609–622.
- Amanchukwu,R.N.,Stanley,G.J.,&Ololube,N.P.(2015).A review of leadership theories,principles and styles and their relevance to educational management. *Management*,5(1),6-14.
- Sun Guangyu.(2015).Theoretical and Practical Research on Educational Management Leadership, Shanghai: Shanghai Education Press.
- Ewell & Ikenberry, D. (2015). Linking Leadership to Student Learning: The Contributions of Leader Efficacy. *Educational Administration Quarterly*, 44(4), 496–528.
- Riggio. (2016) .The impact of school transformational leadership on teachers' professional development. *Educational Research*, 38(2), 80-87.
- Zhao Chun,.(2016). "The Modernization Path of Education Management Leadership", Shanghai: Shanghai Sanlian Bookstore.
- Yang Ning.(2016).The Practice and Innovation of Educational Management Leadership, Beijing: Peking University Press.
- Liu Xiaoming, Ning Guomin, Tan Zuying, Wang Xiufeng.(2017). Research on The Theory and Practice of Educational Management Leadership, Beijing: Peoples Education Press.
- Ma Hongwei. (2017).The Promotion and Innovation of Educational Management Leadership, Beijing: Beijing Education Press.
- Wu Qinglan.(2017).Thinking and Practice of Educational Management Leadership, Beijing: China Social Sciences Press.
- Gao Xijun. (2017).Leadership Training Concept and Enlightenment for Higher Education in the UK [J]. *Beijing Education (Higher Education)*, 2017, No.780 (04): 87-89.
- Zhang Chunfeng. (2017). Educational Management Leadership: Theory and Practice, Beijing: China Education Press.

Heyliger, w. & Heyliger, w. (2014). The influence of academic administrators leadership style and leadership on faculty job satisfaction. *Journal of Leadership Education*, 13 (13), 34-49.

Yan Shouxuan, Sun Xuicon. An Analysis of the Concept Definition and Value Implication of Educational Leadership [J]. *Journal of Liaoning Normal University (Social Science Edition)*, 2023, 46(02): 91-95. DOI: 10.16216/j.cnki.lsxwbk. 202302091.

Nawaz & Khan. (2016). Leadership Theory and Style: A Review of the literature. *Leadership*, 16 (1), 1-7.

<https://www.researchgate.net/profile/AllahNawaz2/publication/293885908>

Duan Jinyun, Wang Juanjuan, Zhu Yuelong. (2014). "Organizational environment" research: conceptual measurement, theoretical basis, and evaluation of psychological science (12)

<https://www.doc88.com/p-9387265288816.htm>

Heyliger, w. (2014). The influence of academic administrators leadership style and leadership on faculty job satisfaction. *Journal of Leadership Education*, 13 (13), 34-49.

[https://chn.oversea.cnki.net/KCMS/detail/detail.aspx?dbcode=CJFD&dbname=CJFD2013&filename=ZJLT201310004&uniplatform=OVERSEA&v=\]SliqSOdLVrBPZKglewFjilRjqQ6qD6XcAyVh3YjRs2VqwnexQjhB1f2zgdki17](https://chn.oversea.cnki.net/KCMS/detail/detail.aspx?dbcode=CJFD&dbname=CJFD2013&filename=ZJLT201310004&uniplatform=OVERSEA&v=]SliqSOdLVrBPZKglewFjilRjqQ6qD6XcAyVh3YjRs2VqwnexQjhB1f2zgdki17)

Palmalupan, Saufi, Kasim. (2013). What is leadership? *Forbes Magazine*, 3.

<http://www.professorpeaches.com/wp-content/uploads/2015/02/What-is-Lead-by-Forbes.pdf>

Nawaz & Khan. (2016). Leadership Theory and Style: A Review of the literature. *Leadership*, 16 (1), 1-7.

<https://www.researchgate.net/profile/AllahNawaz2/publication/293885908>

[Leadership_Theoriesand_Styles_A_Literature_Review/links/56bcd3ad08ae9ca20a4cdea2/Leadership-Theories-and-Styles-A-Literature-Review.pdf](https://www.researchgate.net/publication/293885908/links/56bcd3ad08ae9ca20a4cdea2/Leadership-Theories-and-Styles-A-Literature-Review.pdf) Nottingham, F., Omar, S., Sehan, S., & Idrus, S. Organizational atmosphere and its impact on

organizational commitments. *The International Journal of Business and Economic Research (IBER)*, 9 (2).

Palmalupan, Saufi, Kasim., And Barakrishnan. (2014). (organizational impact The atmosphere is a commitment to employees work enthusiasm and organizational skills. *Social and Behavioral Sciences*, 107,88-95.)

<https://www.sciencedirect.com/science/article/pii/S187704281305026X>

Talan, T. (2016) .Manager leader: What is this? Why it is so important. McCormick Center for Early Childhood Leadership, National Louis University
<http://mccormickcenter.nl.edu/administrators-leadership-what-is-it-why-is-itimportant/>(Accessed:09.01.2018).

JiangXiaolei. (2019). Factors affecting manager leadership and its adaptability in manager management management (34), 87-88 + 91.

<https://chn.oversea.cnki.net/KCMS/detail/detail.aspx?dbcode=CJFD&dbname=CJFDLAST2020&filename=GLKW201934041&uniplatform=OVERSEA&v=ix6i2z872YRR9MJW7URZbIFcCMMTMGvXRJFQJsVFEPIJ01GWiorQXKaCxDrAz>

Xu Sulan, Duan Xinxing, and Zhang Yue .(2022). Personality advantages and advantages of active leadership science (05), 60-63.

<https://www.doc88.com/p-57647035984617.htm>

Wang, F. & Pollock, K. (2023) The paper "School Leadership and Organizational Climate: A Scoping Review (2016–2022)" published by in the "Educational Research Review", Volume 39, Article number 100532,

https://www.researchgate.net/publication/364761230_The_Relationship_between_Teacher_Leadership_and_School_Climate_Findings_from_a_Teacher-Leadership_Project