

ABSTRACT

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Key Words: EDUCATIONAL ADMINISTRATOR, LEADERSHIP STYLE, THREE TYPES OF UNIVERSITIES IN CHINA, NORMAL UNIVERSITY, UNIVERSITY OF SCIENCE AND TECHNOLOGY, MEDICAL UNIVERSITY

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

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This study compares educational administrators' leadership styles in three types of universities in China: Normal University, University of Science and Technology, and Medical University. The research objectives were: (1) Identify the dominant leadership styles of the educational administrators in three types of universities in China: Normal University, University of Science and Technology, and Medical University. (2) Compare the educational administrators' leadership styles in three types of universities in China: Normal University, University of Science and Technology, and Medical University. (3) Compare the leadership styles of the educational administrators classified by demographic background in three types of universities in China: Normal University, University of Science and Technology, and

Medical University. This research used the House Path-Goal Theory and related theories and models. The researcher used quantitative survey methodology to compute and analyze the research data. The dominant leadership style of educational administrators in three types of universities in China was directive leadership style. The results revealed that the educational administrators recognized their leadership styles as of high importance. It was found that there were no significant differences in the educational administrators' leadership styles in three types of universities in China: Normal University, University of Science and Technology, and Medical University. Also there were no significant differences in the leadership style of the educational administrators classified by demographic background in three types of universities in China. However, there was a significant difference between female educational administrators and male educational administrators under achievement-oriented leadership style in University of Science and Technology in China. The findings of this study have some implications for both theory and practice. The dominant theoretical contribution that this research theory offers is the comparison of educational administrators' leadership styles in Chinese universities. The secondary contribution of this research is the study of educational administrators turnover in the context of leadership styles and practices. The findings also provide a practical guide to educational administrators/school directors/administrative and academic departments to improve the educational administrators' leadership styles and strengthen their organizational performance and achievement.